

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 # P015A180109

Grants.gov Tracking#: GRANT12659826

OMB No. , Expiration Date:

Closing Date: Jun 25, 2018

PR/Award # P015A180109

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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="06/25/2018"/>	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="Cornell University"/>	
* b. Employer/Taxpayer Identification Number (EIN/TIN): <input type="text" value="150532082"/>	* c. Organizational DUNS: <input type="text" value="8726124450000"/>

d. Address:

* Street1:	<input type="text" value="373 Pine Tree Road"/>
Street2:	<input type="text"/>
* City:	<input type="text" value="Ithaca"/>
County/Parish:	<input type="text"/>
* State:	<input type="text" value="NY: New York"/>
Province:	<input type="text"/>
* Country:	<input type="text" value="USA: UNITED STATES"/>
* Zip / Postal Code:	<input type="text" value="14850-2820"/>

e. Organizational Unit:

Department Name: <input type="text" value="Southeast Asia Program (SEAP)"/>	Division Name: <input type="text" value="Einaudi Ctr for Intl Studies"/>
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f. Name and contact information of person to be contacted on matters involving this application:

Prefix: <input type="text" value="Dr."/>	* First Name: <input type="text" value="Abigail"/>
Middle Name: <input type="text" value="C"/>	
* Last Name: <input type="text" value="Cohn"/>	
Suffix: <input type="text"/>	

Title: <input type="text" value="Director of SEAP; Professor of Linguistics"/>
--

Organizational Affiliation: <input type="text" value="Cornell University"/>
--

* Telephone Number: <input type="text" value="607-255-8903"/>	Fax Number: <input type="text" value="607-254-5000"/>
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* Email: <input type="text" value="acc4@cornell.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:**

National Resource Centers and Foreign Language and Area Studies Fellowship Programs

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="2,288,480.00"/>
* 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="2,288,480.00"/>

*** 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

Cornell University

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	134,853.00	138,899.00	143,067.00	147,358.00		564,177.00
2. Fringe Benefits	47,064.00	49,031.00	51,073.00	52,606.00		199,774.00
3. Travel	13,685.00	9,825.00	5,885.00	6,165.00		35,560.00
4. Equipment						
5. Supplies	3,545.00	2,850.00	2,450.00	2,450.00		11,295.00
6. Contractual						
7. Construction						
8. Other	51,160.00	50,110.00	48,110.00	42,110.00		191,490.00
9. Total Direct Costs (lines 1-8)	250,307.00	250,715.00	250,585.00	250,689.00		1,002,296.00
10. Indirect Costs*	20,025.00	20,057.00	20,047.00	20,055.00		80,184.00
11. Training Stipends	301,500.00	301,500.00	301,500.00	301,500.00		1,206,000.00
12. Total Costs (lines 9-11)	571,832.00	572,272.00	572,132.00	572,244.00		2,288,480.00

***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: 07/10/2017 To: 06/30/2021 (mm/dd/yyyy)

Approving Federal agency: ED Other (please specify): National Institutes of Health

The Indirect Cost Rate is 8.00%.

(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 # P015A180109

Name of Institution/Organization Cornell University	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>Christine A Brown</p>	<p>TITLE</p> <p>Grants and Contracts Officer</p>
<p>APPLICANT ORGANIZATION</p> <p>Cornell University</p>	<p>DATE SUBMITTED</p> <p>06/25/2018</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="Department of Educacion"/>	7. * Federal Program Name/Description: <input type="text" value="National Resource Centers Program for Foreign Language and Area Studies or Foreign Language and International Studies Pr"/> CFDA Number, if applicable: <input type="text" value="84.015"/>
--	---

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

10. a. Name and Address of Lobbying Registrant:

Prefix * First Name Middle Name

* Last Name Suffix

* Street 1 Street 2

* City State Zip

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

Prefix * First Name Middle Name

* Last Name Suffix

* Street 1 Street 2

* City State Zip

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

* Signature:

* Name: Prefix * First Name Middle Name

* Last Name Suffix

Title: Telephone No.: Date:

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

NOTICE TO ALL APPLICANTS

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

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

To Whom Does This Provision Apply?

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

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

What Does This Provision Require?

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

be discussed in connection with related topics in the application.

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

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

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

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

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

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

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

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

Estimated Burden Statement for GEPA Requirements

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

Optional - You may attach 1 file to this page.

1235-GEPA Provision CU SEAP 2018.pdf

Add Attachment

Delete Attachment

View Attachment

Southeast Asia Program and Cornell University

GEPA Position

Cornell's Vision and Goals for Diversity

A diverse community includes everyone and is the foundation for the meaningful exploration and exchange of ideas. Cornell University is committed to creating an environment where diversity of faculty, students and staff is fully supported. Commitment to diversity dates back to the very beginning of the university's inception, with Ezra Cornell's 1865 statement, "I would found an institution where any person can find instruction in any study." As years have passed, Cornell's sustained dedication to diversity has been evident through many significant events, such as the 1906 founding of the first undergraduate African American fraternity, the 1916 founding of the first Asian fraternity in the Ivy League, and awarding the first PhD to an African American woman in 1936. Today, Cornell's commitment to diversity is evident through numerous initiatives on our campus, including the formation of the University Diversity Council, reinvigorating the institution's dedication to diversity by holding meetings, lectures, courses, performances and other diversity-related events to get the campus community involved. In addition, the Cornell Faculty Institute for Diversity helps faculty incorporate diversity-related material into their lectures and infuse their course offerings with diverse perspectives. In the coming years Cornell will continue supporting diversity on campus by working towards goals such as increasing the diversity of faculty through new hires and enhanced retention efforts, attracting a diverse workforce, and strengthening efforts to attract a talented and diverse student body.

Cornell's approach to institutional inclusion and diversity planning is holistic. Our commitments, both regulatory and strategic, involve novel approaches to improve campus culture and our demographic composition.

Cornell is working to:

- Continually improve on our demographic diversity.
- Promote a genuine sense of belonging for all members of the Cornell community.
- Prepare all constituents for an interconnected diverse world.
- Utilize and leverage the diversity of thought, backgrounds, and identities of our constituents for innovation and scholarly excellence.

Cornell's vision statement, **Open Doors, Open Hearts, Open Minds**, was formally adopted by all university governance bodies (the Employee Assembly, the University Assembly, the Student Assembly, the Faculty Senate, and the Graduate and Professional Student Assembly) nearly two decades ago (2000). This vision still holds true to what our community is committed to.

Open Doors

"I would found an institution where any person can find instruction in any study." This statement, made by Ezra Cornell in 1865, proclaims Cornell University's enduring commitment to inclusion and opportunity, which is rooted in the shared democratic values envisioned by its founders. We honor this legacy of diversity and inclusion and welcome all individuals, including those from groups that historically have been marginalized and previously excluded from equal access to opportunity.

Open Hearts

Cornell's mission is to foster personal discovery and growth, nurture scholarship and creativity across a broad range of common knowledge, and affirm the value to individuals and society of the cultivation of the human mind and spirit. Our legacy is reflected in the diverse composition of our community, the breadth of our curriculum, the strength of our public service, and the depth of our commitment to freedom, equity, and reason. Each member of the Cornell community has a responsibility to honor this legacy and to support a more diverse and inclusive campus in which to work, study, teach, research, and serve.

Open Minds

Free expression is essential to this mission, and provocative ideas lawfully presented are an expected result. An enlightened academic community, however, connects freedom with responsibility. Cornell stands for civil discourse, reasoned thought, sustained discussion, and constructive engagement without degrading, abusing, harassing, or silencing others. Cornell is committed to act responsibly and forthrightly to maintain an environment that opens doors, opens hearts, and opens minds.

Leadership at Cornell

Cornell's leadership in diversity & inclusion joins experts with varied scope and authority across the university. Leadership is managed through the University Diversity Council with substantial support from the University Diversity Officers and the college and unit diversity leads. Diversity leaders use a framework for collaboration and decision making in order to initiate the policies and strategies that support Cornell's diversity mission, "Open Doors, Open Hearts, Open Minds." The University Diversity Council is responsible for the implementation and accountability for diversity initiatives university-wide. The university diversity officers formulate policy, evaluate progress, and identify the opportunities and challenges the university addresses. Four diversity officers collaborate to provide leadership in the following areas. These University Diversity Officers are:

- **Sara Xayarath Hernández**, Associate Dean for Inclusion and Student Engagement
- **Yael Levitte**, Associate Vice Provost for Faculty Development and Diversity
- **Vijay Pendakur**, Dean of Students
- **Angela C. Winfield**, Director of Inclusion and Workforce Diversity

University Diversity Initiatives

Cornell has a long tradition of supporting a diverse and inclusive educational environment, which extends to our workforce. Cornell strives to create a campus environment that supports all aspects of diversity among students, faculty, staff, alumni, parents, donors, and community partners. Cornell's focus on diversity goes beyond race and gender to also address sexual orientation, veteran status, and disabilities. The university's approach is holistic and its commitment includes regulation, strategy and creative ways to improve culture and demographic composition.

Cornell's current diversity Initiatives include:

1. Campus Climate Initiative

a) Presidential Task Force on Campus Climate

Since its founding, Cornell has aspired to be a diverse and inclusive university. Our founding principles continue to inspire and guide us, and when the experience of the community fails to reflect these goals, we must redouble our efforts to create the kind of environment we seek.

b) Supporting Diversity and Inclusion on Our Campuses

Provost Kotlikoff and Vice President Lombardi have been charged with developing and/or enhancing programs and services that support diversity and inclusion on our campuses.

c) Diversity and Educational Programming for Greek Life

In September, President Pollack directed the heads of the Interfraternity and Panhellenic Councils to develop a substantive and meaningful diversity training and education program for all their members, to be implemented before the spring recruitment cycle.

d) Alternative Dispute Resolutions Process

The dean of students has been charged with creating and implementing an alternative dispute resolution process based on restorative justice that can be a resource, in conjunction with our disciplinary system, for students in addressing any future incidents.

A search is currently underway to hire the Associate Dean of Students, Peer-to-Peer Support and Conflict Resolution. The new associate dean will be part of the Care and Crisis Services Team of the Dean of Students Office. The Associate Dean will be responsible for recruiting, training and managing Cornell students who will serve as peer counselors, mediators and/or facilitators for restorative justice processes, or other alternative dispute resolution techniques, as needed.

e) New Student Orientation Programming

Vice President Lombardi announced that new programming will be developed and implemented to help incoming students learn about living in a diverse community. This programming is expected to be a part of the expanded student orientation starting next fall.

f) Helping Faculty Address Diversity in the Classroom

The new Center for Teaching Innovation is expanding and enhancing services for faculty, including devoting new staff resources to helping faculty address diversity in the classroom and facilitate faculty-student conversations.

g) Creating Space for Student Resource Centers on Central Campus

The Division of Student & Campus Life has initiated a planning process to establish a central campus location for our student resource centers. The process include working with students, staff and alumni in the coming years to identify the right space and resources to realize this goal.

h) Dean of Students Office: Focused on Supporting Diversity and Campus Climate

The Dean of Students Office is expanding to provide additional support to students in the areas of diversity, equity and empowerment:

- Marla Love, the new Senior Associate Dean for Diversity and Equity, works directly with the diversity units in Dean of Students to create an intersectional programming model that engages our students in new and innovative ways.
- Associate Dean Renee Alexander has assumed the new role of senior adviser to the dean of students to focus on issues of campus climate.
- A search is currently underway to hire the Associate Dean for Student Empowerment and Director of First-Generation and Low-Income Student Support position by the end of the Spring semester. The associate dean position is situated in the Diversity and Equity portfolio within the Office of the Dean of Students. In addition to implementing programmatic, support, and advocacy initiatives for first-generation and low-income students, this role will work directly with the staff members in Student Development Diversity Initiatives, Undocumented/DACA student support, and Undergraduate Military Veteran student support.

i) Weill Cornell Medicine - Diversity and Inclusion

Weill Cornell has a long history of focusing on diversity and inclusion. Weill Cornell Medicine is a community that strongly values and appreciates diversity among its students, trainees, faculty and staff. Since the founding of our institution, we have been committed to supporting individuals of varied and wide-ranging backgrounds to succeed in medicine and science. Diversity continues to be a major priority at Weill Cornell Medicine because we recognize that patient care, biomedical discovery, and learning are enriched by the contributions of people with different perspectives, skills, and life experiences. Our goal is to further strengthen our culture of diversity and inclusion so that together we can find new and innovative ways to improve human health.

j) Alliance for Diversity and Inclusion

The Alliance for Diversity and Inclusion represents the diversity planning efforts of Cornell Information Technology; the Cornell University Police Department; the Division of Budget and Planning; the Division of Financial Affairs; Environmental Health and Safety; and the offices of the Dean of Faculty, the Judicial Administrator, the President (including the Commencement Office), the Provost, the Ombudsman, University Counsel, and University Audit.

2. Toward New Destinations - Cornell's institutional diversity planning initiative

Cornell colleges and units use a framework, called Toward New Destinations, to organize their diversity initiatives and programming. Annually, each Cornell college and administrative unit implements three diversity initiatives aligned with Cornell's vision for "Open Doors, Open Hearts, Open Minds." Toward New Destinations Grants fund programs and initiatives across Cornell. These college and unit level initiatives address core principles and goals for composition, engagement, inclusion, achievement that are managed at the college or unit level but reported on and tracked centrally by the university.

The four core principles enunciated by Toward New Destinations—Composition, Engagement, Inclusion, and Achievement—have served to direct the conceptualization of diversity in a way that includes but also goes far beyond Composition, and that advances diversity goals broadly across activities and environments, that reaches across particular groups as well as the entire community, and that supports the Institutional commitment to both equity and excellence.

Toward New Destinations initiatives apply across seven constituent groups:

- undergraduate students
- graduate & professional students
- postdoctoral associates & academic professionals
- faculty
- staff
- the off-campus community, and
- Cornell communities beyond Ithaca, including parents, alumni, friends, and donors.

3. Equal Opportunity & Affirmative Action

a) Equal Education and Employment Opportunity

Cornell values and offers equal opportunity to the entire Cornell community. Cornell University has an enduring commitment to support equality of education and employment opportunity by affirming the value of diversity and by promoting an environment free from discrimination.

Association with Cornell, either as a student, faculty, or staff member, involves participation in a free community where all people are recognized and rewarded on the basis of individual performance rather than personal convictions, appearance, preferences (including sexual or affectional orientation), or happenstance of birth.

Cornell University's history of diversity and inclusion encourages all students, faculty and staff to support a diverse and inclusive university in which to work, study, teach, research and serve.

No person shall be denied admission to any educational program or activity or be denied employment on the basis of any legally prohibited discrimination involving, but not limited to, such factors as race, color, creed, religion, national or ethnic origin, marital status, citizenship, sex, sexual orientation, gender identity or expression, age, disability, or protected veteran status. Cornell University is an affirmative action/equal opportunity employer.

b) Workplace Affirmative Action

Because Cornell University is a federal contractor, receiving well more than one hundred million dollars in federal research grants, Cornell is subject to the federal laws and regulations governing affirmative action in the workplace.

Each year, in the affirmative action plan, the university analyzes the compositional diversity of its workforce by job group as compared to the demographics of qualified talent available based on estimates from census and other data. This analysis is used to help develop and inform proactive recruitment and retention strategies as well as to identify and eliminate any unconscious bias in the employment process.

Cornell's affirmative action obligations and archived plans are made viewable and maintained in the Division of Human Resources.

As a federal contractor, Cornell University is bound by the federal laws that address affirmative action compliance. Each year, the university posts reports on its progress in addressing its compliance obligations.

4. Disability Access

Cornell University is committed to maintaining an accessible, usable, and welcoming environment for faculty, staff, students, and visitors with disabilities. Since 2004, a team of individuals from departments across the university has worked to address disability access, which has resulted in a [comprehensive web page](#) and a [strategic plan](#).

5. Gender Equity & Title IX

Cornell University's Title IX coordinator and a team of deputies address student, workforce, and athletics issues. Cornell takes seriously its responsibility for creating a safer, more caring campus culture in which bias, harassment, and violence have no place—and every member of our community is free to flourish. Cornell University complies with applicable state and federal statutes, including Title IX of the federal Higher Education Amendment of 1972, which prohibits discrimination on the basis of sex in any education program or activity receiving federal financial aid. Sexual assault and sexual harassment are forms of sex discrimination prohibited by Title IX.

Through Cornell University Policy 6.4, and the applicable procedures for students, staff, and faculty, the university provides means to address bias, discrimination, harassment, and sexual and related misconduct, including gender-based harassment, sexual harassment, sexual assault, domestic and dating violence, stalking, and sexual exploitation.

6. Restroom & Facilities Use Guidelines

In keeping with principles of nondiscrimination and inclusion, students, staff, faculty, and visitors are invited to use of restrooms and facilities corresponding to their gender identity. At Cornell, gender identity refers to an individual's internal sense of gender. A person's gender identity may be different from or the same as the person's sex assigned at birth. Cornell's restroom and facilities use guidelines are unchanged by the recent actions of the federal government. Cornell is committed to our ongoing initiatives underway at the university to continue to advance protections for the LGBTQ+ community.

7. Supplier Diversity

Cornell is working to expand the use of diverse suppliers and similarly encourages large suppliers to develop and expand their own diversity programs. Cornell provides an opportunity for businesses to certify their ownership and help expand supplier diversity through the following ownership categories: small, small+disadvantaged, minority, veteran, woman, LGBTQ, disabled veteran, or disabled.

8. Inclusive Excellence Academy

Cornell University's Inclusive Excellence Academy offers programs designed to advance an inclusive educational environment and workplace. The IEA features customized workshops designed for participants at all stages of their understanding of diversity, inclusion, and belonging. Specific workshops, prioritized based on the university's needs, are offered each semester. Our programs incorporate personal narratives from experienced speakers that encourages participants to engage in dialogue, self-reflection, and the development of action oriented skills that foster a culture of belonging.

Workshop Categories include:

Self-Awareness

While participants may navigate the program in any way they feel works best for them, workshops in this category offer a starting point for participants who may desire more introductory content. These workshops help participants reflect on their own identities and lived experiences.

Understanding Difference

Workshops in this category invite the participants to step outside of themselves and learn more about the identities they do not hold. These workshops discuss the lived experiences of various identities in and out of the workplace.

Transformative Action

Workshops in this category focus on providing strategies participants can implement in their departments or units to establish a culture of belonging. These workshops provide a space for participants to practice these strategies and obtain immediate feedback.

9. Bias Tracking at Cornell

Since 2000, Cornell University has had a program to track bias that is occurring on all campuses in an effort to be proactive in creating an inclusive climate for all. The Department of Inclusion and Workforce Diversity is responsible for collecting and tracking all reported bias activity that occurs at Cornell University that could potentially impact our commitment to diversity and inclusion, including all reports made by faculty, staff, students, and visitors to the Ithaca, Weill Cornell Medicine, and Cornell Tech campuses.

Awards relating to Inclusion and Diversity as a school and employer

- In 2017, the Council for Advancement and Support for Education gave Cornell University an honorable mention for working on race and town-gown relations, for real, and over the long haul.
- In 2016, Cornell was ranked by Forbes as the second out of thirteen most important STEM Colleges for Women, with 51% female enrollment and 30% in STEM.
- According to Forbes 2016 rankings, Cornell University is considered one of the best 50 U.S. Colleges for International Students.
- Cornell University ranked in Top 30 List of LGBTQ-Friendly Colleges & Universities by Campus Pride Index, August 2016.
- In 2015 Cornell received the Fit-Friendly Worksites Gold Level by the American Heart Association.
- Cornell has won the 2014 and 2015 Higher Education Excellence in Diversity Award from INSIGHT Into Diversity, the largest and oldest diversity publication in higher education, for demonstrating outstanding “efforts and success in the area of diversity and inclusion” throughout campus.
- In 2013 Cornell received the Diversity and Inclusion (DANDI) Award.

Office of Academic Diversity Initiatives (OADI)

The Office of Academic Diversity Initiatives (OADI) is all about inclusion and achievement across the Cornell campus so that students of all backgrounds excel in reaching their academic goals. Our students come from backgrounds that have been historically under-represented. And the faculty and staff who

support them add tremendously to the educational environment that brings excellence to all fields of study. Without diverse points of view coming from varied life experience and without multiple ways of interpreting the world, all classrooms and research at Cornell would suffer. We seek to ensure a high-quality academic and intellectual experience for all at Cornell.

OADI provides individual and group support for academic pursuits and organizations, a place of lively discussion and interchange, a family environment in which to feel at home and speak openly, and a strong voice of advocacy across the institution. We work to assist our students to get the most out of Cornell, and we work to assist Cornell to benefit more fully from inclusive excellence.

OADI's Mission

To ensure that the widest range of life experience, knowledge, creative expression and original thinking is shared across the breadth of Cornell's students, faculty, staff, and disciplines, particularly by those with backgrounds historically less likely to have been represented on campus.

To support the increased presence, academic success, intellectual achievement, and inclusion across all fields of study of those from these under-represented backgrounds at Cornell.

OADI's Vision

Ezra Cornell's revolutionary commitment to "any person...in any study" inspires OADI to cultivate the extraordinary presence of so many talented individuals in so many ground-breaking intellectual, artistic, and technical pursuits in order that every person in every study experiences the full diversity of dynamic and stimulating exchange with each other.

OADI's Interface with South and Southeast Asia Programs

The South Asia Program and Southeast Asia Program will work with the OADI office most closely during the coming grant cycle and beyond. OADI houses many state-, privately-, and federally-funded programs that provide broad academic support for low-income, first generation, and under-represented students of color populations and tracks these students' success across the institution. Membership in any or several of these three groups is a characteristic of over 4,000 undergraduate domestic students, or about a third of the Cornell student body. Both programs will work with OADI Academic Success Programs, including the federally-funded Ronald E. McNair Post-Baccalaureate Achievement Program, mentorship teams, and OADI's pre-professional programs, as well as the POSSE Foundation scholars, the Gates Millennium Scholars, and Arthur O. Eve Educational Opportunity Program scholars to provide opportunities for their students to learn about the many options available to study, research, or prepare to work professionally, in Asia. We will do this by having our staff and faculty participate in the many mentorship opportunities in OADI programs, being active in employing OADI-eligible students through the work study co-funding option OADI provides, making sure our research opportunities are visible to OADI research scholars and within the specific library based research skills courses ("Delve Deeper") and holding information sessions to promote FLAS Fellowships applications and participation in South and Southeast Asia area studies and language courses, among these particular student populations.

Diversity and Inclusion within the Office of the Vice Provost for International Affairs (VPIA)

The Vice Provost for International affairs houses the Mario Einaudi Center for International Studies (Einaudi Center) and the Office of Global Learning. The Center for International Studies (CIS) at Cornell, named after Mario Einaudi, is committed to inclusion and diversity as it promotes internationalization across the Cornell campus. It's Diversity Officer and Discrimination and Harassment Advisor, Jennie

Babcock, Office of Human Resources, works closely with the unit's faculty and staff leadership to assure that diversity and inclusion issues are addressed in the areas of both programming and human resources.

The Vice Provost, Director of the Einaudi Center, and area studies program directors are committed to the training of staff in inclusion and diversity. We provide staff training on an annual basis as part of the campus-wide Towards New Destinations initiative. Recent examples of training opportunities include:

- A seminar on “Micro-Inequities and Unconscious Bias”, provided an introduction on how our assumptions are often influenced by stereotypes and unconscious bias. Participants viewed a short video, followed by a facilitated discussion about stereotypes and assumptions, and an introduction to the concept of unconscious bias.
- “Your Story, My Story,” an interactive diversity training provided via the Cornell Interactive Theater ensemble, aimed at stimulating discussion and greater understanding by focusing on individual stories. These stories focused on assumptions about age, sexual orientation, biracial and multiracial families, local versus external hires, status and hierarchies, communication style, family challenges around health and illness, and the conservative perspective in a liberal environment.
- Planning Accessible Events. Staff were educated on inclusive practices around disability as it relates to the workplace, as well as to the hosting of educational events. Guidelines were developed for accessible event planning so that staff became more accustomed to taking into account special needs of visitors and event participants. All posters and printed materials now bear the appropriate accessibility logos and information for those that may require assistance.
- A focus on Multicultural competency. Tools used included participation in a common reading program and a series of facilitated discussions, using the book “Clash of Civilizations over an Elevator in Piazza Vittorio” as well as an interactive seminar about intercultural competence, utilizing examples, role playing etc.

The Center's seminar room is ADA-compliant in physical accessibility and equipped with assistive hearing devices. When requested the area studies programs have hired a sign-language interpreter for those attending one of the programs' workshops.

The Office of VPIA, the Einaudi Center and the Office of Global Learning (in partnership with the Office of Academic Diversity Initiatives (OADI) and the Office of Engagement Initiatives) also provide needs-based funding to Cornell courses and programs that provide students with a global experience through a travel/internship grants program. This off-campus opportunity fund offers grants to undergraduate students for off-campus experiences, most of them international. This allows Pell-grant eligible, first generation, and other students in need to have the opportunity to engage fully in off-campus learning. In academic year 2016-2017, 220 students received \$280,640 in three rounds of funding. Just over half of awardees were underrepresented minorities, and 52 percent met the criteria for the high-need level of financial aid.

Additionally, OADI regularly provides a review service of rosters and applicant lists to help programs assess if their applicant pools are reaching a wide and inclusive range of students from across campus.

CERTIFICATION REGARDING LOBBYING

Certification for Contracts, Grants, Loans, and Cooperative Agreements

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

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

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

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

Statement for Loan Guarantees and Loan Insurance

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

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

* APPLICANT'S ORGANIZATION Cornell University	
* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE	
Prefix: Mrs.	* First Name: Christine Middle Name:
* Last Name: Brown	Suffix:
* Title: Grants and Contracts Officer	
* SIGNATURE: Christine A Brown	* DATE: 06/25/2018

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:
Dr.	Abigail	C.	Cohn	

Address:

Street1:	Cornell University Southeast Asia Program
Street2:	180 Uris Hall
City:	Ithaca
County:	Tompkins
State:	NY: New York
Zip Code:	14853-7202
Country:	USA: UNITED STATES

Phone Number (give area code)	Fax Number (give area code)
607-255-1105	607-254-5000

Email Address:

acc4@cornell.edu

2. Novice Applicant:

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

Yes No Not applicable to this program

3. Human Subjects Research:

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

Yes No

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

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

No Provide Assurance #, if available:

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

	Add Attachment	Delete Attachment	View Attachment
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Abstract

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

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

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

You may now Close the Form

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

* Attachment:

Abstract: The Cornell University Southeast Asia Program (SEAP)

Since its founding in 1950, Cornell's Southeast Asia Program has trained hundreds of experts in areas and languages critical to US strategic needs. SEAP includes 21 core, 15 affiliated, 7 emeritus, and 6 full-time language faculty members who offer up to four levels of Burmese, Filipino (Tagalog), Indonesian, Khmer, Thai, and Vietnamese. With Title VI support, SEAP plays an ongoing leadership role in training experts in Southeast Asian Studies, many of whom go on to teach at universities and colleges across the US and around the world, and also serve as experts in government service, at NGOs, and in business. In addition to having deep knowledge about the region, SEAP's graduates are trained in diverse fields such as Anthropology, Development Sociology, City and Regional Planning, Government, History, History of Art, International Labor Relations, Linguistics, Music, and Religion. In the last four years SEAP trained 24 PhDs, 43 MA students, and 29 undergraduate majors and minors.

The Echols Library Collection on Southeast Asia is the largest and most comprehensive in the world. Through its online resources, interlibrary loan services, and the steady stream of visiting researchers, it serves as an accessible national and international resource. Strong support from Cornell through the Library and SEAP, as well as past NRC grants, enables Echols to acquire, catalog, house and preserve material on Southeast Asia from around the world, ensuring its continued vital role in the field as the collection of record. In partnership with Cornell University Press, SEAP publishes monographs, language textbooks, and *Indonesia*—the only journal focused exclusively on this key country. Archived copies of the Cornell Modern Indonesia Project (CMIP) and SEAP Data papers are accessible online, along with the *SEAP Bulletin*, and numerous educational resources on Southeast Asia.

SEAP is committed to working with other Southeast Asia NRC to coordinate and improve the fundamentals of Southeast Asian Studies: language instruction, library collections, and scholarship. Building on SEAP's leadership in collecting library materials and training experts in the field of Southeast Asian studies, in this NRC cycle SEAP plans to show further leadership by addressing critical national needs in the area of Southeast Asian language pedagogy and instruction (Goal 1).

SEAP proposes to continue to proactively broaden and strengthen Southeast Asian studies at Cornell (Goal 2) and in the U.S. through activities and initiatives that reinforce a strong connection between language instruction and area knowledge. Being able to offer six national languages of Southeast Asia, particularly Burmese and Khmer—the least commonly taught languages of the less commonly taught languages—at all levels is fundamental to Cornell's leadership role in promoting collaboration across institutions for the improvement and expansion of Southeast Asian language teaching. We plan to support curricular innovation, the development of new language pedagogy materials, and professional development for Southeast Asian language instructors. Cornell's full-time, highly trained and experienced Southeast Asia language lectures have a critical role to play in the collaborative pedagogy workshops and professional development conferences that will be organized through the joint efforts of the Southeast Asia Language Council (SEALC) and the Council of Teachers of Southeast Asian Languages (COTSEAL). About

one third of the total proposed budget is for language instruction salaries and benefits, with significant funds allocated for instructors' travel and participation in professional development activities.

SEAP has all of the essential pieces in place to ensure continued excellence in training graduate students in Southeast Asian studies, across multiple disciplines and integrating diverse perspectives. Cornell supports many PhD students with generous funding packages and funding to conduct predissertation or MA thesis research. \$301,500 per year is being requested for FLAS fellowships which will enable SEAP to support advanced language and area studies for graduate students and for both graduate and undergraduate students during the summer.

SEAP also aims to address the sustainability of Southeast Asian language and area studies from another side, building interest and enrollments, particularly among undergraduates (Goal 3). Although minimal NRC funds are budgeted for these activities, SEAP faculty and staff have set specific targets to connect with and build a pipeline of diverse undergraduates interested in Southeast Asia studies through expanding opportunities to study and travel to Southeast Asia and through programming in residence halls and other campus venues and organizations. Reversing the model that puts area and language study before experience abroad, we will build on the success of the Cornell in Cambodia program initiated in the last NRC cycle, and develop and pilot new faculty-led study abroad opportunities and applied, project-oriented language courses to give more students an initial in-country experience in Southeast Asia. SEAP will continue to work hard to seek financial aid and ways to make these opportunities affordable and accessible to all students. Studying in Southeast Asia will foster global competency, attract students from underrepresented group, and draw more undergraduates to pursue in-depth study of the region. At the same time, building study abroad programs will give SEAP faculty the chance to initiate more linkages and exchanges with scholars and institutions in Southeast Asia, particularly in Myanmar, Thailand, Indonesia, Malaysia and Vietnam (Goal 4).

SEAP's on-campus "in-reach" activities are not conceived of as separate or disengaged from our outreach goals and planned activities (Goal 5). The programming—be it speakers, performers, exhibits—that we bring to partner community colleges and schools of education, will build directly on our activities on the Cornell campus. Our work with the Cornell Education Minor and the Public Service Center will inform joint activities with teacher training programs at SUNY Cortland, SUNY Buffalo, and Syracuse University, expanding the diverse perspectives included in SEAP. Likewise, outreach initiatives that enable faculty from partner institutions (including Monroe, Onondaga, and Tompkins-Cortland community colleges) to travel to Southeast Asia for professional development and curriculum building, will build on and enhance international connections being cultivated by SEAP faculty and staff as we develop study abroad opportunities and partnerships in Southeast Asia. By leveraging Cornell resources for undergraduate "in-reach" and building linkages with educational institutions in Southeast Asia, we can target NRC funds toward creating vibrant, mutually enhancing partnerships with community colleges and schools of education.

Project Narrative File(s)

* **Mandatory Project Narrative File Filename:**

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A. Program Planning and Budget

Building on the Southeast Asia Program's (SEAP) leadership in training experts in the field and collecting library materials, in this grant cycle SEAP plans to address critical national needs (AP1) in the area of language pedagogy by forging new partnerships at home and abroad. SEAP proposes to broaden and strengthen Southeast Asian studies at Cornell and in the U.S. through activities and initiatives that reinforce a strong connection between language instruction and area knowledge and SEAP is committed to working with other Southeast Asia NRCs to coordinate and improve the fundamentals of Southeast Asian Studies: languages, libraries, and linkages. Being able to offer six national languages of SEA, all less commonly taught, particularly Burmese and Khmer—the least commonly taught languages of the less commonly taught languages—at all levels is fundamental to Cornell's leadership role in promoting a collaborative approach across institutions for the improvement and expansion of SEAn language teaching (AP2). We plan to support curricular innovation, the development of new language pedagogy materials, and professional development for SEAn language instructors (Goals 1 & 2).

1a. Language Program: Cornell's full-time, highly trained and experienced Southeast Asia language lecturers have a critical role to play in the collaborative pedagogy workshops and professional development conferences that will be organized through the joint efforts of the Southeast Asia Language Council (SEALC) and the Council of Teachers of Southeast Asian Languages (COTSEAL) (Goal 1, AP2). About one third of the total proposed budget is for language instruction salaries and benefits. However this amount makes up a small fraction of the total cost (approx. \$517,200 in year 1) of salary and benefits for 5 senior lecturers and 1 lecturer, which the NRC grants have enabled SEAP to cultivate and build over time. SEAP's plan allocates significant funds to language lecturer travel (\$12,220 over 4 years, plus \$6,400 for

curriculum development supplies) for lecturers from Cornell to participate in pedagogy workshops and professional development conferences and activities organized through the joint efforts of SEALC and COTSEAL (Goal 2).

The sustainability of Southeast Asian language instruction in the U.S. depends on institutions working together to support consortia such as the Southeast Asian Studies Summer Institute (SEASSI), and working collectively to pursue common goals. We include in our proposal a request for \$5,000 annually to contribute to general administration and instruction costs at SEASSI, with an additional \$1000 per annum designated specifically to support the instruction of Lao so that it can be offered each summer regardless of pre-enrollment, allowing for greater recruitment and visibility (Goal 1). Our request also includes \$3-5000 per year to underwrite curricular innovation and materials development by providing stipends of up to \$1000/semester for 2 Southeast Asia language lecturers at Cornell piloting new curriculum or technology outside their standard course load (Goal 2).

1b. Undergraduate Program: SEAP also aims to address the sustainability of Southeast Asian language and area studies from the other side, aiming to build interest and enrollments, particularly among undergraduates from diverse perspectives and backgrounds (Goal 3, AP1). SEAP faculty and staff have set specific targets to connect with and build a pipeline of undergraduates interested in Southeast Asian studies through expanding opportunities to study and travel to Southeast Asia and through programming in residence halls and other campus venues and organizations. We will build connections on campus aimed at improving access and diversity in area studies and study abroad by working with units on campus such as Career Services, the Office of Academic Diversity Initiatives (OADI), Global Learning, and the Public Service Center (PSC) to convey the relevance of Southeast Asian studies area courses and

languages to global citizenship. These activities will primarily be funded through Cornell resources and will leverage requested NRC funds that support media outreach and communications: \$3600/yr. for a student worker to assist with communication and social media, and a graduate student “Podcast Producer” to create episodes based on weekly speakers (\$2160/yr. plus an additional 25 hours in year 1 to design and launch the online platform). Both student positions will be under the supervision of the full-time K-12 and Media Outreach Specialist partially funded by an NRC grant.

Reversing the model that puts area and language study before experience abroad, we will build on the success of the Cornell in Cambodia program initiated in the last NRC cycle, and develop and pilot new faculty-led study abroad opportunities (NRC funds will support faculty travel (\$5000 for 2 faculty) and start-up costs (\$5000) for each of the two new study abroad programs. SEAP will continue to seek financial aid and ways to make these opportunities affordable and accessible to all students. Studying in Southeast Asia will foster global competency, attract students from underrepresented group, and draw more undergraduates to pursue in-depth study of the region. At the same time, building study abroad programs will give SEAP faculty the chance to establish more linkages and exchanges with scholars and institutions in Southeast Asia, particularly in Myanmar, Thailand, Indonesia, and Malaysia (Goal 4).

1c. International Linkages: The growth of Southeast Asian Studies in Asia is an exciting development that SEAP is eager to contribute to by working with our dense networks of colleagues and alumni. We have strong working relationships with the Southeast Asia centers at Kyoto University and City University of Hong Kong, along with the two American Overseas Research Centers (AORCs) in the region: the Center for Khmer Studies (CKS) and the American Institute for Indonesian Studies (AIFIS). In this NRC cycle we intend to build relationships with

the Center for Lao Studies and the Inya Institute in Myanmar (which is building toward AORC status). Examples of other potential partners include Atma Jaya University in Jakarta, Indonesia and Chulalongkorn and Thammasat in Thailand. Our goal is to initiate communication, expand relationship-building, and explore potential partnerships that can lead not only to formal agreements, but also to concrete joint projects and a framework for international collaboration. NRC funds requested for these efforts include partial travel for SEAP faculty (\$5000/4 yrs) to meet potential partners in SEAsia and for faculty (\$2000/year for yrs 2-4) and graduate students (\$2000/year) from SEAsia to come to Cornell for academic exchanges (Goal 4).

Id. Outreach Partnerships: SEAP’s on-campus “in-reach” activities and partnership-building in Southeast Asia are not conceived of as separate from our outreach goals and planned activities (Goal 5). For example, outreach initiatives that enable faculty from partner institutions (such as Monroe, Onondaga, and Tompkins-Cortland community colleges - CP1) to travel to Southeast Asia for professional development and curriculum building will build on and enhance international connections being cultivated by SEAP faculty and staff as we develop study abroad opportunities and partnerships in Southeast Asia. Likewise, the programming—be it speakers, performers, exhibits—that we bring to partner community colleges and schools of education will build directly on our activities on the Cornell campus. Our work with the Cornell Education Minor and the Public Service Center will inform joint activities with teacher training programs at SUNY Cortland, SUNY Buffalo, and Syracuse University (CP2, AP2, Goal 5).

SEAP’s outreach plan is grounded in a strong relationship with the NRC-funded Cornell-Syracuse South Asia Consortium. In the past cycle we pooled our resources and transformed our outreach programs. We expanded the geographic reach of our well-established International Studies Summer Institute (ISSI), holding it at Syracuse University twice, and focused our efforts

on teacher training programs and community colleges. Using the lessons learned and the successful models that emerged from our outreach partnerships, we have planned activities and set targets that will bring international (and especially Southeast Asia) content to partner institutions and create global learning networks to facilitate mentoring, resource sharing, and curriculum development.

The proposed outreach initiatives include three types of activities which correspond to specific budget lines: 1) bringing SEAsia content to partner campuses, including producing videos of SEAP faculty expertise (\$7400/4 years), 2) faculty fellows programs and associated workshops and stipends (\$13,100/4 years), 3) faculty curriculum development travel grants (\$9,000/4 years). When combined with the contributions of the South Asia NRC, these resources demonstrate a substantive commitment to our community college and teacher education partners and promise to result in measurable impacts on their campuses. To implement these programs we request funds to support faculty and staff travel to and from partner institutions (\$2,085/year) and for a portion of outreach staff salary.

To meet our undergraduate and K-12 outreach objectives we propose to redefine the current SEAP outreach position, and introduce a new position—effectively giving us broader and more focused support for media, K-12, and post-secondary outreach. The restructured position would concentrate on SEAP media and communications and collaborative K-12 outreach. For the new position, mapped out in close collaboration with the South Asia Program (SAP) (see detailed position description in Appendix 4), we plan to hire someone at 50% FTE or greater whose entire effort will be devoted to working with community colleges and teacher education programs. For year one, SEAP has budgeted \$15,750 (plus benefits) for the post-secondary outreach position and \$30,986 to cover 50% of the full time K-12 and media outreach position.

The moderate cost of these two positions is made possible by SEAP's commitment to cover 50% of the K-12 and Media Outreach position and the emphasis on efficiency and resource sharing across the two NRC programs.

2-4. Timeline, Use of Resources, and Long-Term Impact: SEAP has all of the essential pieces in place to ensure continued excellence in training graduate and professional students in SEAN studies, across multiple disciplines. Cornell supports many Ph.D. students with generous funding packages and provides financial support for them to conduct predissertation or MA thesis/project research. \$301,500 per year is being requested for FLAS fellowships which will enable SEAP to support advanced language and area studies for 8 graduate students during the academic year and for 3 graduate and 2 undergraduate students during the summer.

Each element of SEAP's proposal and budget request addresses the core purpose of the National Resource Center Program, and targets funding toward specific objectives that will have a measurable impact on the strength of SEAP, the quality of the training our students receive, and on Southeast Asian Studies in the Northeast and the nation. The budget spreadsheet details annual funding allocations, designed to allow for adequate planning and preparation and to align with collaborative activities already under discussion. Where we are able to mobilize Cornell funding for specific objectives, like strengthening undergraduate participation and building international linkages, we have kept the proposed NRC contribution to a minimum and targeted funds toward our community college and school of education partners. We have also kept costs low for the language pedagogy objectives by planning to work collectively with SEALC and COTSEAL to apply for grants from private sources such as the Henry Luce Foundation.

For SEAP, the NRC provides an opportunity not only to strengthen our program, but also to coordinate with other centers to advance Southeast Asian studies and thereby meet national

needs and bring diverse perspectives into the national conversation (AP1). Our long-term goal is to systematically share resources and stimulate cooperative intellectual activity by creating vibrant, mutually-enhancing partnerships with institutions abroad and with community colleges and schools of education.

B. Quality of Staff Resources

1a. Quality of the Teaching Faculty and Staff: SEAP's core and affiliated faculty and staff provide a deep and diverse foundation for the study of SEA and training of experts on the region. SEAP's 27 core faculty members and language lecturers teach, advise, and conduct research in SEA. All professorial (19 tenured, 2 tenure-track, 7 emeritus), and three senior lecturers hold PhDs, while one senior lecturer is ABD. Core members are knowledgeable not only about the languages of the region, but also languages used within and beyond SEA including Chinese, Dutch, French, German, Hebrew, Hindi, Japanese, Malayalam, Norwegian, Nom, Pali, Sinhala, Spanish, Swedish, and Tamil. Many core faculty members are also members of the East Asia (Taylor, Fiskesjö, Whitman) and South Asia Programs (Blackburn, Kuruvilla, Pepinsky, McGowan, Tagliacozzo, Willford), facilitating substantive collaboration across Asia NRCs at Cornell. Most core professorial faculty spend at least 50%, and language faculty 100% of their scholarly energy on research, teaching, supervision, and advising students on SEA. Beneficially, the emeriti professors continue to attend the SEAP bi-weekly faculty meeting, mentor students, publish, and conduct research. The Echols Curator also holds an adjunct appointment in Asian Studies, teaches a SE Asian bibliography course, and provides Lao language tutorials as needed. 20 affiliated faculty, primarily from applied fields, sciences, and professional schools, enrich SEA studies by offering courses with at least 25% SEA content, advising SEAPs graduate students, publishing about SEA, and/or conducting research in the region. Many core and

affiliated faculty members serve as Ph.D. committee members at Cornell and other universities in the United States and abroad. The CV Appendix (3) indicates the percentage of time that each SEAP faculty member and language lecturer participates in the teaching, supervision, and advising of SEAP students.

Ib. Capacity to Meet Objectives: The six SEAn language lecturers, plus the two linguistics faculty (Cohn and Whitman), are well prepared to meet the challenge of improving and expanding the instruction of SEAn languages. The lecturers have published translations, pedagogical texts, and research articles. They each have extensive training and experience in language teaching pedagogy and ACTFL proficiency standards. They will benefit from and be an asset to the proposed series of language pedagogy activities and workshops at Cornell and organized jointly by coordinating with SEALC and COTSEAL.

Ic. Professional Development: SEAP faculty, including lecturers, are afforded many professional development opportunities including the means to travel to Southeast Asia. All receive annual research funds from SEAP, while junior faculty members receive additional funds to help towards research and writing as tenure review approaches. Cornell offers professorial faculty members one year sabbatical leave at half pay (or a semester leave at full pay) for every twelve semesters, enabling faculty members to conduct research in SEA frequently. Those in humanities fields also qualify for paid study leaves for every six semesters of teaching. SEAP faculty members often receive prestigious fellowships and awards for their achievements. For instance, in 2017 Goldstein and Pepinsky were awarded a \$127,000 grant from the Cornell Atkinson Center for a Sustainable Future to research the use of mercury in Indonesian gold mining. Loos traveled to conduct research for her book about a Siamese prince on a Brettscheider Exchange Fund Grant. Pepinsky has worked closely with Hatch and colleagues at

other institutions to secure multiple grants from the Henry Luce Foundation to support AIFIS and the Southeast Asia Research Group (SEARG)—which provides training and mentoring for graduate students in the social sciences. In addition to teaching and research, faculty members participate on editorial boards, review books and manuscripts, give public lectures, and publish. Between 2014 and 2018, they authored 11 books and 51 book chapters, published 89 journal articles edited 11 books, and presented their work at dozens of conferences (CV Appendix 3).

The intellectual production of SEAP faculty is outstanding. In 2014 five faculty had new books: Mertha's *Brothers in Arms: Chinese Aid to the Khmer Rouge, 1975-1979*; Welker's *Enacting the Corporation: An American Mining Firm in Postauthoritarian Indonesia*; Willford's *The Haunting of Justice: History and Recognition in Malaysia's Plantations*; as well as edited volumes by Tagliacozzo (*Producing Indonesia*), Pepinsky (*Beyond Oligarchy: Wealth, Power, and Contemporary Indonesian Politics*). In 2015 Formichi published her co-edited volume, *Shi'ism in Southeast Asia: 'Alid Piety and Sectarian Constructions*. In 2016 Fuhrmann's *Ghostly Desires: Queer Sexuality and Vernacular Buddhism in Contemporary Thai Cinema* was published, as was Balance's *Tropical Renditions: Making Musical Scenes in Filipino America*. In the same year, Loos's second book *Bones around My Neck: The Life and Exile of a Prince Provocateur* met with critical acclaim.

SEAP faculty members also provide academic administrative leadership at Cornell. Taylor served for many years as Chair of Asian Studies. Tagliacozzo is Director of Comparative Muslim Societies and also directs the Cornell Modern Indonesia Project along with Pepinsky as Associate Director. Kuruvilla served as chair of the ILR International Program. Blackburn is Director of the South Asia Program. Staff members have taken leadership roles, professional training, and enrichment courses. In addition to technical training and workshops related to job

skills, SEAP staff have studied Burmese language, audited courses on SEA, and attended conferences on outreach and international education. The Associate Director made trips to Myanmar twice during the last cycle as part of the Myanmar Initiative, and the Outreach Coordinator visited Thailand and Cambodia.

2. Center Staffing and Oversight: The SEAP administrative staff is led by a Director chosen by the faculty and appointed by the Director of Einaudi. (CVs & Organizational Chart, Appendix 3) As a new generation of SEAP faculty has been promoted to associate and full professor, the directorship rotates on a three-year cycle. McGowan served from 2014-2017. During her tenure, SEAP's Myanmar Initiative was enriched by her research trip to Myanmar and contributions to a newly-designed course on "Education in Myanmar." She also drew on her Indonesia expertise to generate new momentum for the Cornell Modern Indonesian Project series of conferences and books on the state of Indonesian studies across multiple disciplines. In 2017, Cohn became SEAP director, a position she held on an interim basis in spring 2014. Having served as chair of the Department of Linguistics and on numerous university level committees and working groups, Cohn brings a wealth of administrative experience to SEAP. In addition to her history of advocacy and attention to the instruction of less commonly taught languages at Cornell, her long engagement with the COTSEAL positions her to provide strong leadership and guidance for the goals that SEAP has set around improving and expanding Southeast Asian language teaching nationally and at Cornell.

The transitions between directors is greatly facilitated by Associate Director Fishel. In addition to five years of experience leading SEAP outreach, as an alumna of SEAP, she has a keen sense of institutional history and priorities. She is a Thai specialist with a Ph.D. in anthropology, and she held college teaching positions before returning to Cornell. The associate

director oversees the publications and outreach offices as well as the management of the Kahin Center. She supervises staff in the administrative, outreach, and publications offices, works closely with the administrative assistant, and assists the director in financial planning and all personnel issues. She also facilitates grant-writing and has expanded SEAP's communications efforts. She convenes regular SEAP staff meetings and serves as a liaison to faculty meetings.

SEAP core faculty, language lecturers, and the curator of the Echols Collection meet biweekly to discuss and make all essential decisions. These include curriculum needs, budget allocations, visiting research faculty approval, new initiatives, and conference proposals. Core faculty members also serve on standing oversight committees: administration and finance, admissions and scholarships, curriculum, language, outreach, library, and publications. Since 2015 the SEAP Outreach program has been led by Brenna Fitzgerald, a creative writer and editor who has lived and taught abroad and has experience developing curriculum for a university diversity training program. Moving forward, in order to more effectively collaborate with the South Asia NRC, we plan to have Fitzgerald focus primarily on K-12 collaborative outreach and SEAP media outreach and communications. She will be joined by a Post-Secondary Outreach Coordinator to be hired jointly by SEAP and SAP to oversee the partnership with community colleges and teacher training programs. In addition to an independent external evaluator, SEAP will work with the Einaudi Center for International Studies (ECIS) on joint evaluation and data collection with a Data Specialist, a half-time position funded by ECIS.

3. *Nondiscriminatory Employment Practices:* SEAP strictly follows all federal, state, and university guidelines with regard to nondiscrimination. SEAP is deeply committed to advancing diversity, giving voice to diverse viewpoints, and actively trains staff on inclusivity in the workplace (Ref. GEPA). We will adhere to these principles as we hire for the outreach position

described above, as well as for the graduate assistants and student workers who contribute to our work. Our program goals and planned activities include reaching out to, engaging with, and recruiting students from underrepresented groups into Southeast Asian studies.

C. Impact and Evaluation

1. Impact on University, Community, Region, Nation, Globe: On the Cornell campus, SEAP is at the forefront of advocating for international/area studies and less commonly taught languages (LCTLs). SEAP’s visibility and extensive public programming brings students and community members into conversations about pressing and sometimes controversial topics such as the Rohingya crisis or the issue of strategic control of the South China Sea. The campus and community also gain diverse perspectives from performances, films, art exhibits, and credit and non-credit language classes, and numerous other activities that SEAP organizes and supports (AP1). The approximately 90 courses related to SEA offered on campus per year have reached an average of 1400 students per year.

Table C.1 SEAP Impact: Training & Placements					
Enrollments 2014-2018					
	Undergrad		Grad		Total
Non-Language Courses	4144		1444		5588
Language Courses	339		213		552
Degrees Conferred 2008-2018					
Graduate Degrees	79 MA		58 PhD		137
Undergraduate Degrees	43 Minors				43
Placements 2008-2018					
	US		Abroad		Total
	PhD	MA			
Post-Secondary Education	22	2	10	2	36
Continuing Study	7	48	3	1	59
Business/For Profit	2	12	2	3	19
Non-Governmental Organization	6	4	2	2	14
Government	2	4	2	1	9

SEAP’s most sustained impact stems from high-level training of SEA area specialists who go on to teach many other students at institutions across the U.S. and the globe (AP2). Between 2008 and 2018, 58 PhDs and 79 MA degrees were awarded to graduate students focusing on SEA. A majority of our PhD graduates (55%) went on to teach at post-secondary institutions.

SEAP alumni teach at 6 SEA NRCs across the U.S. Many also found placements in business, non-profits, or government jobs in the US and abroad. (Table C.1)

2. National Needs and Dissemination to Public: SEAP serves as a hub for SEAn studies in the

Table C.2 SEAP Impact: Activities and Events 2014-2018	
Events	Attendance
SEAP weekly public Gatty Lectures	3,368
Community Festivals & Concerts	18,332
After School Language Program	56
K-12 Teacher Training Workshops	153
Community College Faculty Workshops	151
Public Conferences, Films, Speakers	8,051
Total Attendance	30,111

Northeast, with 34 Faculty Associates in Research (made up of faculty at neighboring institutions working on SEA) tapping into SEAP activities and events (Table C.2).

The output of SEAP Publications, in books and the journal *Indonesia*, contributes to the field and the Echols Collection at the library is a vital resource for scholars across the region and the

nation through the Borrow Direct

and Interlibrary Loan programs

(Table C.3). SEAP’s outreach

impacts the local community as

well as the nation, especially

through the Burma/Karen project

that draws regular inquiries and

requests for information and

training from across the U.S. SEAP has also raised the media profile of SEAn studies and the

SEAP Visibility Project has had success in social media and through the establishment of an

annual “Southeast Asia Language Week.”

3. Equal Access: Cornell and SEAP are proactive in ensuring equal access to our programs for

students and other participants (Ref. GEPA). At Cornell, 43% of undergraduates are minorities

Table C.3 SEAP Impact: Publications, Library & Media	
SEAP Publications	2014-2018
Books & Journal Sold/Distributed	15,440
Online distribution of <i>Indonesia</i> - JSTOR & MUSE	150,000
Echols Collection on Southeast Asia	2017-2018
SEA Visions (Downloads)	895,170
CMIP & SEAP Data Papers (Downloads)	122,953
Interlibrary Loan & Borrow Direct Books Sent	6,000 (est.)
Media Data	2017-2018
Mass Media/ Articles	45 news articles
SEAP Website (unique page views)	241,158
Facebook Page and Twitter Feed (unique followers)	5,464
SEAP Bulletin (2,968 downloads)	2,500 print/year

and 22% of undergraduates are from underrepresented groups. SEAP strives to reach these students through greater emphasis on undergraduate programming and collaboration with campus units such as the Office of Diversity Initiatives (OADI). SEAP also emphasizes inclusion with regard to disability, providing for ASL interpretation at events on request and training staff on ways to improve accessibility of all types.

4. Evaluation Plan

4a. Previous Evaluation Efforts: SEAP's evaluation plan builds on the efforts by the Office of the Vice Provost for International Affairs and the Einaudi Center for International Studies (ECIS) to benchmark and evaluate the university's internationalization activities and set learning objectives related to internationalization. The following evaluation plan (and associated PMFs) builds upon the insights gained from previous evaluation endeavors to provide an effective framework for collecting and analyzing quantitative and qualitative data about program activities, as well as short, medium, and long term outcomes. Its purpose is to assess the program, to improve program effectiveness, and inform programming decisions.

4b. Evaluation Team: The evaluation team will consist of ECIS staff, an external evaluator, and an External Advisory Board (EAB). ECIS has on staff Dr. Jason Hecht, whose position includes 50% FTE as a data analyst, responsible for compiling, analyzing, and monitoring the integrity of institutional ECIS data, including NRC-relevant data for both SEAP and SAP. The external evaluator, Dr. David Filiberto, holds a Ph.D. in Policy Analysis and Management from Cornell with a focus in program evaluation. Employed for several years in two social science-based Cornell institutes as an evaluator and PI, he currently serves as a program evaluator for several externally-funded projects. As an external evaluator, he is a senior consultant in the non-profit evaluation firm, the Finger Lakes Law & Social Policy Center, Inc. Ithaca, New York. The

EAB will be composed of two to three professional evaluators, including one with experience evaluating priority language or area studies programs and one with Southeast Asia cultural competence. At the end of project years 1, 2 and 3, the external evaluator and EAB will review results for that year. The EAB will then provide a written response with recommendations for improving the project evaluation in the upcoming year. This report will be shared with the NRC along with the external evaluator's plans for addressing EAB recommendations.

The evaluator will be responsible for overall direction and compliance with this evaluation plan, cooperating with the data analyst to assure the supply of information needed to answer project evaluation questions, overseeing creation and refinement of the evaluation instruments, and assisting in the preparation of the annual report of evaluation results. Data quality assurance will be built into each step of the data cycle, assuring validity, reliability, and respondent confidentiality. The evaluator will also facilitate the internal, formative evaluation of project activities as a method for judging effectiveness as program activities are implemented.

4c. Comprehensive and Outcome-Oriented Evaluation Strategy: The project team has developed a comprehensive evaluation plan that addresses the project-specific measures that are tied to five primary goals and objectives delineated in the attached Performance Measurement Forms (PMFs) in Appendix 1. Informed by previous evaluation results, the PMFs represent five broad evaluation questions, aligned with NRC priorities, GPRA measures, and our NRC program emphases. Project leadership worked with the evaluator to yield a plan that collects both qualitative and quantitative data to provide clear evidence about the extent to which the project has achieved intended measurable outcomes. This process helped in the formulation of performance measures that will use both quantitative and qualitative data collection methods to

capture both shorter-term and longer-term project outcomes, to improve and guide program activities and future endeavors.

4d. Data Collection and Analysis: Data collection is an important step in the process of measuring program outcomes. Evaluating the program by measuring outcomes, leads the NRC to better recognize the effectiveness and value of its programs and activities, as well as, identify any changes or improvements that are needed. In collecting indicator data, the evaluation will utilize several mixed methods approaches: surveys, interviews or focus groups, observations, and record or document review. In selecting the appropriate method and instrument for data collection, the evaluator will consider the type of information needed, the method's validity and reliability, the resources available, and the cultural appropriateness.

4e. Evaluation Goals and Objectives: The outcome-oriented evaluation aligns with the achievement of the goals and priorities determined by SEAP, clearly defined in the performance measurement forms. Each of the goals has the intent to undertake various activities that will lead to the desired outcome. The evaluation of an outcome is pre-defined and the scope of each of the following outcomes will be similarly delineated. The foundation for this plan is an activities-to-outcomes logic model (Ref. Logic Model Chart in Appendix 1) In this model, each activities-to-outcomes sequence shows the logical progression of a specific set of project activities toward one of the priority project goals, with earlier and later performance measures corresponding to intended shorter and longer term outcomes, respectively.

To achieve Goal 1, Improve and support the instruction of SEAn languages in the U.S., SEAP, in partnerships with institutions where SEAn languages are taught, will collaborate to create the Southeast Asia Language Council (SEALC) and associated core committees. The SEALC will meet annually to discuss strategies to support SEAn language instruction in the U.S.

Working with SEASSI and COTSEAL, SEALC will initiate collaborative language pedagogy workshops and training conferences. Additionally, a cross-NRC plan will be developed to collaborate with the Center for Lao Studies to build towards consistent and accessible Lao language instruction in the U.S.

Goal 2 intersects with Goal 1, but focuses on the teaching of SEAn languages at Cornell. SEAP will support and incentivize participation in Southeast Asian language-focused professional development workshops and conferences for SEAP affiliated language instructors. Support and encouragement of new curricular materials and incentivizing curricular innovation using new technologies or new course formats will be accomplished.

The primary evaluation question for these two goals is did the project improve and expand the instruction of SEAn languages in the U.S. and at Cornell? To gather evidence to measure this outcome, the evaluation will develop and implement a new language teacher survey asking how instructors are using and/or contributing to the development of language proficiency tools, and how tools are affecting their teaching. The evaluation will also track language offerings at SEASSI, and new courses offered through video-conference to other institutions, using data from the Cornell Language Resource Center, and from partner institutions.

To achieve Goal 3, Broaden and diversify student engagement with Southeast Asian Studies, SEAP will undertake to: 1) build collaborative networks with at least four campus units to expand outreach to diverse undergraduates, and 2) expand SEA-focused programming to at least four new locations in undergraduate residence halls. The medium- to long-term outcome of this activity will be to engage at least ten new undergraduates per year to become actively involved with SEAP and SEAn studies. Additionally, SEAP will institutionalize the newly created CU in Cambodia program and develop two additional study-abroad programs in SEA. By cultivating

connections to students who have participated in study abroad in SEA, SEAP hopes to track the extent to which curricular experiences in SEA increase engagement with SEAP and SEAP courses. The cumulative outcome of these efforts will be measured by examining enrollment in key gateway courses, which is anticipated to increase by 25% by the end of the project.

The primary evaluation question for this goal is did the activities undertaken by SEAP broaden and diversify student engagement with SEAn Studies? To gather evidence to measure this outcome, the evaluation will collect and analyze institutional data to confirm the effectiveness or lack thereof of recruitment and informational events. Students who have studied abroad in SEA will be provided brief surveys to gauge their experience and determine if they plan to further engage in SEAn area studies. SEAP will also track the enrollment of these students in SEA courses to determine the extent to which study abroad (or particular types of study abroad) leads to further engagement with the field.

To achieve Goal 4, Build linkages and partnerships with educational institutions in Southeast Asia, SEAP will explore research possibilities and potential partnerships with at least twelve educational institutions in SEA. Additionally SEAP will develop a framework for collaboration and formalize four partnerships with memoranda of understanding (MOA) and project agreements where exchanges of faculty and students will be encouraged. These new relationships will support substantive joint activities such as conferences or workshops, and collaborative research projects, journal articles or other scholarship. The primary evaluation question for this goal is were linkages and partnerships with educational institutions in SEA established? Institutional records will be gathered annually to determine if project metrics are achieved. In addition, brief qualitative interviews of collaborative partner expectations will ascertain the level of success and sustainability of these new partnerships.

To achieve Goal 5, Build Partnerships to Support Internationalization at Community Colleges and Teacher Training Programs, SEAP will coordinate with community college and teacher training program partners to provide at least two visiting speakers, performers, and/or exhibits on SEA on each campus over the grant cycle, and create at least two high-quality educational videos on in-demand Southeast Asia topics for use at partner institutions. The recruitment of Community College Internationalization Fellows (CCIF) Program and the continuation of the Global Education Faculty Fellows (GEFF) Program with expanded recruitment and curriculum development support will infuse SEA area content in these institutions, especially targeting new teachers-in-training. These programs will create collaborative networks of faculty support for curriculum development projects, while supporting at least three community college and teacher training program faculty with travel fellowships to SEA to internationalize their teaching. Performance measures for this goal correspond to both the shorter-term outcome of building partnerships with community colleges and teacher training programs, and the longer-term outcome of participating faculty delivering internationalized curriculum.

The primary evaluation questions for this goal are did the project build partnerships with community colleges and teacher training programs and did the project result in the internationalization of curricula at community colleges and teacher training programs? To measure this outcome, the evaluation will collect institutional data to determine if project metrics are achieved. To obtain evidence on the quality of internationalization of curriculum at partner institution curricula, post-workshop surveys and syllabi will be collected. These data, along with targeted class observations, will be analyzed to determine if NRC project participation has led to the “internationalizing” of the outreach partner faculty member’s curriculum and teaching.

4f. Evaluation Timeline: A program evaluation timeline or matrix helps to clarify key events and sequences in the evaluation. The timeline below (Table C.3) illustrates in each quarter of

Table C.3 Evaluation Timeline for SEAP Project Evaluation																
	Year 1				Year 2				Year 3				Year 4			
	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
Access data sources/develop instruments/train data analyst																
Collect data																
Analyze data & submit annual report																
Meet to interpret & plan use of evaluation results																
Evaluation of the project evaluation																

each project year activities associated with the evaluation. It lays out quarter by quarter data collection points, analysis, information dissemination, and evaluation of the project evaluation. Evaluation data for the project will be analyzed and reported annually. In the fourth quarter of each project year, the evaluator will meet with project leadership to review and interpret results, and to develop action plans for the upcoming period.

5-7. Meeting National Needs: SEAP meets national needs by training specialists in critical priority languages, taught at only a handful of institutions across the country. The ability of the U.S. to strategically engage with Asia is dependent on knowledge of the languages and cultures of all of the countries in the region, not just the ones currently in the media spotlight (AP1). All students trained by SEAP have benefited directly and indirectly from NRC and FLAS funding. As our record of graduate placement (Table C.1) shows, many of them are placed in areas of national need: over 40% of recent alumni (both PhD and terminal MA graduates) teach at postsecondary institutions in the U.S. and abroad, including military academies (AP2); 21% work in the business sector; 16% for non-profits and NGOs, and 10% work for the government agencies. When awarding FLAS fellowships, preference has been given to students with

financial need, those in professional schools, those intending to work in government, and to those who will have an impact on spheres outside of academia.

D. Commitment to Southeast Asian Studies

Cornell's institutional commitment to SEAP and Southeast Asian studies is deep and long-standing. SEAP is the only area studies program at Cornell (and the only center for Southeast Asian studies in the US) that has its own building. The Kahin Center for Advanced Research on Southeast Asia provides the physical infrastructure on which SEAP's cohesive, supportive, and productive intellectual community is built. Weekly talks take place in the main lecture room, smaller discussions in the adjoining seminar room, and both spaces are used for conferences and symposia. The building houses the SEAP Outreach office and lending library, the SEAP Publications offices, and 20 offices used by faculty, visiting fellows, and graduate students. Cornell provides the facilities support and maintenance that would otherwise be unaffordable for the historic building; a roof replacement for one part of the building is slated for summer 2018 and recent upgrades to the WiFi and the AV system are part of on-going efforts to ensure that the Kahin Center serves the needs of the program. SEAP also has a suite of offices within ECIS, an arrangement that facilitates administrative coordination with other area programs and units on central campus. (Table D.2)

1a. Teaching Staff: The Kahin Center may be the most visible manifestation of institutional commitment, but the biggest investment made by Cornell in SEAn studies is the faculty. SEAP's 21 core faculty, 6 language lecturers, 20 affiliated and 7 active emeritus faculty members have collective knowledge of SEA which amounts to one of the world's greatest concentrations of expertise on this region. The cost of their annual salaries exceeds 4.5 million (Table D.1). During

the past four years three new faculty were hired: an assistant professor in Development Sociology, an associate professor of Performance and Media Arts and Asian American Studies,

and a full-time Burmese

Table D.1 Teaching Staff Commitment 2017-2018	
21 CU Core Faculty Salary & Benefits & Research	\$3,913,443
20 CU Affiliated Faculty Salaries & Benefits*	\$410,524
6 Language Lecturers Salary & Benefits**	\$369,939
Total	\$4,693,906
*affiliated faculty salary calculated at 10% effort	
** excludes portion paid with NRC funds	

language lecturer. The hire for

Burmese was especially

significant because it is the first

full-time hire to teach Burmese and A&S has now committed to fund 50% of the position. Also,

one faculty member in Asian Studies was tenured, two faculty members were promoted to full

professor, the Gamelan Director was promoted to senior lecturer, and two affiliated faculty

joined the core faculty. The on-going regeneration of a strong faculty is the foundation of SEAP.

The intellectual vitality of SEAP continues to draw in new affiliated faculty who do research

and/or teach courses related to SEA. SEAP provides faculty with research funds of \$2000 per

year to all core faculty and language lecturers. Tenure-track faculty receive \$4000 per year to

support their research, while newly-hired faculty receive a start-up research fund of \$5000. (This

support is independent of the proposed NRC project.) In addition, faculty members, both core

and affiliated, are eligible for additional research funds from SEAP, their Colleges, ECIS, and

other programs on campus. Cornell's investment in faculty ensures that SEAP can focus on

training students to be the future teachers of SEAn studies and international studies. SEAP meets

the absolute priority of "teacher training" by training of graduate students who go on to teach in

colleges and universities, the emphasis on SEA language teacher training, as well as though

faculty engagement with teacher education programs and outreach to community college faculty.

Ib. Operational Support: (Table D.2) SEAP has been able to enlist the support of the Vice Provost for International Affairs in seeking funding for Burmese language instruction, and the program and its faculty have benefited from three years of internationalization funding of \$50,000 per year in support of new initiatives. SEAP used this funding to organize six major conferences, two of which will result in edited volumes, a Burmese language pedagogy workshop, and semester-long visits by scholars from Southeast Asia to contribute to courses and other programming. Substantial financial support from Cornell for SEAn studies includes staff salaries in ECIS, Asian Studies, the library, the Office of Global Learning, and the Language

Resource Center (LRC). SEAP

administrative salaries (\$159,160 in 2017-18), including 100% of staff time to manage FLAS and the NRC, is paid for out of SEAP endowment income.

Table D.2 Operational Commitment 2017 - 2018	
SEAP Admin. Salaries & Benefits	\$159,160
ECIS Support Salaries & Benefits	\$71,903
Office of Global Learning Salaries & Ben	\$24,550
Asian Studies Admin Salaries & Benefits	\$94,548
Lang. Resource Ctr. Salaries & Benefits	\$26,880
Facilities Incl: Rent, Oper., & Main.	\$361,446
Total	\$738,487

Ic. Library Support: (Table D.3) The Echols Collection is the world’s largest and most comprehensive academic library on SEA, and is recognized as a repository of last resort. Cornell and SEAP provide substantial support for staff and acquisitions, which enables Echols to collect and catalogue at the highest level—10,000 monographs and other materials annually. The Echols Collection also has an extensive

network of linkages with the major national and university libraries in the region that

Table D.3 Echols Collection Commitment 2017-2019	
Acquisitions & Subscriptions	\$262,319
Staff Salaries and Benefits	\$589,809
Total	\$1,152,128

include the training of staff in preservation, and materials exchange.

Id. Linkages with Institutions Abroad: In addition to the 60+ alumni and former visiting fellows teaching at prominent universities in Asia and multiple faculty collaborations with colleagues in

SEA that support research, Cornell and SEAP participate in numerous institutional linkages. Cornell has MOUs with key institutions in the region. For instance, the University of the Philippines, Los Banos has been a long-standing Cornell partner for agricultural research, especially on rice, along with the International Rice Research Institute, also in the Philippines. While existing MOA are an asset, SEAP’s goal is to build substantive partnerships in the region in support of new areas of faculty research and interest.

Other links are facilitated by the Office of Engagement Initiatives, which has funded multiple faculty and graduate student projects in Southeast Asia. The Office of Global Learning also plays an important role linking SEAP and Cornell to institutions in SEA and beyond. Cornell is a member of CIEE and provides access to study abroad programs in Thailand, Singapore, Vietnam, Indonesia, and Cambodia. The new Office of Global Learning brings together several campus units as part of a process of linking study abroad with the “global at home” on Cornell’s incredibly diverse and international campus.

ie. Outreach Support: (Table D.4) In the 2014-2018 NRC cycle, SEAP expanded its outreach staffing to include a full-time outreach and communications coordinator, complemented by two graduate student assistants who manage the cross-program lending library and the Afterschool Language and Culture Program. SEAP administers \$20,000 allocated by the Einaudi Center for international educational outreach, and uses these funds to support two graduate assistants and to fund many of the expenses associated with teacher training workshops that cannot be paid for with NRC funds. Total institutional support for educational outreach done by SEAP comes to more than \$53,800 per year.

Table D.4 Outreach Commitment 2017 - 2018

CU Museum & Cinema Support	\$200,175
SEAP Bulletin & Dissemination	\$22,102
SEAP Publications Support	\$40,000
SEAP & CU Outreach Support	\$53,891
Total	\$ 316,168

SEAP also co-sponsors activities with the Johnson Museum of Art, Cornell Cinema, and many student organizations. The museum spends about 10% of its budget on SEA annually. A new gallery devoted to SEA has been used extensively in collaboration with outreach and as part of classes taught by SEAP faculty. The CU Council for the Arts and the CU Concert Series also regularly fund visiting performance artists in connection to the Gamelan Ensemble and 14 Strings! Filipino Rondalla. SEAP Publications produces four to five titles annually, and has digitized Cornell Modern Indonesia Project (CMIP) publications and SEAP Data Papers for free download, and they are now in the easy to access e-commons library platform. It also publishes the highly-regarded journal *Indonesia*, now available through JSTOR. SEAP publications is in the second year of a three-year trial merger with Cornell University Press. This exciting development holds great potential for the publication of high quality scholarship on SEA by reducing publication costs through efficiencies of scale. The SEAP Publications Board maintains full editorial control, and SEAP provides an annual subsidy of \$40,000 toward salaries and expenses, as well as office space at the Kahin Center.

If. Student Support: (Table D.5) Cornell provides generous support to graduate students, those pursuing the PhD in key fields receive a five-year fellowship/Teaching Assistant package.

Cornell also supplements FLAS tuition awards, stipends, and health insurance for PhD and MA

students. In addition, SEAP allocates a significant amount of endowment income annually for student support (In 2017-8 this allocation was over \$66,000.). Graduate

Table D.5 Student Commitment 2017-2018	
Sage Fellowships-PhD students	\$3,540,000
Research Travel Grants (SEAP& ECIS)	\$17,850
SEAP Student Support	\$66,430
Total	\$3,624,280

students apply to SEAP to cover expenses to deliver papers at conferences (\$400/grant), pre-dissertation research travel (\$10,000 allocated annually for grants ranging from \$500-\$3000,

with travel funds also available through ECIS), summer dissertation write-up (\$2500/grant), and the Barnett Scholarship for research and study in Malaysia (\$1500-\$10,000/grant).

SEAP also allocates student funding in efforts to seed the pipeline with new students. SEAP's "Engaged Learning" travel grants (\$1000/grant), encourages undergraduate and MA participants in short-term class/project trips to SEA to take languages and area courses. Likewise, in the last NRC cycle, SEAP created a scholarship to SEASSI, equivalent to a summer FLAS, for a Cornell undergraduate to begin a Southeast Asian language intensively over the summer. Two travel/research grants (up to \$3000 each) are awarded annually by Asian Studies to two undergraduates who have taken two years of an Asian language. And approximately \$200,000/year of the new internationalization funds were allocated last year to need-based undergraduate travel connected to faculty-led study abroad.

SEAP provides support for student organizations whose activities focus on SEA, from cultural festivals to a bi-lingual conference on Indonesia (held annually in rotation with Yale), these events bring people of many different backgrounds from across the political spectrum into conversation. SEAP funds the activities of the SEAP graduate student committee, including an annual graduate student symposium (approx. \$7000) and the weekly Gatty lecture series (approx. \$8000). These events feature presenters of diverse perspectives and viewpoints and allow for critical discussion and debate.

E. Strength of the Library

1a. Strength of Library & Institutional Support: The Echols Collection is the world's largest and most comprehensive academic library collection on SEA. Strong support from Cornell through the Library and SEAP, as well as past NRC grants, enable it to acquire, catalog, house and preserve material from around the world, ensuring its continued vital role in the field as the

collection of record. Today the Echols Collection contains nearly 550,000 titles in over 150 languages, of which roughly 350,000 are in SEAn vernacular languages, including both national and minority languages, and over 60,000 of those titles are not held by any other collection in the U.S. Annually, close to 10,000 monographs are added to the collection using acquisitions funding from CU and SEAP (\$262,000 in 2017-18). The collection acquires material in a variety of formats, such as electronic resources, microfilm sets, ephemeral items, feature films and documentaries. Aside from material held directly by the Echols Collection, Cornell holds SEAn materials in many of its unit libraries across campus that specialize in art, music, agriculture, business and law. For example, the law library is part of a cooperative collecting agreement with other law libraries in the northeastern U.S. to collect legal publications in English from Thailand.

The Echols Collection also pursues projects that allow greater online access to material about SEA. For example, Echols librarians are leading a project that enables journal and newspaper publishers in SEA to provide electronic access to U.S. institutions through the SEApapers archive built and maintained by Cornell. This project enhances access to current news and research from the region, while focusing on local and provincial titles that are not commercially available and thus at most risk of being lost. The library also hosts collections of online material that garner heavy use, including Southeast Asia Visions, the CMIP series, the SEA Data Paper Series and the journal *Indonesia*, and it collaborates with other NRCs to provide online resources and digital projects through the SEA Digital Library (SEADL) project.

1b. Staffing and Institutional Support: CU and SEAP support the Echols Collection by funding 7.5 FTE professional positions and five student employees. The staff positions include two librarian positions, three catalogers, one position for acquisitions support, one administrative support and student supervisor position, and one-half position for special projects and reference.

Having three catalogers who handle material in eight major languages and many minor languages from the region is one of the main reasons the Echols collection is able to maintain its status as the best of its kind. These key personnel regularly catalog between 9,000 and 10,000 titles per year, performing essential work for the Echols collection and collections around the country that rely on these records. All library salaries and acquisition expenses are assumed by Cornell, with none on the NRC or other grant funds.

2. Cooperative Arrangements and Accessibility: The Echols Collection collaborates widely with other institutions and individuals in order to accomplish its goal of preserving and providing broad access to information about SEA. Cornell and Columbia University Libraries cooperate to formally share responsibility for collecting in a number of subject areas. For Southeast Asia, the two Echols Collection librarians take on in-depth reference queries for Columbia students and faculty, and help coordinate digital projects involving SEA at Columbia. The Echols collection is also working towards a goal to work collaboratively on collection development issues with Yale University Library to enhance coverage of SEA materials within the Borrow Direct system.

Echols staff are involved in several collaborative projects, including the SEApapers project and SEADL (above), and the SEA Materials (SEAM) project at the Center for Research Libraries. The Echols Curator manages the CORMOSEA website and also directs the SEApapers archiving project. The Echols librarian and catalogers also regularly take on roles nationally in collection development and cataloging cooperative work.

The Library also collaborates formally with institutions across SEA to provide The Essential Electronic Agriculture Library (TEEAL), established to provide institutions in developing countries with a core set of journals in the field of agriculture, environment, and

medicine. The institutions in Indonesia, the Philippines, Vietnam, Cambodia, and Myanmar gain access to an off-line digital full-text library of several hundred scientific journals.

Students at Cornell have full and speedy access to library collections at other Ivy League institutions through the Borrow Direct program, and Interlibrary Loan is available for any resources they might need from libraries nationwide. The Echols Collection is a net lender for both programs, and the Kroch Asia Library as a whole has the third highest number of requested items for both services compared to other sections of the Cornell library system. The Echols Collection actively promotes use of its collections and facilities. The Cornell Library, including the Kroch library and its stacks where the collection is housed, is open to the public with access points for those with physical disabilities. Annually, hundreds of visitors not affiliated with Cornell travel from around the world to access the collection, including SEAPs Visiting Fellows who come to Cornell in part to use resources in the Echols. Many more people utilize the collection's vast online resources or access it through the Interlibrary Loan system.

F. Non-Language Instructional Program

1. Quality and Extent of Courses by Discipline and College: The breadth and quality of SEAP courses is exceptional. SEAP offers 265 courses with at least 25% SEA content spread across 29 disciplines in A&S (238) and the professional schools (27). (Course List, Appendix 5). In 2016-17, for example, 594 UGs and 545 graduates took science and professional school courses with SEA content, including courses such as Coffman, Raman, and Rizvi's course "International Agriculture in Developing Nations," or Beard's "Planning and Poverty in the Global South." Brundige and Babcock's International Gender Rights and International Human Rights clinics in the law school featured a consulting project in Myanmar. The country and topical seminars, open to advanced UGs, have, in recent years, allowed students to learn about Thailand, Myanmar,

SEAn Linguistics, SEA Borderlands, SEAsian Art and Performance, and Religion, Colonialism and Nationalism in SEA.

2. *Interdisciplinary Courses:* Most area study courses are by definition interdisciplinary and comparative in nature. SEAP's courses often emphasize the dynamic negotiation of area studies content and disciplinary boundaries and many SEA courses are identified as interdisciplinary. For example, "Digital Asia" combines communication, visual studies, technology, theatre, government, and Asian Studies; the class featured speakers from cinema, art history, information science, anthropology, and government perspectives. SEAP faculty were featured presenters in "Conservation with Communities for One Health" (NTRES 4940) a course that integrates life sciences, social sciences, medical sciences, and the humanities to explore the idea that the health of the environment, animals and people are all inextricably linked. A subset of students in this course were preparing for field studies in Indonesia working on conservation of the endangered Javan Rhino. Graduate students' courses of study by necessity include several disciplines to reflect the Cornell graduate committee system that tends to encourage at least one member from outside the student's disciplinary home.

3. *Non-Language Faculty and TA Training:* Cornell's SEA area courses are taught by 21 core faculty and 20 affiliated faculty members (CV Appendix 3) Except for the introductory courses, most UG and graduate SEA courses are seminar-style with no more than 12-15 students, guaranteeing a high degree of faculty and student interaction. To attract new UG students, SEAP faculty have offered a large array of new courses (45 UG and 16 graduate courses since 2014) spread across twenty-six disciplines (Ref. New SEAP Courses, Appendix 5, pp.9-11). Graduate TAs, who assist in large introductory classes, are required to undergo professional training provided by their departments and the Center for Teaching Innovation (CTI) offers a certification

program with an inspiring array of workshops that cover course design, cross-cultural classroom dynamics, teaching research skills, assessment, and “understanding undergraduate learners.”

Faculty members with TAs also hold weekly meetings with them to review course content, class dynamics, and grading. In addition, the First-year Writing Seminar Program provides extensive training for both graduate students and faculty.

4. Depth of Specialized Courses: (Table F.1) SEAP covers all countries in SEA with an especially robust program on Indonesia, Malaysia, and Thailand, and expanded opportunities to learn about Myanmar and Cambodia. Thematically SEAPs strengths lie in trans-regional topics such as the Chinese in SEA(4 faculty members), South-SEAn diaspora, trade and culture(4), SEAn literature(3), and SEAn minorities(3)—a topic with great relevance for the study of

Table F.1 Level of Courses (incl FWS) 2016 – 2018

Dept.	1000	2000	3000	4000	Seminar	Total
Anthro	2	6	4	3	3	18
Asian Stds	0	7	10	14	9	40
Govt	1	1	0	3	2	7
History	2	3	7	3	2	17
Art Hist.	1	2	2	4	3	12
Music	4	0	4	3	0	11

Myanmar. Table 9 illustrates courses that range from introductory to highly specialized levels in Anthropology, Asian Studies, Government, History, History of Art, and Music.

G. Quality of Language Instructional Program

1. Instruction and Enrollment: Cornell offers three levels, plus directed study, in the six major languages of SEA: Burmese, Tagalog/Filipino, Indonesian, Khmer, Thai, and Vietnamese. All are Priority Languages and LCTLs, and all SEAP AY FLAS awards will be granted to students who study these languages (**FCP2, FIP**). Echols Curator Green has developed a Lao app for smartphones and he tutors students in Lao on request. Cornell also provides instruction in other languages critical to conducting research on SEA: French, Spanish, Portuguese, Arabic, Nom (Classical Vietnamese), Sanskrit, and Pali. Dutch is offered through a videoconference Distance

Learning exchange with Yale and Columbia. (Cornell offers Khmer and Indonesian through this exchange and Burmese will be offered in 2018.) Since the previous grant cycle, 432 students have enrolled in SEAn languages, of which 113 took courses at 3rd and 4th year levels.

Table G.1 2014-2018 Enrollment in Language Classes - Undergrad (UG), Graduate (G)

	2014-2015		2015-2016		2016-2017		2017-2018		Total
Language	UG	G	UG	G	UG	G	UG	G	
Burmese	2	19	0	18	3	17	4	11	74
Indonesian	24	6	17	8	15	9	8	17	104
Khmer	11	5	5	9	7	9	9	6	61
Tagalog	14	7	9	5	16	6	21	5	83
Thai	4	5	9	5	5	7	14	4	53
Vietnamese	3	9	4	6	12	6	12	5	57
Totals	58	51	44	51	58	54	68	48	432

2. Advanced Language Courses: All six major languages are offered regularly at three levels with the fourth level offered on demand. Tables G.3 and G.4 illustrate the levels of each language offered, the depth of the linguistic training, and breadth of offerings at the advanced and individual directed studies level. Most of our language faculty taught multiple 4000-level courses in their respective SEA languages during the last cycle.

Table G.2 # of Enrollments by Level, AY '14-'18

Language	1000 (Beg)	2000 (Int)	3000 (Adv)	4000 (Dir)	Total
Burmese	22	20	19	13	74
Indonesian	48	30	19	7	104
Khmer	27	17	8	9	61
Tagalog	39	23	15	6	83
Thai	31	14	5	3	53
Vietnamese	36	12	9	0	57
Total	203	116	75	38	432

Table G.3 # of Courses by Level, AY '14-'18

Language	1000 (Beg)	2000 (Int)	3000 (Adv)	4000 (Dir)
Burmese	8	6	8	6
Indonesian	8	8	8	6
Khmer	13	12	4	7
Tagalog	8	8	8	4
Thai	8	8	3	3
Vietnamese	7	4	8	0

SEA languages are introduced across the curriculum beyond literature, linguistics and language courses. SEAP graduate students interested in Buddhism take Blackburn's course on Buddhism that requires readings in Pali. Most advanced graduate seminars, such as "Modern

SEAn History,” “Religion, Colonialism and Nationalism in S. and SEA,” and others require students to use vernacular sources in their research papers. At the undergraduate level, faculty infuse SEAn languages into 87 UG courses. For example, “Gamelan in Indonesian History and Cultures” requires the use of Javanese and Indonesian terms, musical notation, and instrument labels, and “The Museum and the Object” requires reference to objects by their SEAn names.

During the last four years, two curricular innovations have taken root that SEAP has actively and enthusiastically supported. Four of SEAP’s language instructors have developed curriculum for and taught mini (1-credit) applied language courses, known as “Jumpstart,” for students going on study trips to Thailand, Malaysia, Indonesia, and Vietnam. Cornell has also funded a coordinator for “Foreign Languages Across the Curriculum” or FLAC to support classes and/or discussion sections held in languages other than English. Pepinsky’s course on SEAn Politics had two FLAC discussion sections, one in Indonesian and the other in Chinese.

3. Faculty Strength and Language Pedagogy Training: As members of the Asian Studies Department, five of SEAP’s language faculty are on 5-year renewable senior lecturer contracts. Burmese is taught by a full-time lecturer on a 3-year renewable contract. Cornell’s historical commitment to the study of SEAn languages reflects the professionalization of language lecturers who combine native fluency with pedagogical and linguistic training. (CVs and Course List, Appendix 3 & 5). SEAP language lecturers are all engaged in a wide variety of pedagogical training through the Department of Asian Studies, Cornell’s LRC, which organizes monthly workshops, and organizations such as the Consortium for Language Teaching and Learning (CLTL) and COTSEAL (AP2). They all have had ACTFL training and are familiar with and employ performance-based instruction, a topic that has been covered in many training workshops. They also keep up to date with emerging technology, developing computer assisted

and audio-visual lessons using digital multimedia facilities at the LRC. In September 2017, with funding from the Henry Luce Foundation and broad NRC support, SEAP and the SEA language lecturers organized “Southeast Asian Language Teaching: New Directions.” This conference had 70 participants, the largest group of SEAn language instructors to gather in the U.S., to join in workshops, presentations and pedagogy discussions specific to languages they teach (AP2).

4. Quality of Performance-Based Instruction, Resources, Proficiency Requirements: SEAP language faculty are dedicated to the development and use of accurate, performance-based instruction and assessment tools. Familiar with the principles of aural comprehension and oral performance, many of the language lecturers are also involved in developing and implementing ACTFL Oral Proficiency Interview (OPI) guidelines for the nation. For example, Pandin, who conducts OPI for the COTI Advanced Indonesian Abroad, has served as director of this Fulbright-Hays Groups Projects Abroad-funded program for two years and has been collaborating with colleagues to develop ACTFL-based guidelines for the Indonesian oral proficiency level. Savella was one of two PIs for a collaborative project involving 8 NRCs and 5 non-NRCs to develop proficiency guidelines for Filipino/Tagalog using and adapting ACTFL generic guidelines. Likewise, Phan has been certified in OPI testing and is currently working with other US-based Khmer instructors on proficiency guidelines based on ACTFL standards. Phan, along with the Burmese lecturer (Khaing) and the senior lecturer for Vietnamese (Tranviet) all recently attended a COTSEAL-organized workshop on ACTFL hosted at the Center for Southeast Asian Studies University of Michigan.

The language lecturers apply proficiency standards to place incoming students at the appropriate level, to administer proficiency tests to speakers with varying levels of competency (novice to superior) from Cornell and other universities, and to ensure that their students acquire

the language skills needed to move to the next level. Many students study at SEASSI or in SEA during the summer, and the language instructors align with language proficiency at each level.

The intensive summer COTI program is the only SEA-based consortial language program that continues to have federal funding. SEASSI remains a critical national resource to build SEA language capacity in the US. SEAP is a strong advocate and supporter of these collaborative national efforts, and we are committed to working closely with other NRCs to expand and improve the teaching of SEAn languages. All of these languages are among the least commonly taught in the U.S. and require strong cooperative networks to link experienced teachers with one another and with those just entering the field (**AP2, IP, FIP**).

H. Quality of Curriculum Design

1&3. Undergraduate and Graduate Curriculum: Undergraduate and graduate students at Cornell may choose from a wide cross-disciplinary array of 88 non-language courses on SEA per year and 59 SEAn language courses, with over 55 additional options available through directed independent study for both subject areas and languages. Many of these courses fulfill the Arts & Sciences (A&S) distribution requirements or liberal arts requirements for Cornell's other colleges and professional schools (CALs, AAP, Engineering, Business, Human Ecology, and ILR; see Table H.1). SEAP courses fulfill geographic breadth, and language requirements in A&S are typically met by three semesters (2000-level) of language study. SEAP intermediate language courses satisfy the geographic breadth requirement, providing incentive for taking upper division SEA languages.

Undergraduates also take SEAP courses to fulfill the Asian Studies major or the SEAsia minor. The Asian Studies major with a concentration on SEAsia consists of 30 credits of area courses above the 2200-level plus 2-year proficiency in a SEAn language. The SEA minor is

open to all Cornell UGs. It consists of 18 credits of total study, 6 of which can be language study. Outstanding majors may apply to write an honors thesis supervised by a SEAP adviser.

Table H.1 Introductory SEA Course UG Enrollments, 2014-2018, by college									
Course Name	AG	AR	AS	EN	HA	HE	IL	UNCE	Ttotal
Intro to Southeast Asia	2	3	25	5	0	2	3	1	41
Gamelan in Indonesian Hist.	4	2	34	3	2	7	7	2	61
Elements of SEAn Lang and Culture (16-18)	21	2	37	4	2	2	3	0	71
First-year Writing Seminars	39	11	94	45	10	27	8	3	237
Subtotals	66	18	190	57	14	38	21	6	410
Percentage	16.1%	4.4%	46.3%	13.9%	3.4%	9.3%	5.1%	1.5%	100.0%

The gateway courses to SEAn studies include Introduction to Southeast Asia and Introduction to Modern Asian History, both taught by SEAP faculty. The introductory gamelan course is also a gateway for many; it is one of the most popular courses on campus, with a waiting list each semester. First-year Writing Seminars (FWS) (capped at 18 students) also allow SEAP to reach students early in their Cornell careers. Between 2014 and 2018, SEAP faculty and graduate students taught 15 FWS enrolling 237 students (Course List, FWS, Appendix 5). Recent titles include “Ghosts, Buddhas, and Magic: Vietnamese Religious Experience Then and Now,” “Piety, Politics, and Protection: Indian Ocean Buddhism,” “Comparative Arts and Media: Contemporary SEAn Independent Cinemas,” and “Dare to Dream: A History of ASEAN.” The inclusion of a writing section in several sophomore level courses can be found in SEAP courses such as “Indian Ocean World” and “The Occidental Tourist.”

SEAP devotes attention to and provides support for curricular innovation. SEAP led the way in fall 2014 with one of the most cross-disciplinary courses on campus; “Flux Navigations: Biopolitics and Urban Aesthetics in the Contemporary SE Asian City” which integrated architecture, economics, labor, ecology, and government to explore the rise of Asian port and

delta metropolises. In spring 2016 SEAP initiated a new advanced undergraduate team-taught course, “Border-Crossing in Education: Burma,” that highlighted Cornell’s faculty strength in pedagogy and refugee migration patterns. SEAP plans to expand curricular offerings on Myanmar and new courses on “Water: Art & Politics in Southeast Asia,” “Buddhists & Muslims: Asian Interactions,” and “Global Citizenship and Sustainability: Community-Based Research Methods in Southeast Asia” will be offered in the coming semester. SEAP has recently developed a popular undergraduate course that is taught in Cambodia during the winter sessions, the theme of which rotates between “Chinese Empire and the Cambodian Experience” and “Performing Angkor: Dance, Silk, and Stone”. SEAP looks forward to expanding winter and summer course offerings to both Myanmar and Indonesia within the next few years.

3. Graduate Curriculum: Graduate students can pursue an MA in SEAn Studies, a PhD in Asian Literature, Religion and Culture, or complete the SEA minor in any PhD disciplinary field by having a SEAP faculty member on their committee and doing SEA coursework and research. Graduate students are strongly encouraged to take the course on SEA bibliography taught by Echols Curator Green that introduces archival and research methods and helps prepare graduate students to write a dissertation prospectus used to apply for major research fellowships. The MA requires 8 courses (not including language) and a thesis.

SEAP graduate students can draw on the expertise of SEAP faculty from a wide range of disciplines and colleges. Five core faculty members, one active emeritus professor, and 17 of 20 affiliated faculty are from colleges outside of Arts and Sciences. SEAP core (and affiliated) faculty members often serve on committees of graduate students outside of their disciplines. SEAP has been very successful in prioritizing FLAS fellowships for professional school and science students, with close to 40% of FLAS awards going to these students (an increase of 8%

from the previous cycle). In the current year, of the 77 SEAP graduate students in residence or in the field, 20% came from professional programs or the sciences.

The high quality of SEAP graduate training stems from the formal curriculum and also from the cross-disciplinary intellectual exchanges, opposing viewpoints, and opportunities for professional development fostered by the program. The SEAP graduate student committee receives substantial financial support to organize weekly lectures and an annual symposium. These programs allow graduate students to network, present their own research in a public academic setting, and to interact with top scholars in the field who come as speakers. Recent speakers include Mark Bradley, Ashley Thompson, Justin McDaniel, and Anne Hansen.

2. Academic and Career Advising: All incoming freshman and graduate students are assigned a faculty adviser. Upon admission to the Asian Studies major with SEA concentration, UGs are assigned a SEAP adviser. The UG major, the MA, and the PhD are very flexible at Cornell. Coursework and major requirements are approved by the faculty adviser or graduate committee chair. All SEAP-affiliated students' academic progress is reviewed annually by the core faculty and language lecturers at a year-end meeting. Faculty members routinely advise their students about career opportunities and many participate in mock job talks and interviews. They mentor their TAs on pedagogical techniques, strategies, and often invite advanced graduate students to give a lecture in their courses. Graduate students also can participate in professional development workshops offered by the Center for Teaching Innovation (CTI). Cornell's multi-tiered advising system includes academic deans, graduate school deans, directors of UG and graduate studies in academic departments, and career counselors. The SEAP director and associate director also advise students and respond to academic and career inquiries about SEA.

The Graduate School and ECIS both regularly offer workshops on dissertation design, fellowships, and careers abroad. ECIS has received a 5-year grant from SSRC to offer seminars, workshops and mentoring to 12 students who are developing interdisciplinary research projects abroad, or planning domestic projects on topics that connect to global issues. Several SEAP students have been in the first two cohorts. Students can also access SEAP's extensive web-based job and internship listings. Announcements of job opportunities are a regular feature of SEAP's weekly e-newsletter, and SEAP is exploring the uses of new social media for professional networking for students. The Cornell Career Services Office and seven college-specific offices help students prepare resumes and write cover letters. They host career events, contact alumni for career advice, and provide materials and resources to assist students. The main Career Service Office recently hired a Graduate and International Career Advisor. It has one of the largest career libraries in the U.S. and publishes a newsletter on career opportunities.

4. *Research, Study Abroad, Summer Language Study:* UGs apply to study abroad in one of the dozens of programs offered through the Office of Global Learning. Cornell is a member of CIEE and SIT with UG centers at Ubud in Bali, Indonesia, Khonkaen University in Thailand, and Vietnam National University, to name a few. Students can attend any program or university in SEA approved by Cornell. In the past four years over 600 Cornell students traveled to SEA for study or research. Four UGs who studied SEAn languages won grants from Cornell to spend a summer in the region; numerous graduate students have gone to consortial language programs such as Advanced Summer Khmer (ASK) and COTI Advanced Indonesian Abroad; many others, both graduate and UG, attended SEASSI. Since 2014, about 20 UGs and professional school students per year have traveled to Thailand, Cambodia, Malaysia, Indonesia, and the Philippines to participate in projects as part of the SMART Program (Student Multidisciplinary Applied

Research Teams). The Office of Engaged Initiatives has also supported faculty to develop international service learning courses. In winter 2017 an International Agriculture in Developing Nations class on agricultural and livestock development conducted research in Myanmar, and a class on indigenized development and climate change did research in Malaysia during winter 2018. SEAP's graduate students regularly study languages at SEASSI and in SEA, and most conduct MA and PhD research in the region. In addition to the ECIS travel grant, SEAP funds pre-dissertation field visits for about 8 students annually to help them prepare for grant application. SEAP also funds UG and MA student travel as part of "engaged" or service-learning in SEA, as well as research in Malaysia through the Milton Barnett Scholarship.

Cornell facilitates student access to study abroad through formal institutional collaboration and exchange agreements with institutions in SEA such as the joint MA in Hospitality Management with Singapore's Nanyang Institute, and a program on "Rice: Research to Production," at the IRRI in the Philippines. The Cornell Institute for Public Affairs (CIPA) facilitates internships in Cambodia at the UN Office on Drugs and Crime and the Ministry of Women's Affairs. When Cornell received two years of donor funding to support international internships, SEAP placed students in Indonesia, in an urban development NGO, in Cambodia, working with a peace-building institute, and in Myanmar, at a think-tank devoted to fostering reconciliation between different ethnic groups.

I. Outreach Activities

SEAP Outreach has pioneered a number of initiatives that provide a strong foundation for meeting the competitive priorities of this cycle. Building on existing programs that have reached more than 300 educators, and thousands of students and members of the general public since 2014, SEAP will 1) Create a collaborative global learning network with community college and

teacher training program partners, further developing GEF to include CCIF; 2) Bring SEA content to each community college and teacher training program partner institution by coordinating with partners to provide at least two visiting speakers, performers, and/or exhibits on SEA and work with SEAP faculty to create educational videos on high-demand SEA topics for use at partner institutions; 3) Provide competitively-selected community college and school of education faculty members with travel fellowships and in-country support to internationalize their curriculum, with priority given to faculty planning to develop study abroad opportunities for their students; 4) magnify the impact of the International Studies Summer Institute (ISSI) and Afterschool Language Program by working collaboratively with the Cornell Public Service Center (PSC) to reach new underserved school districts in upstate New York. These efforts complement SEAP's role as a national resource for K-12 teachers and post-secondary faculty through web-based curriculum and lesson plans (30 resources); an online lending library of videos, DVDs, books, CDs, maps, posters (2,089 items), and culture kits with objects and teaching guides for the countries in SEA (26 kits). SEAP faculty and graduate students from a wide range of disciplines offer presentations, curriculum material support and review, participate in trainings, and speak with the media and the public on request.

1a. Outreach to Elementary and Secondary Schools: SEAP reaches K-12 students and teachers through collaborative initiatives that include the ISSI and the Afterschool Language and Culture Program. A new partnership with the PSC, which is part of a 21st Century Community Learning Center Grant, and has transportation in place will enable SEAP to broaden the reach of the Afterschool Language and Culture Program into more rural and underserved schools. The creation of a new graduate student outreach assistant position to work in collaboration with the

PSC to manage and grow the program will support recruitment and training of Cornell students as volunteer teachers who can teach SEA languages.

In the past four years SEAP outreach has served over 200 teachers and pre-service teachers who teach in 25 different counties across the state with the ISSI, offering teachers high-quality SEA-content on a variety of themes such as education around the world, global forced migration, and international climate change. SEAP will continue to work collaboratively with the South Asia NRC as well as the other area studies programs within the ECIS to plan and carry out ISSI, alternating location between the Cornell and Syracuse campuses to ensure we reach different districts. SEAP also plans to recruit teachers from the rural schools where the Afterschool Language and Culture Program will run to participate in ISSI as a way to even further expand impact. Themes for future ISSI include cultural and linguistic sustainability in year 1, global health and healing in year 2, food security/food sustainability in year 3, and the global flow of cultural ideas in year 4.

1b. Post-secondary Outreach: Community college workshops, faculty partnerships, and facilitating the development of short-term study abroad courses have been the cornerstones of SEAP's postsecondary outreach. The priorities for this NRC cycle will allow us to deepen partnerships with both faculty and administrators working in international education at community colleges and schools of education. In the past four years, SEAP's work with community colleges has been highly collaborative, involving strong partnership with the South Asia NRC on the planning and sponsoring of all outreach initiatives, especially those centering on faculty professional development. These included a workshop on Cultural Flows between South and Southeast Asia, co-sponsored by the American Institute for Indonesian Studies (AIFIS); a conference on Refugee Education that reached 75 participants, held on the campus of

a community college partner; and a capstone internationalization conference in year four that reflected the impact of SEAP's partnerships with faculty in the last grant cycle. Four faculty from TC3 relayed with enthusiasm the depth of learning and scale of personal and professional growth they experienced in the last grant cycle from taking three different groups of students to Cambodia in parallel with a three-week Cornell in Cambodia course taught by SEAP faculty. SEAP's plans for community college engagement will build on the success of this program and offer CCIF Program to support more faculty internationalization projects as well as cross-institutional faculty collaborations. Starting in year two, SEAP will offer competitive travel grants with in-country support to community college faculty (prioritizing the proposals of those in GEF and CCIF) in order to assist them in internationalizing course curricula and especially in developing short-term study abroad courses in SEA. Travel funding may also support faculty who are developing Collaborative Online International Learning (COIL) courses to meet and work in person with their overseas teaching partner. COIL classes hold great potential for using technology to bring students and faculty from across the globe into the classroom of students who may not have the resources to travel abroad. SEAP has committed to working with the COIL program, a part of the State University of New York (SUNY) system, to establish a network of potential teaching partners in SEA.

SEAP's approach to partnering with schools of education and teacher training programs will likewise build on existing strengths and shared interests. We will further develop our GEF Program, with expanded recruitment and support for faculty in education programs to develop projects with international SEA perspectives. As with the CCIF Program, the faculty in the GEF Program will have the opportunity to connect with SEAP faculty and faculty at partner institutions as well as apply for travel grants and in-country support for internationalizing course

curricula and developing short-term study abroad courses in SEA. Additionally, we will link the ISSI and the Afterschool Language and Culture Program to teacher training programs in a variety of ways. For example, we will regularly recruit students of education from the Cornell education minor to participate as volunteer teachers in our Afterschool Language and Culture Program, and we will recruit students of education from our partner institutions to participate in ISSI. SEAP's partnership with the South Asia NRC is projected to grow with the hiring of a new post-secondary outreach coordinator, whose regular travel to and communication with partner institutions will facilitate greater collaboration. SEAP and the South Asia NRC will together support internationalization at partner community colleges and schools of education by creating a menu of potential speakers, performers, and exhibits open to the entire campus as well as South and SEA-specific workshops targeted to faculty. We also plan to work with SEAP faculty to create at least two educational videos on high-demand SEA topics for use at partner institutions.

Ic. Community, Media, Business: SEAP's ongoing Visibility Project has resulted in the establishment of a stronger web presence through social media, the creation of two SEAP libraries in Cornell's open-source e-commons digital library, and increased readership for the SEAP Bulletin and other publications. Over 3,000 copies of the SEAP Bulletin reach a wide readership through two print editions per year and a growing e-listserv. SEAP will also continue to provide programming and cultural performances to community organizations such as public libraries, the Syracuse zoo, and community festivals. We will also offer Chambers of Commerce and targeted companies and employers presentations on Burmese and Karen culture, helping sensitize them to dynamics they may encounter with new segments of their employee populations. SEAP will continue to partner with Ithaca Welcomes Refugees, supporting their

refugee awareness projects and providing cultural background on refugees from Burma/Myanmar for volunteers working within those communities.

J. FLAS Selection Procedures

1a. Competition Announcement: SEAP works collaboratively with other Cornell NRCs to advertise and recruit a broad range of applicants for FLAS fellowships. FLAS is spotlighted at orientation fairs, including the annual Language and International Studies Fair organized by the ECIS and attended by all SEAn language lecturers. In October, a call for applicants and due dates are sent out in the graduate school newsletter, distributed as part of an ECIS funding opportunities brochure, and posted on numerous websites including SEAP, ECIS, Asian Studies and many departments and Colleges. Global Learning has just piloted a new user-friendly web interface for students to search for international opportunities and FLAS fellowships will be one of the first “opportunities” SEAP plans to spotlight. A poster campaign and notices on the electronic monitors of many building lobbies provides broad coverage, while messages via numerous listservs reach targeted audiences. Letters to dozens of Directors of Graduate Studies in departments on campus encourage them to identify potential applicants. A campus-wide FLAS information session is held in mid-November, when the online applications open. SEAP also works closely with the Office of Diversity Initiatives and the Graduate School to promote FLAS to traditionally underrepresented students on campus (**FCPI**). UG summer FLAS awards and SEAP’s summer language fellowship will be given special marketing to encourage undergraduates to begin language study in advance to be eligible. SEAP’s new tradition of “Southeast Asia Language Week” during the spring pre-enrollment period is a part of this effort.

1b. Application Procedure and Selection Criteria: The online FLAS application, created collaboratively by Cornell NRCs in the past cycle, begins with an overview of USDE eligibility

criteria, requirements, and due dates. Applicants complete the online form, including information on academic background, linguistic capability, and a statement of purpose outlining the need for language training in the proposed program of study. They submit transcripts and three letters of recommendation. All FLAS awards are given to students studying one of the six priority languages offered by SEAP (**FCP2**). Selection of applicants is made based on grades, recommendations, academic promise, feasibility, and seriousness of intent. After the initial ranking of applicants based on merit, financial need is taken into consideration based the FAFSA forms that applicants are required to submit (**FCP1**). The Graduate School has access to the FAFSA data for all graduate applicants and provides SEAP with a 4-tier categorization of need from high need to no need. For UGs applying for summer FLAS, we work with Cornell Office of Financial Aid to determine financial need. After merit and financial need are considered, preference is also be given to students in historically underrepresented groups, professional schools, sciences, and to those intending to work in government service.

SEAP core faculty and language lecturers altogether serve as the selection committee, reviewing and rating all FLAS applicants through the online application-review system. After the due date, faculty have several weeks to review and rate candidates from 1 (outstanding) to 5 (unacceptable) based on merit. Ratings are averaged and candidates ranked for discussion at a faculty meeting in March, where financial need and diversity will be considered in the final decisions for awards. Notifications are sent in April and candidates have until mid-May to indicate their acceptance.

SEAP is requesting 8 academic year graduate awards per year and 5 summer FLAS, 2 of which will be targeted at UGs at the intermediate or advanced level of language study. Since 2015, SEAP has provided a summer fellowship equivalent to a FLAS to an undergraduate

beginning language study intensively at SEASSI, with the condition that he or she commits to study the next level during the following academic year. Publicity for SEAP's SEASSI scholarship also provides publicity and visibility for SEA language offerings and for other SEA courses, drawing attention to opportunities to pursue advanced language study through FLAS.

K. Absolute and Competitive Priorities

Absolute Priority 1: Diverse Perspectives and Government Service: (ref. Diverse Perspectives and Wide Range of View) In all SEAP activities, whether funded by the NRC grant or not, we strive to include a wide range of perspectives and different points of view. From the weekly speaker series to class offerings or outreach programs, SEAP encourages genuine, critical, and informed dialogue—which is only possible when multiple viewpoints are presented. SEAP meets national needs in many ways, including training the trainers—such as the SEAP alumnus who is a professor at a US Naval academy. While over 50% of SEAP PhD graduates go on to serve in this role by working in post-secondary education, about 10% are employed in the Federal or State government and an additional 16% work for NGOs and non-profit employers such as foundations, development organizations, and the UN.

Absolute Priority 2: Teacher Training: (also ref: Government Service in Areas of National Need, Tab 4) SEAP's NRC proposal addresses this priority at multiple levels. SEAPs long-standing programmatic activities, teaching, and advising are geared towards training future teachers and scholars who then go on to train additional teachers and scholars. To support this mission SEAP works collaboratively to support the training of SEA language teachers across the US and encourages the professional development of the experienced SEA language lecturers at Cornell, enabling them to become the trainers of other SEA language teachers. Outreach activities include workshops to train and support community college faculty, internationalize pre-

service teacher training in partnership with education programs, as well as the direct training of K-12 teachers. SEAP also works to promote the Education Minor at Cornell and has emphasized the importance of international education in the minor.

1a. Competitive Priority 1: Collaboration with Community Colleges and Minority-Serving

Institutions (MSI): SEAP is excited to expand partnerships with three community colleges: Tompkins Cortland Community College (TC3), Onondaga Community College (OCC), and Monroe Community College (MCC). Over the past four years, SEAP has worked closely with the South Asia NRC to build partnerships with TC3 and OCC and initiate a relationship with MCC. Both MCC and OCC, located in the vicinity of Rochester and Syracuse, also qualify as MSIs, while TC3 serves a rural population. Joining forces with another NRC to foster systematic collaboration and engagement with community college partners will ensure greater sustainability and impact.

By providing high quality SEA content and aligning with the intellectual projects of our faculty, SEAP has already been able to draw a committed cohort of community college faculty into curriculum development workshops on Indonesia and Cambodia (co-sponsored by AIFIS and CKS), as well as thematic cross-area workshops and activities. In the last cycle SEAP worked closely with TC3 faculty to create a winter session study abroad field experience in Cambodia for their students. The first faculty TC3 faculty member traveled to Cambodia in winter 2015 with NRC funding, to shadow the CU in Cambodia class. By year 4, TC3's Cambodia program was well established and independent of the Cornell program, with 4 different TC3 faculty members who had rotated to lead the program. On the first trip, the TC3 faculty member met a promising young Cambodian student, with her encouragement and support, he is now matriculating at TC3, further internationalizing the experience of many TC3

students. The close mentoring provided to TC3 faculty by SEAP faculty and staff is the model on which outreach partnerships for this cycle have been planned, drawing further inspiration from the faculty fellows program started in the last cycle at schools of education.

1b. Competitive Priority 2: Partnerships with Schools of Education and Teacher Training

Programs SEAP and the South Asia NRC have been actively building partnerships with SUNY Cortland School of Education and Syracuse University School of Education, and supporting projects by their faculty. A new partnership has just been started with the School of Education at Buffalo State, also part of the SUNY system. Internationalizing schools and departments of education is a particular challenge due to the curricular constraints they face in meeting government mandates and standards for teacher training. Education faculty are in the strongest position to identify openings and opportunities ripe for internationalization. We have designed the “Global Education Faculty Fellows Program” (GEFF) to spur innovation by faculty and provide resources and support network for them to carry out internationalization projects with parallel programs for faculty from our partner schools of education and community colleges. Together with the South Asia NRC, we will solicit applications from each of our partnering institutions, and each NRC will fund two of the selected fellows in each program starting in the summer of 2019, with additional fellows joining in years 2 and 3. The fellows will meet (in person and via video conference) with each other and the area studies experts on the NRC campuses. Through these interactions, the faculty will develop and begin to implement projects that could range from the creation of an education-focused study abroad opportunity to infusing area studies content into a specific class. The participants in this program will have the opportunity to apply for funding to travel to SEA to further their project or to develop a new one that will result in concrete curricular contributions.

1c. NRC Invitational Priority: Linkages with Institutions in SEA (Ref. pp.5-6) SEAP and Cornell have key linkages with educational institutions in many countries in Southeast Asia. We propose to build and expand these linkages, particularly in Indonesia, Myanmar and Vietnam, where we plan to pilot new faculty-led study abroad programs in this NRC cycle.

2a. FLAS Competitive Priority 1: Financial Need of Applicants (Ref. p.46) SEAP plans to take demonstrated financial need (as indicated by FAFSA data) into account when making FLAS awards. Academic achievement and other measures of merit will form the basis of the initial ranking of students, with financial need taken into account next, in the determination of awards.

2b. FLAS Competitive Priority 2: Priority Languages 100% of SEAP's FLAS awards will be to students studying priority LCTLs as defined by the U.S. Department of Education.

2c. FLAS Invitational Priority: Southeast Asian Languages SEAP's FLAS awards will all be used for the study of six Southeast Asian Languages at four levels of instruction. At Cornell these include: Burmese, Indonesian, Khmer, Tagalog (Filipino), Thai, and Vietnamese.

Other Attachment File(s)

* **Mandatory Other Attachment Filename:**

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

Performance Measures	Activities	Data Indicators	Frequency	Data Source	BL	T1	T2	T3	T4
1. The Southeast Asia Language Council (SEALC) established and regular meetings instituted.	1a. Recruit and engage NRC and non-NRC members and create council structure.	Cumulative number of NRCs sending representatives	Annually	Institutional records (meeting notes, emails)	3	4	4	5	5
		Cumulative number of other institutions represented	Annually	Institutional records (meeting notes, emails)	1	2	2	3	3
	1b. Hold at least one SEALC meeting annually.	Number of SEALC meetings *First SEALC meeting scheduled for July 2018	Annually	Institutional records (meeting notes, emails)	1*	1	1	1	1
2. At least three collaborative projects initiated by SEALC committees.	2a. Support and send language instructors to least three collaborative language pedagogy workshops or training conferences initiated by SEALC committees.	Number of pedagogy trainings workshops/ conferences supported	Annually	Institutional records (meeting notes, emails)	0	0	1	1	1
		Cumulative number of language instructors who participate	Annually	Institutional records (conference programs and registration)	0	0	20	30	40
	2b. Support and help strengthen language-specific professional network groups for instructors	Cumulative number of language-specific working groups meet	Annually	Institutional records (meeting notes, conference programs)	0	2	4	5	6
		Cumulative number of language-specific groups with formal structure	Annually	Institutional records (meeting notes, conference programs, and registration)	1	2	2	3	4
3. A cross-NRC plan is developed to collaborate with the Center for Lao Studies to build towards consistent and accessible Lao language instruction in the U.S.	3.a. Establish a Lao language instruction working group and hold annual meetings.	Number of planning meetings held	Annually	Institutional records (meeting notes, emails)	0	1	1	1	1
	3.b. Create a mechanism for Lao to be offered annually at SEASSI.	Lao course offerings at SEASSI	Annually	SEASSI annual report	0	0	1	1	1

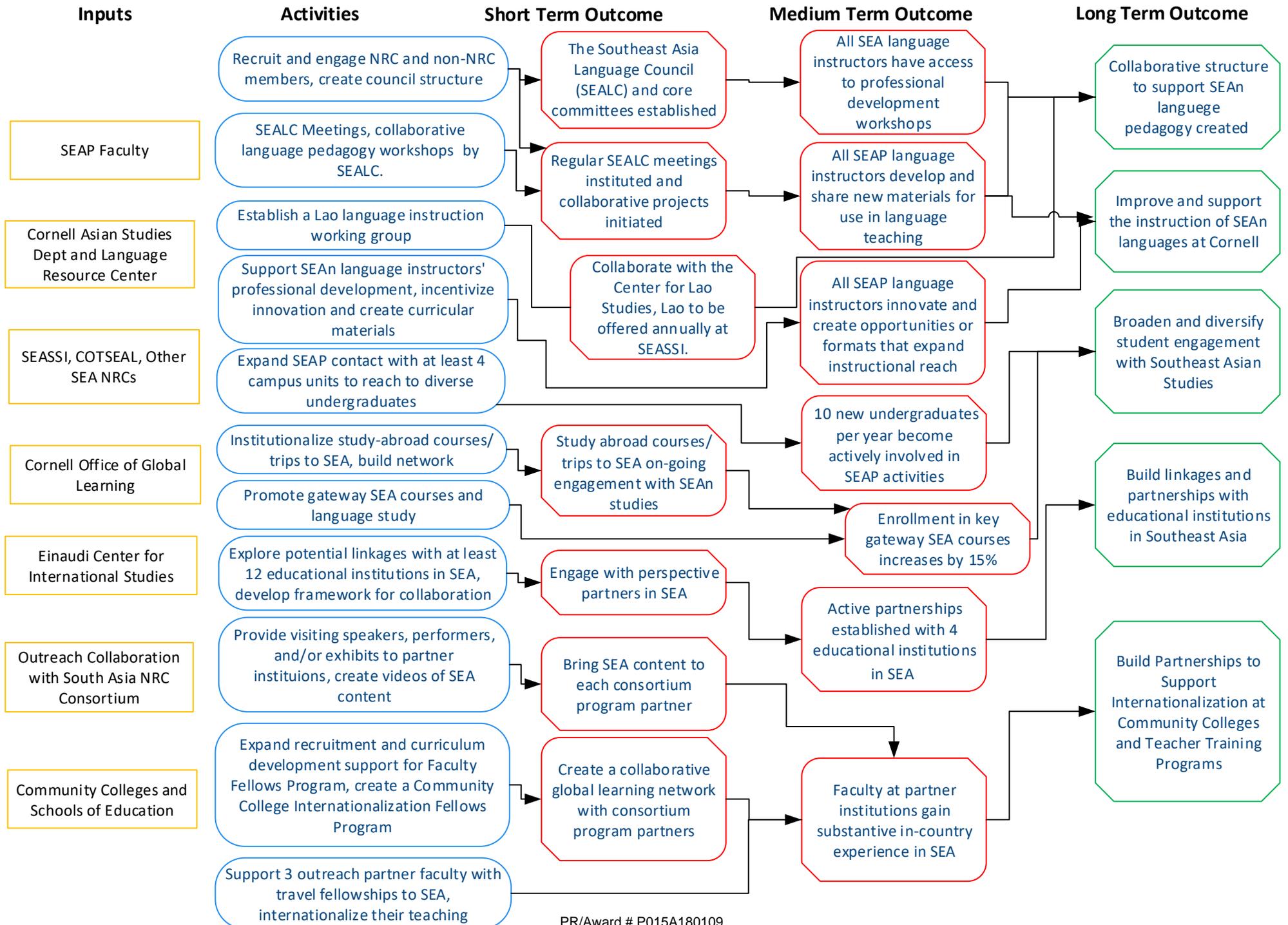
Performance Measures	Activities	Data Indicators	Frequency	Data Source	BL	T1	T2	T3	T4
1. By the end of year four, all SEAP language instructors participate in professional development workshops and conferences.	1.a. Support and incentivize participation in Southeast Asian language-focused professional development workshops and conferences.	Cumulative number of SEAP language instructors who participate in workshops	Annually	Institutional records (travel reimbursement, workshop program)	0	2	4	6	8
2. By the end of year four, all SEAP language instructors develop new materials for use in language teaching.	2.a. Support and incentivize development of new curricular materials.	Cumulative number of new materials developed	Annually	Institutional records (annual reports)	0	2	4	6	8
3. By the end of year four, all SEAP language instructors innovate and create instructional opportunities or formats that expand instructional reach.	3.a. Support and incentivize curricular innovation using new technologies or new course formats.	Cumulative number of classes offered with innovative structure or delivery method	Annually	Institutional records (annual reports)	0	2	4	5	6

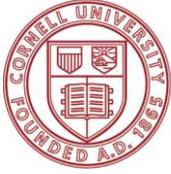
Performance Measures	Activities	Data Indicators	Frequency	Data Source	BL	T1	T2	T3	T4
1. SEAP creates Southeast Asian Studies exposure for undergraduates.	1.a. Collaborate with at least 4 campus units to expand reach to diverse undergraduates.	Cumulative number of campus units	Annually	Institutional records	1	2	3	4	4
		Cumulative number of students signed up on new SEAP undergraduate email list	Annually	Undergraduate Email listserv	15	30	60	100	150
	1.b. Expand Southeast Asia-focused programming to at least 4 new locations in undergraduate residence halls to reach students where they live.	Cumulative number of events held in specific undergraduate residence halls.	Annually	Institutional records (event posters, volunteer lists, SEAP student forms, sign-in sheets)	0	1	2	3	4
		Cumulative number of undergraduate students actively involved in SEAP activities	Annually		5	10	15	25	30
2. Study abroad courses/trips to Southeast Asia leads to on-going engagement with Southeast Asian studies.	2.a. Create and institutionalize study-abroad courses/trips to Southeast Asia.	Cumulative number of new courses created	Annually	Institutional records	0	1	1	2	2
		Number of courses run	Annually	Institutional records	1	1	1	1	1
	2.b. Build connections to students who have participated in study abroad in Southeast Asia	Cumulative number of students from study abroad courses/trips to Southeast Asia who participate in SEAP activities and enroll in additional courses	Annually	Global Learning database, SEAP student forms, volunteer lists, sign-in sheets	0	4	8	16	20
3. Enrollment in key gateway Southeast Asia courses increases.	3. Actively promote gateway Southeast Asia courses and language study.	Number of students enrolled in entry-level and introductory Southeast Asian courses	Annually	Institutional records from Registrar	96	100	105	112	120

Performance Measures	Activities	Data Indicators	Frequency	Data Source	BL	T1	T2	T3	T4
1. Active partnerships established with educational institutions in Southeast Asia.	1.a. Contact and explore potential linkages with at least twelve educational institutions in Southeast Asia.	Cumulative number of educational institutions contacted	Annually	Institutional records (emails, meeting notes)	0	4	6	8	12
		Cumulative number of educational institutions identified with concrete mutual interest	Annually	Institutional records (emails, meeting notes)	0	2	4	5	6
	1.b. Develop framework for collaboration and formalize four partnerships with MOA and project agreements.	Cumulative number of MOAs/ Project Agreements formalized and approved	Annually	Cornell MOA registry, copies of agreements	0	1	2	3	4
		Cumulative number of visits/exchanges by faculty and graduate students with partner institutions	Annually	Posters, travel reimbursements, media coverage	0	2	4	5	6
		Cumulative number of joint activities such as conferences, workshops, collaborative journal articles	Annually	Conference programs, academic papers, media coverage	0	1	2	3	4

Performance Measures	Activities	Data Indicators	Frequency	Data Source	BL	T1	T2	T3	T4
1. Bring Southeast Asia content to each community college and teacher training program partner.	1a. Coordinate with community college and teacher training program partners to provide at least two visiting speakers, performers, and/or exhibits on Southeast Asia.	Number of events/presentations arranged per institution	Annually	Institutional records (e-mails, posters)	0	2	4	5	5
	1b. Work with SEAP faculty to create at least two high-quality educational videos on high-demand Southeast Asia topics for use at partner institutions.	Number of videos created	Annually	Videos uploaded to e-commons library	0	0	1	0	1
2) Create a collaborative global learning network with community college and teacher training program partners.	2a. Further develop Global Education Faculty Fellows Program with expanded recruitment and curriculum development support.	Number of education faculty fellows	Annually	Institutional records (emails, letters of acceptance, faculty proposals, syllabi)	0	2	2	0	0
		Number of teacher training curriculum materials developed			0	0	0	2	2
	2b. Create a Community College Internationalization Fellows Program with tailored faculty support for curriculum development projects.	Number of community college faculty fellows	Annually	Institutional records (emails, letters of acceptance, faculty proposals, syllabi)	0	2	2	0	0
		Number of community college curriculum materials developed			0	0	0	2	2
3) Faculty at partner institutions gain substantive in-county experience in Southeast Asia.	3a. Support at least three community college and teacher training program faculty with travel fellowships to Southeast Asia internationalize their teaching.	Number of faculty who travel to Southeast Asia	Annually	Institutional records (faculty proposals, itinerary, syllabi and project reports)	0	0	1	1	1
		Number of curriculum projects completed			0	0	1	1	1

NRC Cornell SEAP 2018 Logic Model





Cornell University

Wendy Wolford

*Vice Provost for International Affairs
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June 14, 2018

NRC/FLAS Review Committee
International and Foreign Language Education
U.S. Department of Education

Dear Colleagues,

As Vice Provost for International Affairs, I am pleased to endorse the enclosed proposal from the Cornell Southeast Asia Program (SEAP) to maintain its designation as a comprehensive National Resource/FLAS Center for the upcoming cycle.

Cornell's historic strengths in international studies, in particular the study of Asian societies, languages and cultures, have earned global recognition and attracted some of the world's most prominent scholars and outstanding students. Indeed, Cornell's Southeast Asia program has consistently distinguished itself for its dedication to academic excellence in the areas of teaching, research and outreach – on campus and beyond. SEAP's vibrant community of scholars continues to make significant contributions to Cornell's international achievements in language and area instruction, library collections and scholarship. SEAP's faculty have trained generations of scholars, teachers and leaders worldwide. Their contributions to the field – and to the Global Cornell mission – are a source of great pride for Cornell leadership and our community.

As an institution, Cornell is deeply committed to global learning and the success of its students and faculty. SEAP's stated goals are consistent with the university's broader mission. The emphasis on language pedagogy and instruction, curricular innovation and language instructor development, opportunities for undergraduate student participation via on campus programming and study abroad opportunities, local-global strategic partnerships, materials development, engagement with community colleges and schools of education are all worthy endeavors and are deserving of continued support.

Abigail C. Cohn, professor of Linguistics and Southeast Asian studies, is currently serving her second stint as SEAP director. A seasoned administrator and prolific scholar, her research interests include the Austronesian languages of Indonesia, with a particular focus on phonetics, phonology and morphology. She has lectured widely both nationally and internationally, served on numerous college and university committees and received numerous awards and fellowships, among them an Internationalizing the Cornell Curriculum grant as part of the Global Cornell Initiative. She spent 2013-14 as a Fulbright Senior Research Scholar at Atma Jaya Catholic University in Jakarta, Indonesia.

The new initiatives described in detail in the enclosed proposal promise to significantly increase the local, national and global impact of the Southeast Asia Program. The NRC will play a critical role in providing the necessary funding to develop sustainable and mutually-beneficial regional higher

NRC/FLAS Review Committee
Cornell Southeast Asia Program
June 13, 2018
Page 2

education partnerships. The FLAS support in particular will increase our capacity to produce experts in less commonly taught languages and area students who are capable of contributing to the needs of the United States government, academic and business institutions.

Sincerely,



Wendy Wolford
Vice Provost for International Affairs
Robert A. and Ruth E. Polson Professor of Global Development

Enclosure



Michael Jacobs, D.Arts
Dean, Humanities & Social Sciences

MCC VALUES:
INTEGRITY.
EXCELLENCE.
EMPOWERMENT.
INCLUSIVENESS.
COLLABORATION.
STEWARDSHIP.

Dr. Abigail C. Cohn
Director, Southeast Asia Program
180 Uris Hall
Cornell University
Ithaca, NY 14853

June 5, 2018

Dear Dr. Abby Cohn,

I am pleased to support your proposal to the U.S. Department of Education to receive distinction as a Title VI National Resource Center. We at Monroe Community College look forward to collaborating with Cornell University's Southeast Asia Program (SEAP) and the Cornell-Syracuse South Asia Consortium in your internationalization outreach efforts. These initiatives will expand MCC's curricula by further incorporating global learning and experiences into courses, thus fostering the continued development of global perspectives for our students.

MCC in Rochester, NY boasts a diverse and international student body. We currently have over 800 immigrant and refugee students—and nearly 100 F-1-visa students—studying at our community college. Our faculty, staff, and administration are committed to engaging students in global learning and internationally cultural experiences, such as what could be further cultivated through a partnership with SEAP and the Cornell-Syracuse South Asia Consortium. It should also be noted that many of our students do not have the opportunity to study abroad, so engaging them in meaningful global education is imperative to the work we do at MCC—as outlined in our strategic plan and mission statement.

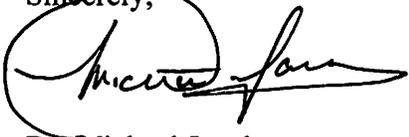
We anticipate collaborating on the following activities:

- Encourage and support our faculty's participation in the proposed Community College Internationalization Fellows program and other professional development opportunities that support internationalization
- Encourage and support our faculty who are recipients of grants to travel to South or Southeast Asia and produce new course content as a result of their experiences
- Work together to bring speakers, presenters, and performers to our campus
- Exchange information on events taking place on both campuses and encourage more interaction between the international centers and programs at both institutions

- Collaborate on the development of possible short-term study abroad programs
- Incorporate NRC-developed material into community college courses

As expressed, we look forward to joining the Cornell Southeast Asia Program and the Cornell-Syracuse South Asia Consortium in this initiative.

Sincerely,

A handwritten signature in black ink, appearing to read "Michael Jacobs", with a large, stylized flourish at the end.

Dr. Michael Jacobs
Dean, Humanities and Social Sciences
Monroe Community College



A College of the State University of New York

4585 West Seneca Turnpike Syracuse, New York 13215-4585

(315) 498-2211 www.sunyocc.edu

June 4, 2018

OFFICE of the PRESIDENT

Dr. Abigail C. Cohn
Director, Southeast Asia Program
Cornell University
180 Uris Hall
Ithaca, NY 14853

Dear Dr. Cohn:

Onondaga Community College (OCC) is pleased to support your proposal to the U.S. Department of Education to receive the distinction as a Title VI National Resource Center. We look forward to collaborating with the Southeast Asia Program at Cornell University and the Cornell-Syracuse South Asia Consortium, comprised of the South Asia Program at Cornell and the South Asia Center at Syracuse University, on your internationalization outreach efforts. These initiatives will enhance our curriculum by supporting the work of our faculty to incorporate global learning and experiences into courses and to engage students in the development of global perspectives.

As the second largest college in the region with approximately 10,000 students enrolled annually, OCC serves a diverse population of students who are preparing for transfer or for direct entry into the workforce upon completion. This collaborative partnership aligns with OCC's mission as Central New York's partner in education for success. The initiative will support OCC's strategic goal of promoting student success and advance the goals and strategies outlined in our Diversity Master Plan, including our goal to "infuse multiculturalism, pluralism, and global awareness into the educational curriculum" through new professional development opportunities for faculty, expansion of partnerships with area colleges and universities, and expansion of study abroad opportunities.

We anticipate collaborating on the following activities:

- Encourage and support our faculty's participation in the proposed Community College Internationalization Fellows program and other professional development opportunities that support internationalization
- Encourage and support our faculty who are recipients of grants to travel to South or Southeast Asia and produce new course content as a result of their experiences
- Work together to bring speakers, presenters, and performers to our campus
- Exchange information on events taking place on both campuses and encourage more interaction between the international centers and programs at both institutions
- Collaborate on the development of possible short-term study abroad programs
- Incorporate NRC-developed material into community college courses.

OCC appreciates your leadership of this initiative and looks forward to collaborating with the Cornell Southeast Asia Program and the Cornell-Syracuse South Asia Consortium.

Sincerely,

Casey Crabill, Ed.D.
President

PR/Award # P015A180109



June 20, 2018

Dr. Abigail C. Cohn
Director, Southeast Asia Program
180 Uris Hall
Cornell University
Ithaca, NY 14853

Dear Dr. Abby Cohn,

I am pleased to be writing in support of your proposal to the U.S. Department of Education to receive the distinction as a Title VI National Resource Center. We look forward to collaborating with the Southeast Asia Program at Cornell University and the Cornell-Syracuse South Asia Consortium, comprised of the South Asia Program at Cornell and the South Asia Center at Syracuse University, on your internationalization outreach efforts. These initiatives will expand the community college curriculum by incorporating global learning and experiences into courses and will engage community college students in the development of global perspectives.

We are very much interested in internationalizing our campus and curriculum and have begun to pursue partnerships in several areas of Southeast Asia.

We anticipate collaborating on the following activities:

- Encourage and support our faculty's participation in the proposed Community College Internationalization Fellows program and other professional development opportunities that support internationalization
- Encourage and support our faculty who are recipients of grants to travel to South or Southeast Asia and produce new course content as a result of their experiences
- Work together to bring speakers, presenters, and performers to our campus
- Exchange information on events taking place on both campuses and encourage more interaction between the international centers and programs at both institutions
- Collaborate on the development of possible short-term study abroad programs
- Incorporate NRC-developed material into community college courses

TOMPKINS CORTLAND COMMUNITY COLLEGE

We look forward to collaborating with the Cornell Southeast Asia Program and the Cornell-Syracuse South Asia Consortium.

Sincerely,

Doni

Doni M. Casula, M.S.Ed, PDSO
Senior Officer of Global Initiatives
Tompkins Cortland Community College
170 North St., P.O. Box 139
Dryden, NY 13053
1-607-844-8222 Ext. 4317
DMC026@tompkinscortland.edu
www.tompkinscortland.edu/global



The State University of New York



BUFFALO STATE
The State University of New York

1300 Elmwood Avenue
Buffalo, NY 14222-1095
www.buffalostate.edu

Wendy A. Paterson, Ph.D.
Dean of the School of Education
Bacon Hall 306
Tel: (716) 878-4214 | Fax: (716) 878-5301
paterswa@buffalostate.edu

Abigail C. Cohn
Director, Southeast Asia Program
180 Uris Hall
Cornell University
Ithaca, NY 14853

Dear Dr. Cohn,

I am pleased to write in support of your proposal to the U.S. Department of Education to receive the distinction as a Title VI National Resource Center. We look forward to collaborating with the Southeast Asia Program at Cornell University and the Cornell-Syracuse South Asia Consortium, comprised of the South Asia Program at Cornell and the South Asia Center at Syracuse University, on internationalization outreach efforts.

Buffalo State's International Professional Development Schools Consortium (IPDS) programs provide opportunities for teacher candidates to engage in overseas exploration, research and teaching initiatives that globalize their understanding and experience of education. We are excited to expand on the work we are already doing in IPDS and anticipate collaborating on the following activities:

- Encourage and support our faculty's participation in the proposed Global Education Faculty Fellows program and other professional development opportunities that support internationalization
- Encourage and support faculty who are the recipients of grants to travel to South or Southeast Asia to produce new course content as a result of their experiences
- Work together to bring speakers, presenters, and performers to our campus
- Exchange information on events taking place on both campuses and encourage more interaction between the international centers and programs at both institutions
- Encourage the participation of teacher education students in the annual International Studies Summer Institute
- Collaborate on the development of possible short-term study abroad programs
- Incorporate NRC-developed materials into education courses

These initiatives will expand the education curriculum by incorporating global learning and experiences into courses and will engage education students in the development of global perspectives.

Sincerely,

Wendy A. Paterson, Ph.D.

June 8, 2018

Dr. Abigail C. Cohn
Director, Southeast Asia Program
180 Uris Hall
Cornell University
Ithaca, NY 14853

Dear Dr. Cohn,

I am writing in support of your proposal to the U.S. Department of Education to receive the distinction as a Title VI National Resource Center. We look forward to collaborating with the Southeast Asia Program at Cornell University and the Cornell-Syracuse South Asia Consortium, comprised of the South Asia Program at Cornell and the South Asia Center at Syracuse University, on your internationalization outreach efforts. These initiatives will support our on-going efforts to incorporate global perspectives in our teacher education curriculum. We have already begun a process of expanding opportunities for our teacher candidates to develop greater cultural competency through field experiences in diverse school settings both in the United States and abroad. Collaborating with you on this proposed project will serve to both strengthen and extend these efforts.

We anticipate collaborating on the following activities:

- Encourage and support our faculty's participation in the proposed Global Education Faculty Fellows program and other professional development opportunities that support internationalization
- Encourage and support faculty who are the recipients of grants to travel to South or Southeast Asia to produce new course content as a result of their experiences
- Work together to bring speakers, presenters, and performers to our campus
- Exchange information on events taking place on both campuses and encourage more interaction between the international centers and programs at both institutions
- Encourage the participation of students of education in the annual International Studies Summer Institute
- Collaborate on the development of possible short-term study abroad programs
- Incorporate NRC-developed materials into education courses

We look forward to collaborating with Cornell Southeast Asia Program and the Cornell-Syracuse South Asia Consortium.

Sincerely,



Andrea Lachance, Ph.D.
Professor and Dean
School of Education
SUNY Cortland

Dr. Abigail C. Cohn
Director, Southeast Asia Program
180 Uris Hall
Cornell University
Ithaca, NY 14853

June 1, 2018

Dear Dr. Abby Cohn,

I am pleased to be writing in support of your proposal to the U.S. Department of Education to receive the distinction as a Title VI National Resource Center. We look forward to collaborating with the Southeast Asia Program at Cornell University and the Cornell-Syracuse South Asia Consortium, comprised of the South Asia Program at Cornell and the South Asia Center at Syracuse University, on your internationalization outreach efforts. These initiatives will expand the education curriculum by incorporating global learning and experiences into courses and will engage education students in the development of global perspectives.

This collaboration is very much aligned with Syracuse University's internationalization pillar that is part of the University's academic strategic plan. It also aligns with the School of Education's mission to engage our students with the world and prepare them with global and civic competencies.

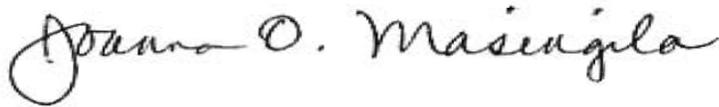
We anticipate collaborating on the following activities:

- Encourage and support our faculty's participation in the proposed Global Education Faculty Fellows program and other professional development opportunities that support internationalization
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- Encourage the participation of students of education in the annual International Studies Summer Institute

- Collaborate on the development of possible short-term study abroad programs
- Incorporate NRC-developed materials into education courses

We look forward to collaborating with Cornell Southeast Asia Program and the Cornell-Syracuse South Asia Consortium.

Sincerely,

A handwritten signature in black ink that reads "Joanna O. Masingila". The signature is written in a cursive style with a large initial 'J'.

Joanna O. Masingila, Dean
Laura J. and L. Douglas Meredith Professor
Professor
Mathematics & Mathematics Education
jomasing@syr.edu

CORNELL UNIVERSITY

SOUTHEAST ASIA PROGRAM

APPENDIX: CURRICULUM VITAE

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**Cornell University Southeast Asia Program
Curriculum Vitae Table of Contents – Alpha Last Name**

PAGE	NAME	TITLE	SEA %
40	Abel, Ben	Acquisitions Assistant, Echols Collection on Southeast Asia	100%
9	Allred, Shorna	Associate Professor, Department of Natural Resources	25%
40	Atkinson, Carol	Senior Information Assistant, Asia Desk, Kroch Library	33%
27	Babcock, Sandra L.	Professor, Cornell Law School	10%
9	Balance, Christine	Associate Professor, Department of Asian American Studies and Performing & Media Arts	100%
19	Barker, Randolph	Professor Emeritus, School of Applied Economics & Management	EMERITUS
27	Barrett, Christopher	Professor, Department of Economics and School of Applied Economics & Management	10%
10	Beard, Victoria	Associate Professor, Department of City and Regional Planning	75%
10	Blackburn, Anne	Professor, Department of Asian Studies	25%
28	Blalock, Garrick	Associate Professor, School of Applied Economics & Management	10%
28	Brundige, Elizabeth	Associate Professor, Cornell Law School	10%
41	Bui, Yen	Vietnamese Cataloger, Echols Collection on Southeast Asia	100%
29	Carlson, Allen R.	Associate Professor, Department of Government	10%
19	Chaloemtiarana, Thak	Retired Professor, Department of Asian Studies	RETIRED
29	Chang, Julia	Assistant Professor, Department of Romance Studies	10%
30	Chi, Lily	Associate Professor, Department of Architecture	10%
30	Coffman, W. Ronnie	Professor, Department of Plant Breeding and Genetics	10%
8	Cohn, Abigail	Professor, Department of Linguistics; Director of Southeast Asia Program	100%
37	Connor, Fred	Assistant Editor of Publications, Southeast Asia Program	100%
31	Duff, Bryan	Senior Lecturer, Department of Development Sociology	10%
43	Filberto, David M.	Evaluation Consultant, Cornell University	10%
31	Fiorella, Kathryn	Lecturer, Department of Population Medicine and Diagnostic Science	10%
37	Fishel, Thamora	Associate Director, Southeast Asia Program	100%
11	Fiskesjö, Magnus	Associate Professor, Department of Anthropology	80%
38	Fitzgerald, Brenna	Communications and Outreach Coordinator, Southeast Asia Program	85%
11	Formichi, Chiara	Associate Professor, Department of Asian Studies	100%
12	Fuhrmann, Arnika	Assistant Professor, Department of Asian Studies	100%
41	Ghosh, Aparna	Administrative Supervisor, Echols Collection on Southeast Asia	100%
12	Goldstein, Jenny	Assistant Professor, Department of Development Sociology	100%
13	Green, Gregory Hanks	Visiting Senior Lecturer, Department of Asian Studies; Curator, Echols Collection on Southeast Asia, Kroch Library	100%
38	Grossman, Sarah	Managing Director of Publications, Southeast Asia Program	100%
32	Harvell, Catherine Drew	Professor, Department of Ecology and Evolutionary Biology	10%
20	Hatch, Martin Fellows	Professor Emeritus, Department of Music	EMERITUS
43	Hecht, Jason	Data Analyst, Mario Einaudi Center for International Studies	10%
32	Jackson, Steven J.	Associate Professor, Department of Information Science and Science & Technology Studies	10%
23	Jagacinski, Ngampit	Senior Lecturer, Thai, Department of Asian Studies	100%
33	Karolyi, Andrew	Professor, Johnson Graduate School of Management	10%
23	Khaing, Yu Yu	Lecturer, Burmese, Department of Asian Studies	100%
13	Kuruvilla, Sarosh	Professor, School of Industrial and Labor Relations	50%
14	Loos, Tamara	Professor, Department of History	100%
41	McCarty, Apikanya	Cataloger, Echols Collection on Southeast Asia	100%
33	McCouch, Susan Rutherford	Professor, Department of Plant Breeding and Genetics	10%
14	McGowan, Kaja Maria	Professor, Department of History of Art and Visual Studies	75%
15	Miller, Christopher J.	Senior Lecturer, Department of Music	100%
42	Myint, Swe Swe	Gifts Coordinator/Copy Cataloger, Echols Collection on Southeast Asia	75%
39	Nagy, James	Administrative Assistant, Southeast Asia Program	100%
20	O'Connor, Stanley	Professor Emeritus, Department of History of Art and Visual Studies	EMERITUS
24	Pandin, Jolanda	Senior Lecturer, Indonesian, Department of Asian Studies	100%
34	Parra, Pilar	Senior Lecturer, Division of Nutritional Sciences	10%
15	Pepinsky, Thomas	Associate Professor, Department of Government	95%
42	Peterson, Jeffrey	Southeast Asian Librarian, Echols Collection on Southeast Asia	100%

**Cornell University Southeast Asia Program
Curriculum Vitae Table of Contents – Alpha Last Name**

PAGE	NAME	TITLE	SEA %
25	Phan, Hannah	Senior Lecturer, Khmer, Department of Asian Studies	100%
34	Radcliffe, Robin	Senior Lecturer, Department of Clinical Sciences	15%
35	Raymer, Annalisa L.	Lecturer, Department of Development Sociology	10%
42	Ross, Sarah	Cataloger, Echols Collection on Southeast Asia	100%
25	Savella, Maria Theresa	Senior Lecturer, Filipino (Tagalog), Department of Asian Studies	100%
21	Siegel, James	Professor Emeritus, Department of Asian Studies and Anthropology	EMERITUS
16	Tagliacozzo, Eric	Professor, Department of History	75%
16	Taylor, Keith	Professor, Department of Asian Studies	100%
21	Thorbecke, Eric	Professor Emeritus, Department of Economics and Food Economics	EMERITUS
26	Tranviet, Thuy	Senior Lecturer, Vietnamese, Department of Asian Studies	100%
35	Travis, Alexander J.	Professor, Department of Biomedical Sciences	10%
36	Tucker, Terry W.	Senior Lecturer, Department of Horticulture	15%
17	Welker, Marina Andrea	Associate Professor, Department of Anthropology	100%
17	Whitman, John	Professor, Department of Linguistics	50%
18	Willford, Andrew	Professor, Department of Anthropology	65%
18	Williams, Linda	Professor, Department of Development Sociology	50%
22	Wolff, John U.	Professor Emeritus, Department of Linguistics	EMERITUS
36	Zheng, Liren	Adjunct Assistant Professor, Department of Asian Studies	10%

**Cornell University Southeast Asia Program
Curriculum Vitae Table of Contents – Alpha Last Name within Function**

PAGE	SEAP CORE FACULTY		SEA %
9	Allred , Shorna	Associate Professor, Department of Natural Resources	25%
9	Balance , Christine	Associate Professor, Department of Asian American Studies and Performing & Media Arts	100%
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PAGE	SEAP FACULTY EMERITUS		SEA %
19	Barker , Randolph	Professor Emeritus, School of Applied Economics & Management	EMERITUS
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21	Thorbecke , Eric	Professor Emeritus, Department of Economics and Food Economics	EMERITUS
22	Wolff , John U.	Professor Emeritus, Department of Linguistics	EMERITUS
PAGE	SEAP LANGUAGE LECTURERS		SEA %
23	Jagacinski , Ngampit	Senior Lecturer, Thai, Department of Asian Studies	100%
23	Khaing , Yu Yu	Lecturer, Burmese, Department of Asian Studies	100%
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PAGE	SEAP AFFILIATED FACULTY		SEA %
27	Babcock , Sandra L.	Professor, Cornell Law School	10%
27	Barrett , Christopher	Professor, Department of Economics and School of Applied Economics & Management	10%
28	Blalock , Garrick	Associate Professor, School of Applied Economics & Management	10%
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Cornell University Southeast Asia Program Curriculum Vitae Table of Contents – Alpha Last Name within Function			
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36	Tucker, Terry W.	Senior Lecturer, Department of Horticulture	15%
36	Zheng, Liren	Adjunct Assistant Professor, Department of Asian Studies	10%
PAGE	SEAP PROGRAM ADMINISTRATION		SEA %
37	Connor, Fred	Assistant Editor of Publications, Southeast Asia Program	100%
37	Fishel, Thamora	Associate Director, Southeast Asia Program	100%
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40	Abel, Ben	Acquisitions Assistant, Echols Collection on Southeast Asia	100%
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42	Peterson, Jeffrey	Southeast Asian Librarian, Echols Collection on Southeast Asia	100%
42	Ross, Sarah	Cataloger, Echols Collection on Southeast Asia	100%
PAGE	SEAP AFFILIATED STAFF (EVALUATION TEAM)		SEA %
43	Filberto, David M.	Evaluation Consultant, Cornell University	10%
43	Hecht, Jason	Data Analyst, Mario Einaudi Center for International Studies	10%

Guide to Curriculum Vitae

LAST NAME, FIRST NAME (Core, Emeritus, Language, Affiliated, or Staff)	Appointed: Year
[Tenure Status] [Title]	Bachelor’s Degree, Institution, Year
Department/Discipline	Master’s Degree, Institution, Year
[SEAP Time: X% of 100% FTE] or [Year of Retirement]	Doctorate/Professional Degree, Institution, Year

Specialization: *[For Faculty Only]* Brief summary of research/teaching interests and areas of specialization.

Academic Experience: *[For Faculty Only]* Relevant academic experience (e.g., teaching positions) at institutions of higher education. Ordered from most to least recent.

Pedagogy Training: *[For Language Faculty Only]* Relevant language pedagogical training, workshops, and certifications completed.

Professional Experience: *[For Staff Only]* Relevant professional and working experience. Ordered from most to least recent.

Recent Publications: The number of recent publications from 2013-2018.

Selected Publications: *[If applicable]* Examples of recent and relevant publications from 2013-2018.

Distinctions: A list of honors, awards, and grants from 2013-2018. Ordered from most to least recent.

Overseas Experience: A list of countries (and dates, if known) visited for research/teaching/work purposes.

Language Competence:	<u>Language</u>	<u>Speaking</u>	<u>Reading</u>	<u>Writing</u>	<u>Aural Comprehension</u>
	English	4	4	4	4

Language fluency in four categories (e.g., speaking, reading, writing, and aural comprehension) is assessed on a four point scale (1-4). See the above example for English.

- 1 = Novice
- 2 = Intermediate
- 3 = Advanced
- 4 = Superior/Fluent

In a few rare cases: 1) N/A will be used if proficiency in a certain category does not exist (e.g., no one speaks in Pali – a dead language – so there would be N/A under the Speaking Category) and 2) 0 will be used if the individual has zero ability in a category (e.g., someone may be a 3 in Chinese speaking, but 0 in Chinese writing and reading).

Courses Taught: *[For Faculty Only]* The number of language, area, and international studies courses taught at Cornell University.

Advising 2013-2018: *[For Faculty Only]* Completed: Master’s – #, PhD – #; In progress: Master’s – #, PhD – #

“Completed” refers to the number of advisees that have completed their degree in 2013-2018.
 “In progress” refers to the number of current advisees under the faculty.

COHN, ABIGAIL (Core Faculty)
Tenured Professor
Department of Linguistics
SEAP Time: 100% of 100% FTE

Appointed: 1989
BA, Cornell University, 1978
MA, University of Illinois-Urbain Champaign, 1984
PhD, University of California, Los Angeles, 1990

Specialization: Phonetics, phonology, and their interaction; documentation of Indonesian languages; language maintenance and language shift in Indonesian; multilingual linguistic landscape in Indonesia

Academic Experience: **Director of the Southeast Asia Program**, Cornell University (Spring 2014, 2017-2019); **Professor**, Department of Linguistics, Cornell University (2009-Present); **Associate Professor**, Department of Linguistics, Cornell University (1996-2008); **Department Chair**, Department of Linguistics, Cornell University (1999-2002, 2003-2004); **Assistant Professor**, Department of Modern Languages and Linguistics, Cornell University (1990-1996); **Instructor**, Department of Modern Language and Linguistics, Cornell University (1989-1990); **Visiting Scholar**, Atma Jaya Catholic University, Jakarta, Indonesia (2012-13); **Visiting Scholar**, Centre National de la Recherche Scientifique, Paris, France (2002-2003); **Director**, Advanced Indonesian Abroad Program, IKIP Malang, Indonesia (1990)

Recent Publications: 7

Selected Publications: (2018) Laboratory Phonology. In Anna Bosch and S.J. Hannahs (eds) *The Routledge Handbook of Phonological Theory*, pp. 504-529 (with C. Fougeron and M. Huffman).

(2016) Phonological Intensification of Adjectives in Javanese. *NUSA: Linguistic Studies of Languages in and around Indonesia* 61: 19-47 (with I. Nurhayani).

(2016) Shared representations underlie metaphonological judgments and speech motor control. *Laboratory Phonology*. 7(1), 14 (with S. Tilsen).

(2016) Modeling social factors in language shift. *International Journal of the Sociology of Language*, Volume 2016, Issue 242: 139–170 (with M. Abtahian and T. Pepinsky).

(2016) Are there post-stopped nasals in Austronesian? *NUSA: Linguistic Studies of Languages in and around Indonesia* 60: 29-57 (with A. Riehl).

(2014) Can a language with millions of speakers be endangered? *Journal of the Southeast Asian Linguistics Society* 7: 64-75 (with M. Ravindranath).

(2014) Local Languages in Indonesia: Language Maintenance or Language Shift? *Linguistik Indonesia* 32.2: 131-148. (with M. Ravindranath).

Distinctions: **Kendall S. Carpenter Memorial Advising Award** (2018); **Internationalizing Cornell Curriculum (ICC) Grant**, “Linguistics for the Global Citizen, Foundations and Tools” (2017); **National Science Foundation Grant #1551588**, “Conference: LabPhon15 - *Speech Dynamics and Phonological Representation*, \$24,845, with Sam Tilsen, Draga Zec co-PIs (2016-2017); **Merrill Presidential Scholar faculty mentor** (2012, 2015); **Fulbright Senior Research Scholar**, Atma Jaya Catholic University, Jakarta Indonesia (2012-2013)

Overseas Experience: Indonesia; France

Language Competence:	Language	Speaking	Reading	Writing	Aural Comprehension
	English	4	4	4	4
	French	4	4	4	4
	Indonesian	3	3	3	3
	Dutch	1	2	1	2

Courses Taught: 2

Advising 2013-2018: Completed: MA – 0, PhD – 1; In progress: MA – 1, PhD – 5

ALLRED, SHORNA (Core Faculty)

Tenured Associate Professor
 Department of Natural Resources
SEAP Time: 25% of 100% FTE

Appointed: 2007
 BS, Pennsylvania State, 1994
 MS, Pennsylvania State, 1997
 PhD, Oregon State University, 2001

Specialization: Environmental social science; indigenous community resilience; social dimensions of climate change; community-based research methods; participatory action research; global service learning

Academic Experience: **House Professor and Dean**, Alice Cook House, Cornell University (2016-Present); **Associate Professor** (tenured May 2012), Department of Natural Resources, Cornell University (2007-Present); **Associate Director**, Human Dimensions Research Unit, Cornell University (2009-Present); **Visiting Professor**, Universiti of Malaysia Sarawak (UNIMAS) (2016-Present); **Director of Graduate Studies**, Department of Natural Resources, Cornell University (2012-2015); **Associate Professor** (tenured May 2007), Department of Forestry and Natural Resources, Purdue University (2007-2007); **Assistant Professor**, Department of Forestry and Natural Resources, Purdue University (2001-2007); **Professional Development Education Coordinator**, Pennsylvania State University (1995-1997)

Recent Publications: 22

Selected Publications: Allred, S., Harris, R., Somchanhmavong, A.K., Zaman, T. and G. Jengan. 2016. Using Visual Charting to Explore Indigenous Community Resilience in Bario and Long Lamai, Sarawak, Malaysia. *Journal of Development Communication* 27(2): 63-75.
 Allred, S.B. and A. K. Somchanhmavong. 2015. Global Citizenship and Cross-Cultural Communication: Examining Student Learning Outcomes from the Global Citizenship and Sustainability Program. *Journal of Development Communication* 25(1): 68-83.

Distinctions: **Engaged Scholar Prize**, Cornell University, Office of Engagement Initiatives (2018); **New England Cottontail Conservation Award**, Dept. of Interior, U.S. Fish and Wildlife Service (2015); **Early Career Leadership Award**, ANREP (2015); **Association of Natural Resource Extension Professionals Silver Award** (2015); **Faculty Fellow In-Service (FFIS)**, Public Service Center (2015); **Engaged Learning and Research Faculty Fellow** (2013); **Kaplan Family Distinguished Faculty Fellow**, Public Service Center (2013); **Family Forests Education Award**, Forest Connect Team Award; awarded by NWO (2013); **Family Forests Education Award**, Forest Connect Team Award, awarded by NWOA and NAURFP (2013); **Kaplan Family Distinguished Faculty Fellowship** (2013)

Overseas Experience: Jordan (2008-2009); Thailand (2012-Present); Malaysia (2012-Present)

Language Competence:

<u>Language</u>	<u>Speaking</u>	<u>Reading</u>	<u>Writing</u>	<u>Aural Comprehension</u>
English	4	4	4	4

Courses Taught: 2

Advising 2013-2018: Completed: MS – 0, PhD – 19; In progress: MS – 0, PhD – 3

BALANCE, CHRISTINE (Core Faculty)

Tenure-Track Associate Professor
 Department of Performing & Media Arts and Asian American Studies
SEAP Time: 100% of 100% FTE

Appointed: 2018
 BA, University of California, Berkeley, 1999
 MA, New York University, 2000
 PhD, New York University, 2007

Specialization: Filipino/Filipino American studies; transnational Asian American studies; performance studies, popular culture/music studies; queer & feminist studies; sound studies; history & anthropology of the senses

Academic Experience: **Associate Professor**, Department of Performing & Media Arts and Asian American Studies, Cornell University (2018- Present); **Associate Professor**, Department of Asian American Studies, University of California, Irvine (2015-2018); **Assistant Professor**, Department of Asian American Studies, University of California, Irvine (2008-2015); **Core Faculty**, Department of Gender & Sexuality Studies, UC Irvine (2008-2018); **Core Faculty Member**, Ph.D. Program in Culture & Theory, UC Irvine (2008-2018)

Recent Publications: 10

Selected Publications: *Tropical Renditions: Making Musical Scenes in Filipino America*. (Duke University Press, April 2016)
 “Time After Time: *St. Jude*, Stages, and Muñozian Traces.” *Social Text* (121). “Being-With: a special issue on the work of José Esteban Muñoz.” (Duke University Press, Winter 2014)

Distinctions: **Best First Book Award**, Filipino/Filipino American Studies section of Association for Asian American Studies (AAAS) (2018); **Fellow**, Society for the Humanities, Cornell University (2014-2015); **Postdoctoral Fellow**, Ford Foundation Fellowship (2012-2013)

Overseas Experience: Philippines (2016)

Language Competence:

<u>Language</u>	<u>Speaking</u>	<u>Reading</u>	<u>Writing</u>	<u>Aural Comprehension</u>
English	4	4	4	4
Tagalog	4	4	4	4

Courses Taught: N/A

Advising 2013-2018: N/A

BEARD, VICTORIA (Core Faculty)**Appointed:** 2012

Tenured Associate Professor

BA, University of California, San Diego, 1992

Department of City & Regional Planning

MA, University of California, Los Angeles, 1995

SEAP Time: 75% of 100% FTE

PhD, University of British Columbia, 1999

Specialization: Comparative urbanization in the global south; community-based planning; collective action; urban poverty and inequality; access to basic infrastructure (water, sanitation, housing) in Southeast Asia (Indonesia)

Academic Experience: **Associate Professor**, Department of City and Regional Planning, Cornell University (2012-Present); **Associate Professor**, Department of Planning, Policy and Design, University of California at Irvine (2007-2012); **Assistant Professor**, Department of Planning, Policy and Design, University of California at Irvine (2004-2007); **Assistant Professor**, Department of Urban and Regional Planning, University of Wisconsin-Madison (2000-2004)

Recent Publications: 4

Selected Publications: Chen, M.A. and V.A. Beard. Forthcoming. "Including the Excluded: Supporting Informal Workers for More Equal and Productive Cities in the Global South." Working Paper in the World Resources Report, *Towards a More Equal City*. Washington, D.C.: World Resources Institute.

Beard, V.A. Forthcoming. "Community-based Planning in Urban Southeast Asia." *Environment and Urbanization*.

Beard, V.A., Mahendra, A., and M.I. Westphal. 2016. "Towards a More Equal City: Framing the Challenges and Opportunities." Working Paper in the World Resources Report, *Towards a More Equal City*. Washington, D.C.: World Resources Institute. 1-46.

Distinctions: N/A

Overseas Experience: Indonesia; Mexico

Language Competence:

<u>Language</u>	<u>Speaking</u>	<u>Reading</u>	<u>Writing</u>	<u>Aural Comprehension</u>
English	4	4	4	4
Indonesian	3	2	2	3

Courses Taught: 5

Advising 2013-2018: Completed: MS – 10, PhD – 0; In progress: MS – 0, PhD – 2

BLACKBURN, ANNE (Core Faculty)**Appointed:** 2002

Tenured Professor

BA, Swarthmore College, 1988

Department of Asian Studies

MA, University of Chicago, 1990

SEAP Time: 25% of 100% FTE

PhD, University of Chicago, 1996

Specialization: Buddhist Studies of South and South East Asia; History of Religion in the context of colonialism and intellectual history

Academic Experience: **Director of the South Asia Program**, Cornell University (2013-Present); **Professor**, Department of Asian Studies, Cornell University (2002-Present); **Associate Professor** (tenured May 2012), Department of Religious Studies, Cornell University (1996-2002)

Recent Publications: 4

Selected Publications: (2017) "Buddhist Networks in the Indian Ocean: Trans-regional Strategies & Affiliations." In *Belonging Across the Bay of Bengal: Religious Rites, Colonial Migrations, National Rights*, edited by Michael Laffan. London: Bloomsbury.

(2015) "Sīhala Saṅgha and Lankā in Later Premodern Southeast Asia," in *Buddhist Dynamics in Premodern and Early Modern Southeast Asia*, ed. D. Christian Lammerts. Singapore: Institute for Southeast Asian Studies.

Distinctions: **Speaker:** *Wilde Lectures in Natural and Comparative Religion*, University of Oxford. 2015. I.B. Horner Lecture, Pali Text Society, SOAS. 2011.

Overseas Experience: Sri Lanka; Myanmar; Thailand; Singapore; India; Malaysia; Japan; UK

Language Competence:

<u>Language</u>	<u>Speaking</u>	<u>Reading</u>	<u>Writing</u>	<u>Aural Comprehension</u>
English	4	4	4	4
Pali	N/A	4	N/A	N/A
Sinhala	3	4	0	4
Burmese	1	1	1	1

Courses Taught: 10

Advising 2013-2018: Completed: MA – 2, PhD – 8; In progress: MA – 0, PhD – 8

FISKESJÖ, MAGNUS (Core Faculty)

Tenured Associate Professor

Department of Anthropology

SEAP Time: 80% of 100% FTE**Appointed:** 2005

BA, Lund University, 1986

MA, University of Chicago, 1994

PhD, University of Chicago, 2000

Specialization: Social and cultural anthropology; archaeology; museum and heritage studies; Southeast Asia; China

Academic Experience: **Associate Professor**, Department of Anthropology, Cornell University (2011- Present); **Assistant Professor**, Department of Anthropology, Cornell University (2005-2011); **Visiting Associate Professor**, Department of Anthropology, NYU-Shanghai in Shanghai, China (2014-2015); **Faculty Fellow**, Gilder Lehrman Center for the Study of Slavery, Resistance, and Abolition, Yale University (2014); **University Fellow**, Hong Kong Baptist University in Hong Kong (2012)

Recent Publications: 5

Selected Publications: “Self and Subjectivity in a World of Diasporas: Nicholas Tapp’s Anthropology of Hmong Identities.” In special issue, “Ethnicity and Mobility: Nicholas Tapp’s Anthropology,” edited by Aranya Siriphon, *Journal of Social Science* (Faculty of Social Sciences, Chiang Mai University, Thailand), vol. 28 (2017), 125-148.
“Foreword,” for the collected essays volume *Border Twists and Burma Trajectories: Perceptions, Reforms, and Adaptations*, edited by Samak Kosem. Chiang Mai, Thailand: Chiang Mai University Center for ASEAN Studies, 2016, iii-v.

Distinctions: **Institute for the Social Sciences Grant**, for “Kings and Dictators: Asia’s New Authoritarians and the Legacy of Monarchy” (2017); **Mario Einaudi Center for International Studies Grant**, for “Burma/Myanmar Research Forum: Rethinking Boundaries in and about Burma/Myanmar”(2015); **Mario Einaudi Center for International Studies Grant**, for “Burma/Myanmar Research Forum: Critical Scholarship in a Time of Transition” (2014); **Wenner-Gren Grant** and **ISS Grant**, for the international symposium “Rice and Language Across Asia: Crops, Movement, and Social Change” (2011)

Overseas Experience: China; Hong Kong; Myanmar; Thailand; Cambodia; Taiwan; Japan

Language Competence:

<u>Language</u>	<u>Speaking</u>	<u>Reading</u>	<u>Writing</u>	<u>Aural Comprehension</u>
Swedish	4	4	4	4
English	4	4	4	4
Chinese	4	4	4	4
Wa	2	2	1	3
Japanese	2	3	2	3
French	2	3	2	3
Italian	2	3	2	3

Courses Taught: 11

Advising 2013-2018: Completed: MA – 3, PhD – 2; In progress: MA – 0, PhD – 5

FORMICHI, CHIARA (Core Faculty)

Tenured Associate Professor

Department of Asian Studies

SEAP Time: 100% of 100% FTE**Appointed:** 2014

BA, University of Rome, 2004

MA, University of London, SOAS, 2005

PhD, University of London, SOAS, 2009

Specialization: Indonesia; Islam; Muslims in Southeast Asia

Academic Experience: **Associate Professor**, Department of Asian Studies, Cornell University (2018-Present); **Assistant Professor**, Department of Asian Studies, Cornell University (2014-2017); **Associate Director**, SEA Research Centre, CU-Hong Kong (2013-2014); **Assistant Professor**, Department of Asian & International Studies, CU-Hong Kong (2011-2014); **Post-doctoral Fellow**, Asia Research Institute, NUS (2009-2011)

Recent Publications: 8

Selected Publications: (2018) “The Marginal State: Practicing Islamic Statehood in Independent Indonesia,” in G. Prakash, Michael Laffan and Nikhil Menon (eds), *The Postcolonial Moment in South and Southeast Asia* (London: Bloomsbury Academic), pp. 67-85.
(2015) “Debating ‘Shi’ism’ in Muslim Southeast Asia,” in *Shi’ism in Southeast Asia*, pp. 3-15.

Distinctions: **ISS Grant**, \$5,000 (2016); **University Professional Development Grant**, \$2,080 (2016); **Society for the Humanities Faculty Research Grant**, \$2,550 (2015); **Mario Einaudi Center for International Studies Grant**, \$10,000 (2014); **Early-Career Scheme**, Hong Kong SAR, \$50,000 (2013)

Overseas Experience: Malaysia; Singapore; Burma/Myanmar; Hong Kong; Indonesia

Language Competence:

<u>Language</u>	<u>Speaking</u>	<u>Reading</u>	<u>Writing</u>	<u>Aural Comprehension</u>
English	4	4	4	4
Indonesian	4	4	3	4

Courses Taught: 5

Advising 2013-2018: Completed: MA – 2, PhD – 0; In progress: MA – 2, PhD – 2

FUHRMANN, ARNIKA (Core Faculty)

Tenure-Track Assistant Professor

Department of Asian Studies

SEAP Time: 100% of 100% FTE**Appointed:** 2013

MA, University of Hamburg, 1995

MA, University of Chicago, 1999

PhD, University of Chicago, 2008

Specialization: Thailand/Southeast Asian cinema and media; Southeast Asian religions; Buddhist texts and practices; Southeast Asian minority cultures; gender and sexuality studies; digital cultures; queer and transidentitarian communities and politics in Asia and the diaspora; Thai literary and visual cultures; social movements and conflict; Buddhist-Muslim coexistence; the politics of sexual regulation; public affect; trauma theory; Thai, Sanskrit, and Pali poetics

Academic Experience: **Assistant Professor of Southeast Asian Studies**, Department of Asian Studies, Cornell University (2013-Present); **Post-doctoral Associate**, Cornell University (2012-2013); **Research Scholar**, Society of Scholars in the Humanities, University of Hong Kong (2010-2012); **Research Fellow**, Berlin Institute for Cultural Inquiry (2009-2010)

Recent Publications: 12

Selected Publications: *Ghostly Desires: Queer Sexuality and Vernacular Buddhism in Contemporary Thai Cinema*, Durham and London: Duke University Press, 2016.

Teardrops of Time: Thai Buddhist Temporality and the Aesthetics of Redemption in the Modern Poetry of Angkhan Kalayanaphong (State University of New York Press, scheduled 2019).

Distinctions: **Faculty Fellow**, Society for the Humanities, Cornell University (2015-2016)

Overseas Experience: Germany; Thailand; Israel; Cambodia; UK

Language Competence:	<u>Language</u>	<u>Speaking</u>	<u>Reading</u>	<u>Writing</u>	<u>Aural Comprehension</u>
	Thai	4	4	4	4
	English	4	4	4	4
	German	4	4	4	4
	Hebrew	3	3	3	3
	French	3	3	3	3

Courses Taught: 11**Advising 2013-2018:** Completed: MA – 3, PhD – 2; In progress: MA – 0, PhD – 7**GOLDSTEIN, JENNY (Core Faculty)**

Tenure-Track Assistant Professor

Department of Development Sociology

SEAP Time: 100% of 100% FTE**Appointed:** 2017

BA, Barnard College, Columbia University, 2005

MA, University of California, Los Angeles, 2009

PhD, University of California, Los Angeles, 2016

Specialization: Political ecology; critical development studies; science and technology studies; human geography

Academic Experience: **Assistant Professor**, Department of Development Sociology, Cornell University (2017-Present); **Postdoctoral Associate**, Atkinson Center for a Sustainable Future, Department of Science and Technology Studies, Cornell University (2016-2017)

Recent Publications: 5

Selected Publications: (2016) Goldstein, J. Knowing the Subterranean: Producing Oil Palm, Carbon Emissions, and Divergent Expertise in Indonesia's Peat Soil. *Environment and Planning A* 48 (4): 754-770

(2019, forthcoming) Goldstein, J.E. Lots of Smoke, But Where's the Fire? Contested Causality and

Shifting Blame in Southeast Asia's Smoke-Haze Crisis. Book chapter in *The Quotidian*

Anthropocene: Reconfiguring Environments in Urbanizing Asia (T. Vaughn, E. Elinoff, K. Fortun, eds), Philadelphia: University of Pennsylvania Press

Distinctions: N/A**Overseas Experience:** Indonesia (2016-2017, 2013-2014, 2011, 2010); Myanmar (2016-2017); Rwanda (2008)

Language Competence:	<u>Language</u>	<u>Speaking</u>	<u>Reading</u>	<u>Writing</u>	<u>Aural Comprehension</u>
	English	4	4	4	4
	Indonesian	2	2	2	2

Courses Taught: N/A**Advising 2013-2018:** Completed: MA – 0, PhD – 0; In progress: MA – 1, PhD – 1

GREEN, GREGORY HANKS (Core Faculty) **Appointed:** 2006
 Non-Tenure Curator, Visiting Senior Lecturer BA, Brigham Young University, 1995
 Echols Collection on Southeast Asia; Department of Asian Studies MA, University of California, Berkeley, 1999
SEAP Time: 100% of 100% FTE MLS, University of Arizona, 2003

Specialization: Library and information resources; Lao language, culture, and history
Academic Experience: **Visiting Senior Lecturer**; Department of Asian Studies, Cornell University (2006-Present); **Curator**, John M. Echols Collection on Southeast Asia, Cornell University Libraries (2006-Present); **Curator**, Donn V. Hart Southeast Asia Collection, Northern Illinois University Libraries (2004-2006); **Southeast Asia Bibliographer**, Arizona State University Libraries (2001-2003); **Adjunct Instructor**, Lindfield College (1999-2000)
Recent Publications: 2
Selected Publications: (2018) *Study Lao*. Mobile application developed for Android devices available through Google Play Store. Developed using material from the Lao language section of Northern Illinois University’s Center for Southeast Asian Studies’ SEAsite and my own material for first-year Lao language students.
 (2015) Lewis Carroll. ການຜະຈົນໄພຂອງອາລິສ ໃນ ແດນມະຫັສຈັນ *Alice’s Adventures in Wonderland*. Translated into Lao by Panya Ratsasane, Natrudy Saykao & Khamsavath Thammmthevo. Edited by Gregory Green. San Francisco: Center for Lao Studies, 2015.
Overseas Experience: Thailand; Cambodia; Laos; Myanmar; Vietnam; Malaysia; Philippines; Singapore; Indonesia
Language Competence:

<u>Language</u>	<u>Speaking</u>	<u>Reading</u>	<u>Writing</u>	<u>Aural Comprehension</u>
English	4	4	4	4
Lao	3	4	3	4
Thai	2	3	2	3
Khmer	1	2	1	2

Courses Taught: 1
Advising 2013-2018: Completed: MA – 0, PhD – 0; In progress: MA – 0, PhD – 0

KURUVILLA, SAROSH (Core Faculty) **Appointed:** 1990
 Tenured Professor BC, University of Madras, India, 1979
 School of Industrial and Labor Relations PhD, University of Iowa, 1989
SEAP Time: 50% of 100% FTE

Specialization: Industrial relations policies and practices; national human resource policies and practices; economic development policies; government policy in Singapore, Malaysia, Philippines, South Korea, Taiwan, China, and India
Academic Experience: **Andrew J. Nathanson Professor**, School of Industrial Labor and Relations, Cornell University (2016-Present); **Professor**, Industrial Relations, Asian Studies, and Public Affairs, Cornell University (2002-2016); **Visiting Professor**, London School of Economics (2010-2016); **Director of the Southeast Asia Program**, Cornell University (2004-2005, 2008-2009, 2013); **Chair**, ILR International Programs, Cornell University (2006-2013); **Visiting Professor**, Indian Institute of Management, Calcutta (2004); **Associate Professor**, Industrial Relations and Asian Studies, Cornell University (1995-2002); **Visiting Professor**, Aarhus School of Business, Aarhus, Denmark (1997); **Visiting Professor**, School of Labor and Industrial Relations, University of the Philippines (1994)
Recent Publications: 2
Selected Publications: Sarosh Kuruvilla. 2018. “From Cautious Optimism to Pessimism: Chinese industrial relations scholarship.” Forthcoming, *Industrial and Labor Relations Review*.
 Sarosh Kuruvilla and Mingwei Liu. 2017. “Varieties of Collective Bargaining in China: The Good, The Bad, and The Ugly.” *Comparative Labor Law and Policy Journal*.
Distinctions: Outstanding Young Scholar Award, IRRRA (1996); Fulbright research Scholar, Fulbright (2004)
Overseas Experience: Singapore; Philippines; China; Malaysia; India
Language Competence:

<u>Language</u>	<u>Speaking</u>	<u>Reading</u>	<u>Writing</u>	<u>Aural Comprehension</u>
Malayalam	4	4	4	4
English	4	4	4	4
Tamil	3	3	3	3
Swedish	3	3	3	3
Hindi	3	2	3	3
Urdu	3	0	0	3
Mandarin	2	2	2	1

Courses Taught: 2
Advising 2013-2018: Completed: MA – 0, PhD – 3; In progress: MA – 0, PhD – 3

LOOS, TAMARA (Core Faculty)

Tenured Professor

Department of History

SEAP Time: 100% of 100% FTE**Appointed:** 1999

BA, Pomona College, 1989

MA, Cornell University, 1994

PhD, Cornell University, 1999

- Specialization:** Southeast Asian history; Thai history; gender and sexuality studies; legal history of Asia; colonial and postcolonial studies; history of US foreign policy in Southeast Asia; Buddhism
- Academic Experience:** **Professor**, Department of History, Cornell University (1999-Present); **Director of the Southeast Asia Program**, Cornell University (2010-2013); **Chair**, Editorial Board, Cornell Southeast Asia Program Publications
- Recent Publications:** 6
- Selected Publications:** *Bones around My Neck: The Life and Exile of a Prince Provocateur* (Ithaca: Cornell University Press, 2016).
 “The Birth of Mistresses and Bastards: A History of Marriage in Siam (Thailand).” In *Marriage, Law and Modernity: Global Histories*, edited by Julia Moses (London: Bloomsbury, World History Series, 2017).
- Distinctions:** **Historical Consultant**, for the director and 2014 Lincoln Center revival cast of Rogers and Hammerstein’s, *The King and I*, directed by Tony Award winner Bartlett Sher; **Faculty Fellow**, Mellon Diversity Fellowship Seminar on Conformity & Its Discontents, Cornell University (2015-2016); **Polson Institute Grant**, Southeast Asia Program, & Einaudi Grant for workshop on “Cultures of Censorship” (2015-2016); **LaFerber Research Grant** (2013)
- Overseas Experience:** Thailand (yearly); England (2017); Vietnam (2017); Cambodia (2017)
- Language Competence:**
- | <u>Language</u> | <u>Speaking</u> | <u>Reading</u> | <u>Writing</u> | <u>Aural Comprehension</u> |
|-----------------|-----------------|----------------|----------------|----------------------------|
| English | 4 | 4 | 4 | 4 |
| Thai | 3 | 3 | 2 | 3 |
- Courses Taught:** 9
- Advising 2013-2018:** Completed: MA – 3, PhD – 5; In progress: MA – 0, PhD – 10

MCGOWAN, KAJA MARIA (Core Faculty)

Tenured Associate Professor

Department of History of Art and Visual Studies

SEAP Time: 75% of 100% FTE**Appointed:** 1996

BA, Wesleyan University, 1982

MA, Cornell University, 1989

PhD, Cornell University, 1995

- Specialization:** South and Southeast Asia with emphasis on Indonesia, particularly Java and Bali; architecture, bronzes, textiles, ceramics, performance traditions, and visualizations of texts like Panji Malat, Ramayana, and Mahabharata; the complex ways in which History of Art and Visual Studies intersect with Anthropology, Material Culture, Colonial/Post-Colonial Theory, Performance, Gender, and Religious Studies
- Academic Experience:** **Associate Professor**, South and Southeast Asian Art, Department of History of Art and Visual Studies, Cornell University (2003-Present); **Director of Southeast Asia Program**, Cornell University (2014-2017); **Assistant Professor**, South and Southeast Asian Art, Department of History of Art and Visual Studies, Cornell University (1997-2003); **Acting Assistant Professor**, South and Southeast Asian Art, Department of History of Art and Visual Studies, Cornell University (1997-2003)
- Recent Publications:** 9
- Selected Publications:** “Mengabaikan Hutan untuk Pohonnya” in *Lempad of Bali (Edisi Bahasa Indonesia)*, a volume commissioned by Museum Puri Lukisan to document the life and work of Pita Maha painter and architect, I Gusti Nyoman Lempad [1862-1978] Edited by Wayan Kun Adnyana and Translated into Indonesian by Ni Luh Windiari, Verra Mulianingsih dan Aryadi Jaya (Yayasan Titian Bali, 2016) pp. 32-60.
 “Journey from Father to Son: A Meditative Journey to ‘Bead Mound’ and Back” in *Peninsular Siam and its Neighborhoods: Essays in Memory of Dr. Preecha Noonsuk* (edited by Dr. Wannasarn Noonsuk (Cultural Council of Nakhon Si Thammarat, Time Printing, 2017) pp. 171-180.
- Distinctions:** **Internationalizing the Cornell Curriculum Grant Proposal**, for “Internationalizing the Education Minor,” taught in collaboration with Dr. Bryan Duff (2015)
- Overseas Experience:** Indonesia (Summer 2018); Cambodia (January 2017, 2019)
- Language Competence:**
- | <u>Language</u> | <u>Speaking</u> | <u>Reading</u> | <u>Writing</u> | <u>Aural Comprehension</u> |
|-----------------|-----------------|----------------|----------------|----------------------------|
| English | 4 | 4 | 4 | 4 |
| Balinese | 4 | 4 | 4 | 4 |
| Indonesian | 4 | 4 | 4 | 4 |
- Courses Taught:** 12
- Advising 2013-2018:** Completed: MA – 2, PhD – 3; In progress: MA – 2, PhD – 4

MILLER, CHRISTOPHER J. (Core Faculty)

Non-Tenure Senior Lecturer

Department of Music

SEAP Time: 100% of 100% FTE**Appointed:** 2008

BA, Simon Fraser University, 1992

MA, Wesleyan University, 2002

PhD, Wesleyan University, 2014

Specialization: Performance practice of Javanese gamelan music and of freely improvised music; experimental music composition; ethnography and historiography of contemporary Indonesian music cultures

Academic Experience: **Senior Lecturer**, Department of Music, Cornell University (2008-Present); **Visiting Lecturer**, Department of Music, Trinity College (2007); **Visiting Instructor**, Department of Music, Wesleyan University (2003-2004); **Visiting Instructor**, Department of Music, University of Wisconsin-Madison (2002)

Recent Publications: 3

Selected Publications: “Of Arcs and De/Re-centerings: Charting Indonesian Music Studies.” *Producing Indonesia: The State of the Field of Indonesian Studies*. Ithaca, NY: Southeast Asia Program Publications, Cornell University, 2014.

“A Different Kind of Modernism: The Sound Exploration of Pande Made Sukerta.” Stepputat, K, Miller, C, ed., *Performing Arts in Postmodern Bali: Changing Interpretations, Founding Traditions*. Herzogenrath, Germany: Shaker Verlag, 2014.

Distinctions: N/A

Overseas Experience: South Korea (2017); Japan (2016); Indonesia (2015, 2005, 2004, 2000, 1993-1995); Myanmar (2000)

Language Competence:

<u>Language</u>	<u>Speaking</u>	<u>Reading</u>	<u>Writing</u>	<u>Aural Comprehension</u>
English	4	4	4	4
Indonesian	4	4	4	4
French	1	2	1	1

Courses Taught: 4

Advising 2013-2018: Completed: MA – 0, PhD – 0; In progress: MA – 0, PhD – 0

PEPINSKY, THOMAS (Core Faculty)

Tenured Associate Professor

Department of Government

SEAP Time: 95% of 100% FTE**Appointed:** 2008

BA, Brown University, 2001

PhD, Yale University, 2007

Specialization: Southeast Asian Politics; political economy; authoritarianism; democratization; Islam and politics

Academic Experience: **Associate Professor**, Department of Government, Cornell University (2013-Present); **Assistant Professor**, Department of Government, Cornell University (2008-2013); **Assistant Professor**, Department of Political Science, University of Colorado (2007-2008)

Recent Publications: 26

Selected Publications: Thomas B. Pepinsky, R. William Liddle and Saiful Mujani, *Piety and Public Opinion: Understanding Indonesian Islam*. New York: Oxford University Press, 2018.

Michele Ford and Thomas B. Pepinsky (eds.) *Beyond Oligarchy: Wealth, Power, and Contemporary Indonesian Politics*. Ithaca: Cornell Southeast Asia Publications, 2014.

Distinctions: **Henry R. Luce Foundation Grant**, for *The American Institute for Indonesian Studies*, \$345,000 (2018-2021); **Department of Education**, for *AIFIS*, \$260,000 (2017-2021); **Atkinson Center for a Sustainable Future**, *Assessing Mercury Use in Indonesian Gold Mining: Socio-Political Interventions and Impacts on Ecosystem and Human Health*, \$127,000 (2017-2020); **Einaudi Center International Faculty Fellowship** (2016-2019); **Faculty Fellow**, Atkinson Center for a Sustainable Future (2015-2020); **Henry Luce Foundation**, *The Southeast Asia Research Group*, \$300,000 (2015-2018); **Best Reviewer Award**, *Comparative Political Studies* (2015); **Honorable Mention for David A. Lake Best Paper Award**, International Political Economy Society, for “Colonial Migration and the Origins of Governance: Theory and Evidence from Java” (2013); **Robert and Helen Appel Fellowship for Humanists and Social Scientists** (2013); **John A. Lent Prize** by the Malaysia, Singapore, and Brunei Studies Group, for “New Media and Malaysian Politics in Historical Perspective” (2013); **Smith Richardson Foundation**, *Islamic Radicalism: A Threat to Indonesian Democracy*, \$160,242 (2007-2011)

Overseas Experience: Indonesia; Malaysia; Singapore

Language Competence:

<u>Language</u>	<u>Speaking</u>	<u>Reading</u>	<u>Writing</u>	<u>Aural Comprehension</u>
English	4	4	4	4
Indonesian	3	3	3	3
French	3	3	2	3
German	2	2	2	2
Vietnamese	1	1	1	1

Courses Taught: 2

Advising 2013-2018: Completed: MA – 3, PhD – 2; In progress: MA – 0, PhD – 8

TAGLIACOZZO, ERIC (Core Faculty)

Tenured Professor

Department of History

SEAP Time: 75% of 100% FTE**Appointed:** 2000

BA, Haverford College, 1989

MA, Yale University, 1993; MPhil, Yale University, 1995

PhD, Yale University, 1999

Specialization: Southeast Asian history; Indian Ocean history; South China Sea history**Academic Experience:** **Professor**, Department of History, Cornell University (2000-Present); **Director of Comparative Muslim Societies Program**, Cornell University; **Director of Cornell Modern Indonesia Project**, Cornell University; **Editor-in-Chief, *Indonesia***, Cornell University; **Distinguished Visiting Professor**, Hong Kong University (2018-2018); Post-doctoral Fellow, University of British Columbia, Vancouver (1999-2000)**Recent Publications:** 23**Selected Publications:** *The Longest Journey: Southeast Asians and the Pilgrimage to Mecca* (New York: Oxford University Press, 2013).Co-editor, *Asia Inside Out* (Cambridge: Harvard University Press, 2015-18).Co-editor, *Hajj: Pilgrimage in Islam* (New York: Cambridge University Press, 2016).**Distinctions:** **Stephen and Margery Russell Teaching Prize**, Cornell University (2016); **Named “Top 10 Professor” at Cornell University** by *Business Insider* (2013)**Overseas Experience:** Japan; China; Korea; Taiwan; Vietnam; Indonesia; Singapore; India, Oman; Qatar

Language Competence:	<u>Language</u>	<u>Speaking</u>	<u>Reading</u>	<u>Writing</u>	<u>Aural Comprehension</u>
	English	4	4	4	4
	Indonesian	3	4	3	4
	Dutch	3	4	3	4
	Chinese	3	3	1	3

Courses Taught: 9**Advising 2013-2018:** Completed: MA – 2, PhD – 2; In progress: MA – 1, PhD – 3**TAYLOR, KEITH**

Tenured Professor

Department of Asian Studies

SEAP Time: 100% of 100% FTE**Appointed:** 1989

BA, George Washington University, 1968

PhD, University of Michigan, 1976

Specialization: Vietnam War; Vietnamese history; Vietnamese literature, translation, and poetry**Academic Experience:** **Professor**, Department of Asian Studies, Cornell University (1999-Present); **Visiting Professor**, Department of History, Texas A & M University (2009-2010); **Visiting Professor**, Department of History, University of Michigan (2005); **Associate Professor**, Department of Asian Studies, Cornell University (1989-1999); **Chair**, Department of Asian Studies, Cornell University (1996-1999, 2005-2008, 2011-2016, Fall 2017); **Instructor**, Classical Vietnamese, Southeast Asian Studies Summer Institute, Oregon (1998); **Resident Director and Instructor**, Council for International Educational Exchange, Hanoi, Vietnam (1993-1994); **Instructor**, NEH Summer Institute on Southeast Asian Literature in Translation, University of Michigan (1992); **Associate Professor**, Department of History, Hope College (1987-1989); **Visiting Professor**, Department of History, University of California, Los Angeles (1987); **Senior Lecturer**, Department of History, National University of Singapore (1983-1987); **Lecturer**, Department of History, National University of Singapore (1981-1983); **Visiting Lecturer**, Meiji Daigaku University, Tokyo, Japan (1977-1979); **Lecturer**, Chinese History, Chaminade University, Yokohama, Japan (1977-1978); **Instructor**, Council on Modern English Training, Tokyo, Japan (1976-1979)**Recent Publications:** 11**Selected Publications:** *A History of the Vietnamese* (Cambridge University Press, 2013).“What lies behind the earliest story of Buddhism in ancient Vietnam?” *Journal of Asian Studies*, 77, 1 (February 2018): 107-122.**Distinctions:** **Accolade for Best Teaching Tool in the Humanities**, International Institute for Asian Studies, for the book *A History of the Vietnamese* (2015); **Award for Vietnamese Studies**, Phan Chau Trinh Cultural Foundation (2015); **Named “2014 Man of the Year,”** Saigon Arts, Culture and Education Institute (2014)**Overseas Experience:** Vietnam; Japan; Singapore

Language Competence:	<u>Language</u>	<u>Speaking</u>	<u>Reading</u>	<u>Writing</u>	<u>Aural Comprehension</u>
	English	4	4	4	4
	Vietnamese	4	4	4	4

Courses Taught: 4**Advising 2013-2018:** N/A

WELKER, MARINA ANDREA (Core Faculty)

Tenured Associate Professor

Department of Anthropology

SEAP Time: 100% of 100% FTE**Appointed:** 2006

BA, University of California, Berkeley, 1996

MA, University of Michigan, 2000

PhD, University of Michigan, 2006

Specialization: Cultural anthropology; Southeast Asia; Indonesia; tobacco; extractive industries;**Academic Experience:** **Associate Professor**, Department of Anthropology, Cornell University (2014-Present); **Assistant Professor**, Department of Anthropology, Cornell University (2006-2014)**Recent Publications:** 5**Selected Publications:** (2014) *Enacting the Corporation: An American Mining Firm in Postauthoritarian Indonesia*. Berkeley: University of California Press.(Forthcoming) "The Architecture of Cigarette Circulation: Marketing Work on Indonesia's Retail Infrastructure." *Journal of the Royal Anthropological Institute*.**Distinctions:** **Faculty Fellowship**, Atkinson Center for a Sustainable Future (2017); **Wenner-Gren Foundation Post-PhD Research Grant** (2015); **Einaudi Center for International Studies Seed Grant** (2015); **Fulbright Senior Scholar Grant** (2015); **Institute for the Social Sciences Small Research Grant** (2014); **Cornell University Advance Professional Development Grant** (2013); **American Council of Learned Societies Fellowship** (2012-2013); **Society for the Humanities Fellowship** (2012-2013)**Overseas Experience:** Indonesia; Thailand

Language Competence:	Language	Speaking	Reading	Writing	Aural Comprehension
	English	4	4	4	4
	Indonesian	3	3	3	3
	German	3	3	2	3
	French	3	3	2	3
	East Javanese	2	2	1	2
	Dutch	2	3	1	2
	Thai	1	0	0	1
	Spanish	2	2	2	2

Courses Taught: 3**Advising 2013-2018:** Completed: MA – 0, PhD – 6; In progress: MA – 0, PhD – 6**WHITMAN, JOHN** (Core Faculty)

Tenured Professor

Department of Linguistics

SEAP Time: 50% of 100% FTE**Appointed:** 1987

BA, Harvard College, 1976

MA, Tsukuba University, 1980

PhD, Harvard University, 1985

Specialization: Linguistics; East Asian linguistics; Southeast Asian linguistics**Academic Experience:** **Professor**, Department of Linguistics, Cornell University (2003-Present); **Chair**, Department of Linguistics, Cornell University (2006-2010, 2017-Present); **Professor**, National Institute for Japanese Language and Linguistics, Tokyo (2011-2015, Visiting Professor 2010-2011); **Associate Professor**, Department of Linguistics, Cornell University (1995-2003); **Associate Professor**, Department of Modern Languages and Linguistics, Cornell University (1992-1995); **Assistant Professor**, Department of Modern Languages and Linguistics, Cornell University (1987-1992); **Assistant Professor**, Department of Linguistics, Harvard University (1985-1987)**Selected Publications:** "Honorifics and politeness in Korean" (with Lucien Brown). *Korean Linguistics* 17.2, 127-131.
"Millets, rice, and farming/language dispersals in East Asia" (special issue editor, with Mark Hudson). 2017. *Language Dynamics and Change* 7.1.**Recent Publications:** 16**Distinctions:** **Academy of Korean Studies Lab Grant**, for "Korean as the Nexus of the Northeast Asian Linguistics Area," \$1,307,950 (2016); **Japan Society for the Promotion of Science Grant** (2016)**Overseas Experience:** Japan; South Korea; China; Taiwan; Myanmar; Thailand; France

Language Competence:	Language	Speaking	Reading	Writing	Aural Comprehension
	English	4	4	4	4
	Japanese	4	4	4	4
	Korean	3	3	3	3
	Mandarin	2	2	2	2
	Burmese	2	2	1	2
	Thai	1	1	1	2
	French	3	3	3	3

Courses Taught: 1**Advising 2013-2018:** Completed: MA - 0, PhD - 3; In progress: MA - 0, PhD - 5

WILLFORD, ANDREW (Core Faculty)

Tenured Professor

Department of Anthropology

SEAP Time: 65% of 100% FTE**Appointed:** 2000

BA, University of California, San Diego, 1989

MA, University of California, San Diego, 1991

PhD, University of California, San Diego, 1998

Specialization: Sociocultural, psychological, and medical anthropology; ethnicity; nationalism; Malaysia; India**Academic Experience:** **Professor**, Department of Anthropology, Cornell University (2015-Present); **Associate Professor**, Department of Anthropology, Cornell University (2006-2015); **Assistant Professor**, Department of Anthropology, Cornell University (2000-2006)**Recent Publications:** 7**Selected Publications:** *The Future of Bangalore's Cosmopolitan Pasts: A Study of Civility and Difference*. (University of Hawaii Press, 2018)*Tamils and the Haunting of Justice: History and Recognition in Malaysia's Plantations* (University of Hawaii Press/Asian edition: National University of Singapore Press, 2014)**Distinctions:** **Einaudi Center Seed Grant**, for "Pursuing sustainability through community-engaged research in the Nilgiris Biosphere Reserve," \$10,000 (2014-2015); **Fulbright-Nehru Senior Academic and Professional Excellence Award for India**, \$42,000 (2014-2015); **American Institute of Indian Studies Senior Research Fellowship**, for "Sacred Groves, Urban Depression, and Biomedicalizing Mental Health Care in South India," \$30,000 (2014-2015); **ISS Grant**, for "Rights to the Forest: Impacts of Governance Changes on Health, Nutrition and Livelihoods in the Nilgiri Biosphere Reserve, India \$9,000 (2013)**Overseas Experience:** Malaysia; India; Singapore

Language Competence:	<u>Language</u>	<u>Speaking</u>	<u>Reading</u>	<u>Writing</u>	<u>Aural Comprehension</u>
	English	4	4	4	4
	Tamil	3	3	2	3
	Indonesian	1	1	1	2
	Malay	1	1	1	2
	German	2	2	2	2
	Kannada	1	1	1	1

Courses Taught: 5**Advising 2013-2018:** Completed: MA – 1, PhD – 11; In progress: MA – 0, PhD – 8**WILLIAMS, LINDA** (Core Faculty)

Tenured Professor

Department of Development Sociology

SEAP Time: 50% of 100% FTE**Appointed:** 1993

BA, Colby College, 1979

MA, Brown University, 1984

PhD, Brown University, 1987

Specialization: Southeast Asia; family sociology; population dynamics**Academic Experience:** **Professor**, Department of Development Sociology, Cornell University (2007-Present); **Associate Professor**, Department of Development Sociology, Cornell University (1993-1999); **Assistant Professor**, Department of Rural Sociology, Cornell University (2007-Present)**Recent Publications:** 5**Selected Publications:** (Forthcoming) Arguillas, Florio, L.B. Williams, and Joy Arguillas, "Men's Changing Productive and Reproductive Roles in Transnational Filipino Families," *Journal of Comparative Family Studies*. (Forthcoming) Rainwater, Katie and L.B. Williams, "Thai Guestworker Export in Decline: The Rise and Fall of the Thailand-Taiwan Migration System," *International Migration Review*.**Distinctions:** **Research Grant**, for "Perceptions of Climate Change-Associated Risk and Resulting Migration Impacts in New York State," Hatch, National Institute of Food and Agriculture, \$82,700 (2017); Smith-Lever, \$52,800 (2017); **Selected team member**, The Atkinson Center's Inaugural Humanities, Social Sciences, and Arts Fellows Program, \$5,000 (2016); **Research Grant**, for "Perceptions of Risks Associated with Climate Change and Adaptive Strategies in the Philippines," funded by the Mario Einaudi Center for International Studies, \$5,000 (2015); **Research Grant**, for "Risks associated with the consequences of climate change and dramatic weather events, and perceptions of those risks in the Philippines, Indonesia, and Thailand," funded by the Polson Institute for Global Development, \$4,100 (2014); **Research Grant**, for "The Consequences of Overseas Employment of Parents on the Education and Well-being of Filipino Children," funded by the Cornell Population Center, \$7,350 (2013); **Research Grant**, for "Migration, Education, and Inequality in Northern Thailand," GRA award provided by the Cornell Population Center, \$16,695 (2013)**Overseas Experience:** Indonesia (1985, 1993-1995); Philippines (1991-1998, 2015-Present); Thailand; (1993-1995); Vietnam

Language Competence:	<u>Language</u>	<u>Speaking</u>	<u>Reading</u>	<u>Writing</u>	<u>Aural Comprehension</u>
	English	4	4	4	4

Courses Taught: 4**Advising 2013-2018:** Completed: MS – 1, PhD – 4; In progress: MS – 1, PhD – 2

BARKER, RANDOLPH (Emeritus) **Appointed:** 1978
 Professor Emeritus BS, Princeton University 1948-50; Cornell University, 1953
 School of Applied Economics & Management MS, Oregon State University, 1957
Date of Retirement: 1995 PhD, Iowa State University, 1960

Specialization: Agricultural Economics; rice production; irrigation management; water resource development
Academic Experience: **Professor**, School of Applied Economics & Management, Cornell University (1978-1994); **Principal Investigator**, International Water Management Institute, Colombo, Sri Lanka (1995-2005); **Head of Economics/Social Science Division**, International Rice Research Institute, Philippines (1966-1978, 2007-2008); **Trustee**, International Institute of Tropical Agriculture in Nigeria (1987-1993, Chairman in 1991-1993); **Director of Southeast Asia Program**, Cornell University (1989-1994); **Professor**, Harvard-Fulbright Economics Teaching Program in Saigon, Vietnam (1999-2004)
Recent Publications: N/A
Distinctions: **Clifton Wharton, Jr. Emerging Markets Award**, SC Johnson College of Business, Cornell University (2017)
Overseas Experience: Philippines; Sri Lanka; Nigeria; Vietnam
Language Competence:

<u>Language</u>	<u>Speaking</u>	<u>Reading</u>	<u>Writing</u>	<u>Aural Comprehension</u>
English	4	4	4	4
Chinese	1	1	1	1
Tagalog	1	1	1	1

Courses Taught: N/A
Advising 2013-2018: Completed: MS – 0, PhD – 0; In progress: MS – 0, PhD – 0

CHALOEMTIARANA, THAK (Retired) **Appointed:** 1980
 Retired Professor BS, University of the Philippines, 1965
 Department of Asian Studies MA, Occidental College, 1968; Cornell University, 1971
Date of Retirement: 2010 PhD, Cornell University, 1974

Specialization: Modern Thai politics (1930-present); Thai political novels (first half of the 20th century) with focus on postcolonial and translation theories; Thai intellectual history especially the construction of identity, gender and sexuality in Thai literature; the Thai community in America including Thai Buddhist temples in America; Southeast Asian studies in general
Academic Experience: **Graduate School Professor of Asian literature, religion and culture** (2013-2018); **Professor of Southeast Asian Studies**, Department of Asian Studies, Cornell University (2008-2010); **Director of the Southeast Asia Program**, Cornell University (1998-2010); **Associate Professor of Southeast Asian Studies**, Department of Asian Studies, Cornell University (1996-2007); **Adjunct Associate Professor of Asian Studies**, Department of Asian Studies, Cornell University (1983-1996); **Associate Dean**, College of Arts and Sciences, Cornell University (1986-1999); **Associate Professor of Political Science**, Thammasat University, Bangkok, Thailand (1979-1980); **Visiting Research Scholar**, Center for Southeast Asian Studies, Kyoto University, Kyoto, Japan (1978-1979); **Assistant Professor of Political Science**, Thammasat University (1976-1979); **Lecturer**, Faculty of Political Science, Thammasat University, Bangkok (1974-1975); **Thai Language instructor**, SEA Summer Language Program, Yale University (1969); **Thai Language Teaching Assistant**, Cornell University (1968-1969)
Recent Publications: 2
Selected Publications: *Read 'Til It Shatters': nationalism and identity in modern Thai literature* (Canberra: the Australian National University Press, 2018)
Distinctions: N/A
Overseas Experience: Japan; Thailand
Language Competence:

<u>Language</u>	<u>Speaking</u>	<u>Reading</u>	<u>Writing</u>	<u>Aural Comprehension</u>
Thai	4	4	4	4
English	4	4	4	4
Cantonese	4	4	4	4
French	4	4	4	4
Spanish	4	4	4	4
Mandarin	4	4	4	4
Tagalog	4	4	4	4
Indonesian	4	4	4	4

Courses Taught: 3
Advising 2013-2018: Completed: MA – 3, PhD – 0; In progress: MA – 0, PhD – 1

HATCH, MARTIN FELLOWS (Emeritus)Professor Emeritus
Department of Music**Date of Retirement:** 2012**Appointed:** 1980

BA, Wesleyan University, 1963

MA, Wesleyan University, 1969

PhD, Cornell University, 1980

Specialization: The bio-acoustics of Javanese song: traditional Javanese songs, Jazz, popular music, elementary theory, and ethnomusicology**Academic Experience:** **Professor**, Department of Music, Cornell University (1980-2012)**Recent Publications:** N/A**Distinctions:** **Founder**, Cornell Gamelan Ensemble (Indonesian); **Founder**, Cornell Mediterranean Middle Eastern Ensemble; **Founder and Performer**, Cornell Steel Band; **Co-founder and Executive Committee Member**, American Institute for Indonesian Studies; **Vice President**, Board of Cornell Cooperative Extension of Tompkins County**Overseas Experience:** Southeast Indonesia; Malaysia; Singapore; Myanmar (Burma); Indonesia; Cambodia

Language Competence:	<u>Language</u>	<u>Speaking</u>	<u>Reading</u>	<u>Writing</u>	<u>Aural Comprehension</u>
	English	4	4	4	4
	Indonesian	3	3	3	3
	Javanese	1	1	1	1
	French	1	1	1	1
	Dutch	1	1	1	1

Courses Taught: N/A**Advising 2013-2018:** Completed: MA – 6, PhD – 3; In progress: MA – 1, PhD – 0**O'CONNOR, STANLEY (Emeritus)**Professor Emeritus
History of Art and Visual Studies**Date of Retirement:** 1996**Appointed:** 1965

BA, Cornell University, 1951

MA, University of Virginia, 1954

PhD, Cornell University, 1964

Specialization: Southeast Asian art and art history, with a focus on ceramics**Academic Experience:** **Graduate School Professor**, Cornell University (2003-Present); **Professor Emeritus**, Department of History of Art and Visual Studies, Cornell University (1996-Present); **Director of the Southeast Asia Program**, Cornell University (1979-1984); **Professor**, Department of History of Art and Visual Studies, Cornell University (1971-1996); **Chair**, Department of History of Art and Visual Studies, Cornell University (1971-1976); **Acting Director**, Cornell Program in University of London (1968); **Associate Professor**, Department of History of Art and Visual Studies, Cornell University (1967-1971); **Chair**, Department of Asian Studies, Cornell University (1966-1970); **Assistant Professor**, Department of History of Art and Visual Studies, Cornell University (1965-1967); **Instructor**, Department of History of Art and Visual Studies, Cornell University (1964-1965)**Recent Publications:** N/A**Distinctions:** N/A**Overseas Experience:** Thailand

Language Competence:	<u>Language</u>	<u>Speaking</u>	<u>Reading</u>	<u>Writing</u>	<u>Aural Comprehension</u>
	English	4	4	4	4
	Dutch	2	2	2	2

Courses Taught: N/A**Advising 2018-2021:** Completed: MA - 0, PhD - 0 ; In progress: MA - 0, PhD - 0

PR/Award # P015A180109

SIEGEL, JAMES (Emeritus)
 Professor Emeritus
 Department of Anthropology and Asian Studies
Date of Retirement: 2008

Appointed: 1965
 BA, Harvard College, 1958
 PhD, University of California, Berkeley, 1966

Specialization: Religion; sociology of language; politics; literature; crime; catastrophe
Academic Experience: **Professor**, Department of Anthropology and Asian Studies, Cornell University (1965-2008)

Recent Publications: N/A

Distinctions: N/A

Overseas Experience: Indonesia

Language Competence:	Language	Speaking	Reading	Writing	Aural Comprehension
	English	4	4	4	4
	French	4	4	4	4
	Indonesian	4	4	4	4
	Acehnese	3	3	3	3
	Javanese	2	2	2	2

Courses Taught: N/A

Advising 2013-2018: Completed: MA – 0, PhD – 0; In progress: MA – 0, PhD – 0

THORBECKE, ERIC (Emeritus)
 Professor Emeritus
 Department of Economics and Food Economics
Date of Retirement: 2000

Appointed: 1978
 Propaedeutical Examination, Netherlands School of Economics, 1949
 PhD, University of California, Berkeley, 1957

Specialization: Economic and agricultural development; the measurement and analysis of poverty and malnutrition; the Social Accounting Matrix and general equilibrium modeling; international economic policy

Academic Experience: **H.E. Babcock Professor Emeritus of Economics and Food Economics**, Department of Economics and Division of Nutritional Sciences, Cornell University (2001-Present); **Graduate School Professor**, Cornell University (2001-Present); **H.E. Babcock Professor of Economics and Food Economics**, Department of Economics and Division of Nutritional Sciences, Cornell University (1978-2001); **Professor**, Department of Economics, Cornell University (1974-1978); **Professor**, Department of Economics, Iowa State University (1963-1966, 1968-1973); **Associate Professor**, Department of Economics, Iowa State University (1960-1963); **Assistant Professor**, Department of Economics, Iowa State University (1957-1960)

Recent Publications: 1

Selected Publications: Thorbecke, Erik. "The Interrelationship Linking Growth, Inequality and Poverty in Sub-Saharan Africa." *Journal of African Economies*, vol. 22, Issue Supplement 1, 2013

Distinctions: N/A

Overseas Experience: Indonesia

Language Competence:	Language	Speaking	Reading	Writing	Aural Comprehension
	Dutch	4	4	4	4
	English	4	4	4	4
	French	4	4	4	4
	Spanish	3	3	2	2
	German	3	3	2	2

Courses Taught: N/A

Advising 2013-2018: Completed: MA – 0, PhD – 0; In progress: MA – 0, PhD – 0

WOLFF, JOHN U. (Emeritus)

Professor Emeritus
Department of Linguistics
Date of Retirement: 2003

Appointed: 1963
BA, Cornell University, 1954
MA, Cornell University, 1955
PhD, Yale University, 1965

Specialization: Historical linguistics of the Austronesian languages; sociolinguistics, especially in Indonesia and the Philippines; language pedagogy; teaching languages of the Philippines and Indonesia

Academic Experience: **Professor Emeritus**, Department of Linguistics, Cornell University (2003-Present); **Professor**, Department of Linguistics, Cornell University (1963-2003)

Recent Publications: N/A

Distinctions: N/A

Overseas Experience: Indonesia; Philippines

Language Competence:	<u>Language</u>	<u>Speaking</u>	<u>Reading</u>	<u>Writing</u>	<u>Aural Comprehension</u>
	English	4	4	4	4
	Indonesian	3	3	3	3
	Tagalog	4	4	4	4
	Cebuano	2	2	2	2

Courses Taught: N/A

Advising 2013-2018: Completed: MA – 0, PhD – 0; In progress: MA – 0, PhD – 0

JAGACINSKI, NGAMPIT (Language)

Non-Tenure Senior Lecturer

Department of Asian Studies

SEAP Time: 100% of 100% FTE**Appointed:** 1989

BA, Thammasat University, 1968

MA, Ohio State University, 1980

PhD, Ohio State University, 1987

Specialization: Thailand; Thai culture; language instruction and pedagogy**Academic Experience:** **Senior Lecturer**, Thai Language Program, Department of Asian Studies, Cornell University (1989-Present); **Post-doctoral Researcher**, Department of East Asian and Literatures, OSU (1988); **Thai Language Instructor/Supervisor**, The Southeast Asian Studies Summer Institute (SEASSI), NIU (1986-1987); **Instructor**, History Department, Thammasat University, Bangkok, Thailand (1968-1970)**Pedagogy Training:** Attended **Third COTSEAL Professional Development Workshop** (“Southeast Asian Language Teaching: New Directions”) at Cornell University (September 8-10, 2017); Attended reoccurring **End-of-Semester Workshops at the Language Resource Center** at Cornell University; Attended **NFLRC (National Foreign Language Resource Center) Teachers’ Training Workshop** on “Proficiency Oriented Instruction: Focus on Speaking and Writing” at the University of Hawai‘i at Mānoa (March 15-16, 2008); **Oral Proficiency Interview (OPI) Training Workshop** at Cornell University (March 2006); five-week **NFLRC Teachers’ Training Workshop** at the University of Hawai‘i at Mānoa (June 1992)**Recent Publications:** 1**Selected Publications:** Jagacinski, N., Engel, J., and Haberkorn, T. (2013). *Reflections of the past: A collection of selected poems from Sattrisan 1970 – 1976*. Chiang Mai: Silkworm Books.**Distinctions:** N/A**Overseas Experience:** China; Thailand

Language Competence:	Language	Speaking	Reading	Writing	Aural Comprehension
	Thai	4	4	4	4
	English	4	4	4	4
	Chinese	3	2	2	3
	Japanese	1	1	1	1
	French	0	1	0	0

Courses Taught: 13**Khaing, Yu Yu (Language)**

Non-Tenure Lecturer

Department of Asian Studies

SEAP TIME: 100% of 100% FTE**Appointed:** 2015

BA, Dagon University, Burma, 2004

Certificate, Yangon Institute of Education, Burma, 2012

Specialization: Burmese language and teaching**Academic Experience:** **Lecturer**, Burmese Language Program, Department of Asian Studies, Cornell University (2015-Present)**Pedagogy Training:** Completed **ASIAN 5505 – Methodology of Asian Language Learning and Teaching**, Cornell University (Spring 2018); Attended **Fourth Council of Teachers of Southeast Asian Languages (COTSEAL) Professional Development Workshop** (Oral Proficiency Interview (OPI) guidelines for The American Council on the Teaching of Foreign Languages (ACTFL)) at University of Michigan (April 2018); Completed **LING 1101 – Introduction to Linguistics**, Cornell University (Fall 2017); Attended **Third COTSEAL Professional Development Workshop** (“Southeast Asian Language Teaching: New Directions”) at Cornell University (September 8-10, 2017); Completed **ACTFL-OPI Tester Training** in Alexandria, VA (March 1-5, 2017); Co-organized **Burmese Language Pedagogy Workshop**, Cornell University (October 10-11, 2016); Completed projects (but did not attend) for **Second COTSEAL Professional Development Workshop** (Content-based Instruction) at University of Wisconsin, Madison (June 2016); Attended **First COTSEAL Professional Development Workshop** (Content-based Instruction) at University of California, Berkeley (September 18-20, 2015); Attended reoccurring **End-of-Semester Workshops at the Language Resource Center** at Cornell University (2015-Present)**Recent Publications:** 3**Selected Publications:** *2017 Elementary Burmese*, a Web Audio Lab online exercises, Cornell Language Resource Center
2017 Intermediate Burmese by Theme, a Web Audio Lab online exercises, Cornell LRC**Distinctions:** **Oral Proficiency Interview (OPI) Tester in the Burmese Language**, American Council on the Teaching of Foreign Languages (ACTFL) (2017-Present)**Overseas Experience:** Myanmar; Thailand

Language Competence:	Language	Speaking	Reading	Writing	Aural Comprehension
	Burmese	4	4	4	4
	English	4	4	4	4
	Chinese	1	1	1	1

Courses Taught: 8

PANDIN, JOLANDA M. (Language)

Non-Tenure Senior Lecturer

Department of Asian Studies

SEAP Time: 100% of 100% FTE

Appointed: 2006

MA, University of Wisconsin-Madison, 2000

MS, University of Wisconsin-Madison, 2001

Specialization:

Language pedagogy, specializing in Indonesian language and life sciences communication

Academic Experience:

Senior Lecturer, Indonesian Language Program, Department of Asian Studies, Cornell University (2006-Present); **Co-Field Coordinator**, Consortium for the Teaching of Indonesian (COTI) (2016); **Principal Investigator**, COTI's Summer Abroad Program (2017-Present); **Instructor**, Indonesian Program, Southeast Asian Studies Summer Institute (SEASSI) (1999-2004)

Pedagogy Training:

Co-coordinated a **language pedagogy seminar** at Satya Wacana Christian University in Salatiga, Central Java, Indonesia (2018); Reviewed Indonesian groups' lesson plans from the **Fourth COTSEAL (The Council of Teachers of Southeast Asian Languages) Professional Development Workshop** (May-September 2018); Attended reoccurring **End-of-Semester Workshops at the Language Resource Center** at Cornell University (2006-Present); Coordinated the collaborative **teleconference BIPA (Teaching Indonesian for Foreigners) seminar** given by COTI-PPB, UAJ (Atma Jaya University) (February 2018); Attended **Third COTSEAL Professional Development Workshop** ("Southeast Asian Language Teaching: New Directions") at Cornell University (September 8-10, 2017); Attended **Second COTSEAL Professional Development Workshop** (Content-based Instruction) at University of Wisconsin, Madison (June 2016); Attended a **COTI panel at the University of Washington-Seattle, Washington, USA** (April 1, 2016); Attended **LRC (Language Resource Center)/CTE (Center for Teaching Excellence) talk and CTE/Cornell Abroad talk** at Cornell University (April 22 and 27, 2016 respectively); Attended **Shared Course Initiatives (SCI) workshops at LRC at Cornell University** (March 6, 2015 and April 30, 2016); Developed **COTSEAL Workshop's intermediate and advanced Indonesian materials** (Fall 2015-Spring 2017); Attended **First COTSEAL Professional Development Workshop** (Content-based Instruction) at University of California, Berkeley (September 18-20, 2015); Attended a **COTSEAL conference at Southeast Asian Studies Summer Institute (SEASSI)** at University of Wisconsin-Madison (July 17-19, 2015); Attended an **American Council on the Teaching of Foreign Languages (ACTFL) conference** in San Antonio, Texas (November 21-23, 2014); Participated in the **Annual Conference of Northeast Association of Language Learning and Technology (NEALLT)** at Cornell University (2013); Collaborated with the instructors of Khmer, Burmese, and Thai languages at Cornell to **host a language teaching workshop on pronunciation technology** (2013); Participated in the **SCI's two-day "Teaching a Blended Learning Language Course" Workshop** in May at Yale University (2012); Attended a **guest lecture on "Using Student Evidence to Guide Curriculum and Instruction"** at LRC at Cornell University (2011); Participated in the **Reading Materials Workshop** at University of Wisconsin-Madison (September 2010); Attended **"Responding to Student Writing"** and **"Reading and Assessing Reading" Presentations** at LRC at Cornell University (March and May 2010 respectively); Attended **"Teaching and Testing Reading Skills" Workshop** at University of Wisconsin-Madison (April 2010); Participated in the **COTI subcommittee for development of a standardized curriculum** to develop web-based reading materials for Indonesian language programs based in the US (2009-2016); Worked on the **COTI subcommittee to develop Indonesian oral proficiency guidelines** (2008-2015); Participated in **14-hour-training on "Proficiency Oriented Instruction: Focus on Speaking and Writing"** at The University of Hawai'i at Mānoa (2008); Participated in the **four-day Oral Proficiency Interviews (OPI) Training Workshop by ACTFL** at Cornell University (2006); Attended the **COTSEAL conferences at University of Oregon-Eugene, University of Wisconsin-Madison, and UC-Los Angeles** (1999-2000; 2003); Attended the **25-hour training program for teaching Southeast Asian languages** at The University of Hawai'i at Mānoa (1998); Participated in the **four-day Oral Proficiency Interviews (OPI) Training Workshop by ACTFL** at University of Wisconsin-Madison (1997)

Recent Publications:

3

Selected Publications:

Radcliffe, Robin W., and Jolanda Mendaun Pandin. *The Hornless Rhinoceros = Si Badak Tak Bercula*. Living Fossil Foundation, 2015.
Producing Indonesia: The State of the Field of Indonesian Studies, published by the Southeast Asia Program at Cornell, February 2014 (Co-contributor with Dr. Abigail Cohn for the chapter on Indonesian linguistics and literature)

Distinctions:

Fulbright-Hays Group Projects Abroad (2016-2018); **President**, Consortium for the Teaching of Indonesian (COTI) (2017-Present); **VP**, COTI (2015-2017); **Secretary**, COTI (2011-2014)

Overseas Experience:

Indonesia

Language Competence:

<u>Language</u>	<u>Speaking</u>	<u>Reading</u>	<u>Writing</u>	<u>Aural Comprehension</u>
English	4	4	4	4
Indonesian	4	4	4	4

Courses Taught:

9

PHAN, HANNAH (Language) **Appointed:** 2005
 Non-Tenure Senior Lecturer BA, Phnom Penh University, 1992
 Department of Asian Studies MPS, Cornell University, 1998
SEAP Time: 100% of 100% FTE

Specialization: Khmer language and teaching
Academic Experience: **Senior Lecturer**, Khmer Language Program, Department of Asian Studies, Cornell University (2013-Present); **Lecturer**, Khmer Language Program, Department of Asian Studies, Cornell University (2006-2013); **Teaching Associate**, Khmer Language Program, Department of Asian Studies, Cornell University (2005-2006); **Instructor**, Khmer Language Program, Southeast Asian Studies Summer Institute (SEASSI), University of Wisconsin-Madison (2006-2007)
Pedagogy Training: Attended **Fourth Council of Teachers of Southeast Asian Languages (COTSEAL) Professional Development Workshop** (Oral Proficiency Interview (OPI) guidelines for The American Council on the Teaching of Foreign Languages (ACTFL)) at University of Michigan (April 2018); Attended **Third COTSEAL Professional Development Workshop** (“Southeast Asian Language Teaching: New Directions”) at Cornell University (September 8-10, 2017); Attended **Second COTSEAL Professional Development Workshop** (Content-based Instruction) at University of Wisconsin, Madison (June 2016); Attended **Shared Course Initiative Spring Workshop** at Cornell University (May 2016); Attended **Workshop with Cornell, Yale and Columbia** to discuss videoconferencing courses (May 2016); Attended **First COTSEAL Professional Development Workshop** (Content-based Instruction) at University of California, Berkeley (September 18-20, 2015); Attended reoccurring **End-of-Semester Workshops at the Language Resource Center** at Cornell University (2005-Present)
Recent Publications: N/A
Distinctions: **Oral Proficiency Interview (OPI) Tester in the Khmer Language**, American Council on the Teaching of Foreign Languages (ACTFL) (2009-Present)
Overseas Experience: Cambodia
Language Competence:

<u>Language</u>	<u>Speaking</u>	<u>Reading</u>	<u>Writing</u>	<u>Aural Comprehension</u>
English	4	4	4	4
Khmer	4	4	4	4
Russian	2	2	2	2
French	1	1	1	1

Courses Taught: 9

SAVELLA, MARIA THERESA (Language) **Appointed:** 2002
 Non-Tenure Senior Lecturer BS, University of the Philippines, 1984
 Department of Asian Studies MA, University of the Philippines, 1997; MA, Cornell University, 2000
SEAP Time: 100% of 100% FTE PhD, Cornell University, In progress

Specialization: Filipino (Tagalog) language, pedagogy, and development of proficiency
Academic Experience: **Senior Lecturer**, Filipino (Tagalog) Language Program, Department of Asian Studies, Cornell University (2008-Present); **Lecturer**, Filipino (Tagalog) Language Program, Department of Asian Studies, Cornell University (2002-2008); **Supervisor**, Indonesian Language Program, Cornell University (2002-2006)
Pedagogy Training: Attended **Norming Summit** (Oral Proficiency Interview (OPI) Testing), The American Council on the Teaching of Foreign Languages (ACTFL), Alexandria, VA (June 19-20, 2018); Attended **NEALLT (The Northeast Association for Language Learning Technology) Conference** at Cornell University (March 4-5, 2018); Attended **Third Council of Teachers of Southeast Asian Languages (COTSEAL) Professional Development Workshop** (“Southeast Asian Language Teaching: New Directions”) and developed Filipino Oral Proficiency Guidelines at Cornell University (September 8-10, 2017); Attended **ACTFL-ILR Oral Proficiency (OPI) Tester Certification Training Workshop**, certification granted in February 2013 (Phase I Workshop: November 8-11, 2012 and Phase II Workshop: December 6-9, 2012); Attended reoccurring **End-of-Semester Workshops at the Language Resource Center** at Cornell University (2006-Present)
Recent Publications: N/A
Distinctions: **Oral Proficiency Interview (OPI) Tester in the Filipino/Tagalog Language**, American Council on the Teaching of Foreign Languages (ACTFL) (2013-Present)
Overseas Experience: N/A
Language Competence:

<u>Language</u>	<u>Speaking</u>	<u>Reading</u>	<u>Writing</u>	<u>Aural Comprehension</u>
English	4	4	4	4
Tagalog	4	4	4	4
Indonesian	1	2	2	2

Courses Taught: 9

TRANVIET, THUY (Language)
Non-Tenure Senior Lecturer
Department of Asian Studies
SEAP Time: 100% of 100% FTE

Appointed: 1999
BA, University of California, Santa Barbara, 1986
MA, University of Michigan, 1997
PhD, Cornell University, 2015

Specialization: Vietnamese language and teaching; Second Language Teaching, Education – International Service Learning, Community Engagement, Interdisciplinary Studies

Academic Experience: **Senior Lecturer**, Vietnamese Language Program, Department of Asian Studies, Cornell University (2003-Present); **Lecturer**, Vietnamese Language Program, Department of Asian Studies, Cornell University (1999-2003)

Pedagogy Training: Attended **Fourth Council of Teachers of Southeast Asian Languages (COTSEAL) Professional Development Workshop** at University of Michigan (April 2018); Attended **Third COTSEAL Professional Development Workshop** (“Southeast Asian Language Teaching: New Directions”) at Cornell University (September 8-10, 2017); Attended reoccurring **End-of-Semester Workshops at the Language Resource Center** at Cornell University (1999-Present); **Workshop Training in ESL** (English as a Second Language), **TEFL** (Teaching English as a Foreign Language), and **OPI/ACTFL** (Oral Proficiency Interview, The American Council on the Teaching of Foreign Languages)

Recent Publications: 3

Selected Publications: *Wild Mustard New Voices From Viet Nam*. Edited by Charles Waugh, Nguyen Lien, Van Gia. Curbstone/Northwestern University Press, 2017.
“Education, ICT and Development in Rural Mountainous Vietnam: Lessons Learned from the Field.” The Journal of Development Communication. December 2013.

Distinctions: **President**, Group of Universities for the Advancement of Vietnamese in America (GUAVA) (2015-2018); **Treasurer**, GUAVA (2015); **Cornell University’s Clark Distinguished Teaching Awards**; **Material Development Grant**, Consortium for Language Teaching and Learning (Summer 2018); **Grant**, Center for Educational Resources in Culture, Language and Literacy (CERCLL), University of Arizona (2018); **Cornell Engaged Opportunity Grants** (2018-2019); **Cornell Engaged Faculty Fellow**; **Internationalizing the Cornell Curriculum (ICC) Grant** (2016-2017); **Cornell University Graduate School Dissertation Travel Grant** (Summer 2013); **Einaudi International Travel Grant**, for dissertation field study (2010-2011)

Overseas Experience: Vietnam; Taiwan; Armenia; Hong Kong

Language Competence:

<u>Language</u>	<u>Speaking</u>	<u>Reading</u>	<u>Writing</u>	<u>Aural Comprehension</u>
English	4	4	4	4
Vietnamese	4	4	4	4
Mandarin	2	1	1	3
French	2	3	2	3
Spanish	1	2	2	2

Courses Taught: 11

BABCOCK, SANDRA L. (Affiliated Faculty)

Tenured Professor
Cornell Law School
SEAP Time: 10% of 100% FTE

Appointed: 2014
BA, Johns Hopkins University, 1986
JD, Harvard Law School, 1991

Specialization: International human rights litigation; access to justice; death penalty defense; international gender rights
Academic Experience: **Clinical Professor**, Cornell Law School (2014-Present); **Fulbright-Toqueville Distinguished Chair**, Université de Caen (2014); **Clinical Professor**, Center for International Human Rights, Northwestern University Law School (2006-2014); **Visiting Professor**, Università degli Studi di Milano (2018); **Visiting Professor**, Tulane Law School/University of Amsterdam (2004-2012); **Visiting Professor**, University of Addis Ababa, Ethiopia (2008)

Recent Publications: 6

Selected Publications: *International Law and the Death Penalty: A Toothless Tiger, or a Meaningful Force for Change?*, in Margaret M. DeGuzman and Diane Marie Amann, ARCS OF GLOBAL JUSTICE: ESSAYS IN HONOUR OF WILLIAM A. SCHABAS 89 (Oxford 2017).

Distinctions: **American Lawyer Global Pro Bono Dispute of the Year Award**, to the Cornell Center on the Death Penalty Worldwide, jointly with Clearly, Gottlieb, Stein, and Hamilton (2017); **Grant**, Atlantic Philanthropies, \$3,000,000 (2016); **Grant**, Northwestern Program of African Studies, \$4,000

Overseas Experience: France; Italy; Amsterdam; Ethiopia; UK;

Language Competence:	<u>Language</u>	<u>Speaking</u>	<u>Reading</u>	<u>Writing</u>	<u>Aural Comprehension</u>
	English	4	4	4	4
	French	3	3	3	3
	Spanish	3	3	3	3
	Italian	3	3	3	3
	German	3	1	1	3

Courses Taught: 3

Advising 2013-2018: N/A

BARRETT, CHRISTOPHER (Affiliated Faculty)

Tenured Professor
School of Applied Economics & Management and Department of Economics
SEAP Time: 10% of 100% FTE

Appointed: 1998
AB, Princeton University, 1984
MS, University of Oxford, 1985
PhD, University of Wisconsin-Madison, 1994

Specialization: International and Development Economics and Policy; Food and Agricultural Economics
Academic Experience: **Deputy Dean and Dean of Academic Affairs**, College of Business, Cornell University (2016-Present); **David J. Nolan Director**, Charles H. Dyson School of Applied Economics and Management, Cornell University (2014-16); **Stephen B. and Janice G. Ashley Professor of Applied Economics and Management and International Professor of Agriculture**, Charles H. Dyson School of Applied Economics and Management, Cornell University (2008-Present); **Professor of Economics**, Department of Economics, Cornell University (2011-Present); **Professor**, Department of Applied Economics and Management, Cornell University (2003-2007); **Associate Professor**, Department of Applied Economics and Management, Cornell University (1998-2003)

Recent Publications: 4

Selected Publications: Christopher B. Barrett, Michael R. Carter and Jean-Paul Chavas, editors, *The Economics of Poverty Traps* (Chicago: University of Chicago Press and National Bureau of Economic Research, 2018).
Christopher B. Barrett, editor, *Food Security and Sociopolitical Stability* (Oxford: Oxford University Press, 2013).

Distinctions: **Outstanding Applied Economic Perspectives & Policy Article Award** (2017); **Agricultural and Applied Economics Association's Distinguished Graduate Teaching Award** (2017); **USAID Board for International Food and Agricultural Development Award for Scientific Excellence** (2016); **Emerald Citation of Excellence** for 2016 as best 2013 paper in *Journal of Risk and Insurance* (2016); **Cornell Assembly Award for Excellence in the Teaching, Advising, and Mentoring of Graduate and Professional Students** (2016); **AAEA Quality of Research Discovery Award** (2014); **AAEA Award for Outstanding Contribution to Applied Risk Analysis** (2014); **EAAE Quality of Research Discovery Award** (2013); **USAID Science and Technology Pioneers Prize** (2013)

Overseas Experience: Indonesia (2005-2016)

Language Competence:	<u>Language</u>	<u>Speaking</u>	<u>Reading</u>	<u>Writing</u>	<u>Aural Comprehension</u>
	English	4	4	4	4
	French	3	3	2	2

Courses Taught: 3

Advising 2013-2018: Completed: MA - 0, PhD - 19; In progress: MA - 0, PhD - 3

BLALOCK, GARRICK (Affiliated Faculty) **Appointed:** 2002
 Associate Professor BA, Yale University, 1993
 School of Applied Economics and Management MS, University of California, Berkeley Haas School of Business, 2000
SEAP Time: 10% of 100% FTE PhD, University of California, Berkeley Haas School of Business, 2002

Specialization: Management of technology; firm strategy; emerging markets
Academic Experience: **Associate Professor**, Dyson School of Applied Economics and Management, Cornell University (2009-Present); **House Professor and Dean**, Flora Rose House, Cornell University (2012-Present); **Assistant Professor**, Dyson School of Applied Economics and Management, Cornell University (2002-2009)
Recent Publications: 7
Selected Publications: “Filling the Phosphorus Fertilizer Gap in Developing Countries,” with Andrew Simons, Dawit Solomon, Worku Chibssa, and Johannes Lehman, *Nature Geoscience*, January 2014, Vol. 7, 2.
 Does Peer Use Influence Adoption of Efficient Cookstoves?: evidence from a randomized controlled trial in Uganda,” with Theresa Beltramo, David I. Levine, Andrew M. Simons. *Journal of Health Communication*, 2015, 20(S1), 55–66.
Distinctions: **Grant**, Mario Einaudi Center for International Studies, Cornell University, for “Leveraging the Commercialization of Animal Bone-Derived Biofertilizers to Create Entrepreneurship Opportunities for Landless Poor in Ethiopia,” \$8,000 (2014); **Grant**, Institute for the Social Sciences, Cornell University, for “Leveraging the Commercialization of Animal Bone-Derived Biofertilizers to Create Entrepreneurship Opportunities for Landless Poor in Ethiopia,” \$12,000 (2015); **Grant**, International Food Policy Research Institute, for “Commercialization of Animal Bone-Derived Biofertilizers in Ethiopia, International Food Policy Research Institute,” co-investigator with Christopher Barrett and Johannes Lehman, \$212,000 (2014)
Overseas Experience: Japan
Language Competence:

<u>Language</u>	<u>Speaking</u>	<u>Reading</u>	<u>Writing</u>	<u>Aural Comprehension</u>
English	4	4	4	4

Courses Taught: 0
Advising 2013-2018: N/A

BRUNDIGE, ELIZABETH J. (Affiliated Faculty) **Appointed:** 2010
 Tenured Associate Professor BA, Yale University, 1998
 Cornell Law School MPhil, Oxford University, 2000
SEAP Time: 10% of 100% FTE JD, Yale Law School, 2003

Specialization: International and comparative legal studies; gender-based violence and discrimination in law; international human rights
Academic Experience: **Associate Clinical Professor of Law**, Cornell Law School (2016-Present); **Assistant Dean for International Programs**, Cornell Law School (2016-Present); **Jack G. Clarke Executive Director of International and Comparative Legal Studies**, Cornell Law School (2016-Present); **Executive Director**, Avon Global Center for Women & Justice, Cornell Law School (2013-2016; Associate Director 2010-2012); **Faculty**, Cornell University Summer College (2017-Present); **Associate Clinical Professor**, Cornell Law School (2014-2016); **Visiting Assistant Clinical Professor**, Cornell Law School (2012-2014); **Adjunct Professor**, Cornell Law School (2010-2012); **Clinical Lecturer in Law**, Yale Law School (2007-2010); **Lecturer in International Affairs**, Department of Political Science, Yale University (2008-2009)
Recent Publications: 8
Selected Publications: *Expanding the Feminist Pathways Perspective to Latin America: A Profile of Women Inmates in Argentina*, co-authored with Emily Salisbury, Sital Kalantry, Bree Boppe, and Silvia Martinez, *Women and Criminal Justice* (July 2017).
Child Sex Abuse within the Family in Sub-Saharan Africa: Legal and Mental Health Responses, co-authored with Cynthia Grant Bowman, *Cornell Journal of International Law* (Spring 2014).
Distinctions: **Constance E. Cook and Alice H. Cook Recognition Award**, Cornell University (2017); **Honorable Mention Distinction**, **George D. Levy Engaged Teaching Award**, Cornell University (2016); **Engaged Faculty Fellowship**, Cornell University (2015-2016); **Arthur C. Helton Fellowship**, American Society of International Law (2005); **Bernstein International Human Rights Fellowship**, Yale Law School (2004-2006); **Clerkship**, Justice Sandile Ngcobo, Constitutional Court of South Africa (2006); **Clerkship**, Judge Kermit V. Lipez, U.S. Court of Appeals for the First Circuit (2003-2004)
Overseas Experience: Myanmar; Yugoslavia; South Africa; Netherlands; Sarajevo; Bosnia and Herzegovina
Language Competence:

<u>Language</u>	<u>Speaking</u>	<u>Reading</u>	<u>Writing</u>	<u>Aural Comprehension</u>
English	4	4	4	4

Courses Taught: 3
Advising 2013-2018: N/A

CARLSON, ALLEN R. (Affiliated Faculty)

Tenured Associate Professor

Department of Government

SEAP Time: 10% of 100% FTE**Appointed:** 2000

BA, Colby College, 1991

MA, Yale University, 1993; MPhil, Yale University, 1994

PhD, Yale University, 2000

Specialization: International relations; Chinese foreign policy; Asian security; nontraditional security in China's emerging relationship with the rest of the international system**Academic Experience:** **Associate Professor**, Department of Government, Cornell University (2000-Present); **Director**, China and Asia Pacific Studies Program, Cornell University (Present); Class of 1955 **Visiting Professor of International Studies**, Williams College (2014)**Recent Publications:** 5**Selected Publications:** Carlson, Allen. "Reimagining the Frontier: Patterns of Sinicization and the Emergence of New Thinking about China's Territorial Periphery." *Sinicization and the Rise of China: Civilizational Processes beyond East and West*, edited by Peter J. Katzenstein, Routledge, 2012.Carlson, Allen. "It Should Not Only Be about Nationalism: China's Pluralistic National Identity and Its Implications for Chinese Foreign Relations." *International Studies*, vol. 48, no. 3-4, 2011, pp. 223-236., doi:10.1177/0020881713485012.**Distinctions:** **Fellowship**, East Asia Institute (2014)**Overseas Experience:** China**Language Competence:**

<u>Language</u>	<u>Speaking</u>	<u>Reading</u>	<u>Writing</u>	<u>Aural Comprehension</u>
English	4	4	4	4
Chinese	4	4	4	4

Courses Taught: 7**Advising 2013-2018:** N/A**CHANG, JULIA** (Affiliated Faculty)

Tenure-Track Assistant Professor

Department of Romance Studies

SEAP Time: 10% of 100% FTE**Appointed:** 2015

BA, Loyola Marymount University, 2003

MA, NYU in Madrid, 2004

PhD, University of California Berkeley, 2013

Specialization: Modern Spanish Literature and Culture; Hispano-Philippine Literature, History, and Art; Gender Studies; Disability Studies; History of Medicine**Academic Experience:** **Assistant Professor**, Department of Romance Studies, Cornell University (2015-Present); **Assistant Professor**, Department of Hispanic Studies, Brown University (2013-2015)**Recent Publications:** 2**Selected Publications:** "Between Intimacy and Enmity: Spain and the Philippines Post-Suez," *Journal of Spanish Cultural Studies* 17.4 (2016): 305-322."‘‘Aquellos ne6fitos indios, chinos o anamitas.’’ Asia and the Imperial Imaginary in *Doña Luz*," *Arizona Journal of Hispanic Cultural Studies* 18.1 (2014): 235-246.**Distinctions:** **Society for the Humanities Interdisciplinary Monograph Writing Group Award** (2018-2019); **OFDD Professional Development Grant** (2018, 2019); **Internationalizing the Cornell Curriculum Grant**, Cornell University (2017); **Society for the Humanities Faculty Fellowship**, Alternate (2017-2018); **Humanities Council Research Grant**, Cornell University (2016); **OFDD Small Group Mentorship Grant**, Cornell University (2016-2017); **Edith Goldthwaite Miller Faculty Fellowship**, Pembroke Center, Brown University, Declined (2014-2015)**Overseas Experience:** N/A**Language Competence:**

<u>Language</u>	<u>Speaking</u>	<u>Reading</u>	<u>Writing</u>	<u>Aural Comprehension</u>
English	4	4	4	4
Spanish	4	4	4	4

Courses Taught: 4**Advising 2013-2018:** Completed: MA – 0, PhD – 1; In progress: MA – 0, PhD – 2

CHI, LILY (Affiliated Faculty)

Tenured Associate Professor

Department of Architecture

SEAP Time: 10% of 100% FTE**Appointed:** 1995

B.Arch, Carleton University, 1984

MPhil, Cambridge University, 1986

PhD, McGill University, 1998

Specialization: Architectural design; history and theory of architecture with focus on 18th-21st century theory and criticism**Academic Experience:** **Director of Graduate Studies**, Field of Architecture, Cornell University (2011-2012, 2004-2007); **Associate Professor**, Department of Architecture, Cornell University (2004-Present); **Adjunct Professor**, School of Architecture, Dalhousie University (2004-2009); **Assistant Professor**, Department of Architecture, Cornell University (1995-2004); **Assistant Professor**, Department of Architecture, State University of New York at Buffalo (1987-1989)**Recent Publications:** 6**Selected Publications:** (2018) "Prospects in the Garden at Marienbad," in *Enchanted, Stereotyped, Civilized. Garden Narratives in Literature, Art and Film*, Feryal Cubukcu and Sabine Planka, eds. (Würzburg: Königshausen & Neumann).(2018) "Like This and Also Like That: Tactics from the Tales of Nguyen Huy Thiep," in *Reading Architecture: Literary Imagination and Architectural Experience*, A. Sioli & Y. Jung eds (Routledge)**Distinctions:** **Internationalizing the Cornell Curriculum Grant**, Cornell University, for "Design for Adaptation: Drawing on Case Studies in Latin America, Europe, and Asia," \$19,450 (2018); **Mario Einaudi Center for International Studies Grant**, Cornell University, for 2012 symposium "Design Tactics and the Informalized City," with Jeremy Foster, \$4,000 (2011); **The Institute of the Social Sciences Small Grant competition**, Cornell University, for 2012 symposium "Design Tactics and the Informalized City," with Jeremy Foster, \$10,000 (2010); **Graham Foundation Grant**, for "Architecture, Tourism, and Citizenship: Saigon, 1911-1963" research project, \$7,500 (2004)**Overseas Experience:** Spain (2016-2017); Colombia (2015); Vietnam (2014); Italy (2014); Germany (2012); India (2010)**Language Competence:**

<u>Language</u>	<u>Speaking</u>	<u>Reading</u>	<u>Writing</u>	<u>Aural Comprehension</u>
English	4	4	4	4
French	2	4	3	2
Vietnamese	2	3	2	4
Spanish	1	2	2	1

Courses Taught: 2**Advising 2013-2018:** Completed: MA, M.Arch – 10, PhD – 0; In progress: MS – 0, PhD – 1**COFFMAN, W. RONNIE (Affiliated Faculty)**

Tenured Professor

Department of Plant Breeding and Genetics

SEAP Time: 10% of 100% FTE**Appointed:** 1981

BS, University of Kentucky, 1965

MS, University of Kentucky, 1967

PhD, Cornell University, 1971

Specialization: Plant breeding; international development and agriculture; biotechnology**Academic Experience:** **International Professor**, Department of Plant Breeding and Genetics, Cornell University (1981-Present); **Director**, International Programs, Cornell University (2001-Present); **Chair**, Department of Plant Breeding and Genetics, Cornell University (2001-2006); **Associate Dean for Research**, College of Agriculture and Life Sciences, Cornell University (1993-2001); **Chair**, Department of Plant Breeding and Biometry, Cornell University (1986-1993); **Rice Breeder**, International Rice Research Institute, Los Baños, Philippines (1971-1981); **Graduate Research Fellow**, CIMMYT, Mexico (1970-1971)**Recent Publications:** 2**Selected Publications:** Coffman R., Acevedo, M., and McCandless, L. 2016. Rust, Risk and Germplasm Exchange: The Borlaug Global Rust Initiative. *Indian Journal Plant Genetic Resources*. 29: 417-419.Coffman, Ronnie, 2014. Fear and Food Security. *Food and Energy Security* 3(2): 96-97.**Distinctions:** **Inaugural World Agriculture Prize**, GCHERA & Nanjing Agricultural University (2013); **USAID/India Grant**, for "Agriculture Education and Innovation Systems," \$9,600,000 (2010-2016); **BMFG/DFID Grant**, for "Durable Rust Resistance in Wheat II," \$40,000,000 (2011-2016); **USAID Grant**, for "Banana Improvement in Uganda," \$7,000,000 (2011-2016); **BMFG Grant**, for "Next Generation Cassava," \$25,000,000 (2012-2017); **BMFG/DFID Grant**, "Delivering Genetic Gain in Wheat," \$34,000,000 (2016-2020); **BMFG/DFID Grant**, for "Next Generation Cassava Phase 2," \$35,000,000 (2018-2023)**Overseas Experience:** Philippines; Mexico; Myanmar; India**Language Competence:**

<u>Language</u>	<u>Speaking</u>	<u>Reading</u>	<u>Writing</u>	<u>Aural Comprehension</u>
English	4	4	4	4

Courses Taught: 2**Advising 2013-2018:** N/A

PR/Award # P015A180109

DUFF, BRYAN (Affiliated Faculty)
Non-Tenure Senior Lecturer
Department of Development Sociology
SEAP Time: 10% of 100% FTE

Appointed: 2011
BA, Princeton University, 1996
MEd, University of New Hampshire, 2004
PhD, University of Florida, 2006

Specialization: Educational pedagogy; curriculum development; elementary and secondary education
Academic Experience: **Senior Lecturer in Education**, Department of Development Sociology, Cornell University (2015-Present); **Lecturer in Education**, Department of Development Sociology, Cornell University (2011-2015); **Coordinator**, Undergraduate Minor in Education (2013-Present); **Adjunct Assistant Professor**, College of Liberal Studies, University of Oklahoma (2011); **Visiting Assistant Professor**, Department of Education, Wells College (2009-2011); **Associate Director and Instructor**, Bennington College Center for Creative Teaching (2007-2009)
Recent Publications: 1
Selected Publications: Duff, B., McGowan, K., Forstater, E., & Laub, A. (May 2016). "Comparative Education Through an International Pen-Pal Exchange." *Paper presented at the Third Internationalization Symposium of Cornell University*. Ithaca, NY.
Distinctions: **Kathy Berggren Diversity and Inclusion Award**, Cornell University (2018); **Award**, Cornell University Office of Engagement Initiatives, for "Youth Mentoring at the Core of a Course Redesign," \$5000 (2018); **Community Engagement Showcase Prize**, Cornell University (2017); **Award**, Cornell University Office of Engagement Initiatives, for "Making Films, Friends, and Futures," \$5000 (2018); **Kaplan Family Distinguished Faculty Fellowship in Service Learning**, Cornell University (2016); **Award**, Cornell University Office of the Vice Provost, for "Internationalizing the Education Minor," \$23,800 (2016); **Global Learning Education Faculty Fellowship**, Mario Einaudi International Center, Cornell University (2015-Present); **Outstanding Horticulture Department Member Appreciation Award**, Cornell University (2013); **Faculty Fellows in Service Fellowship**, Cornell University Public Service Center (2013); **Faculty Fellowship**, Cornell University Center of Engage Learning and Research (2013); **Capacity Building Grant**, Robert Noyce Teacher Scholarship Program (2012-2014)
Overseas Experience: N/A
Language Competence:

<u>Language</u>	<u>Speaking</u>	<u>Reading</u>	<u>Writing</u>	<u>Aural Comprehension</u>
English	4	4	4	4

Courses Taught: 1
Advising 2013-2018: N/A

IORELLA, KATHRYN (Affiliated Faculty)
Non-Tenure Lecturer
Department of Population Medicine and Diagnostic Science
SEAP Time: 10% of 100% FTE

Appointed: 2017
BA, Princeton University, 2006
MPH, University of California, Berkeley, 2013
PhD, University of California, Berkeley, 2015

Specialization: Rice field fisheries in Cambodia and Kenya; planetary health/One health; fisheries; livelihoods; HIV/AIDS; nutrition; environmental change
Academic Experience: **Lecturer**, Department of Population Medicine and Diagnostic Science, Cornell University (2017-Present); **Postdoctoral Fellow**, Atkinson Center for a Sustainable Future, Cornell University (2015-2017); **Adjunct Postdoctoral Fellow**, Earth Institute, Columbia University (2015-2017); **Immersion Fellow**, Socio-Environmental Synthesis Center (SESYNC) (2015-2016)
Recent Publications: 5
Selected Publications: Fiorella, KJ, Bageant, ER, Ordonez, KA, Kim, M, Kura, Y, Thilsted, S, Barrett, CB. 2018. Implications of climate change for freshwater fisheries in Cambodia's rice field fisheries: a longitudinal cohort study. *Lancet Planetary Health: Best Abstracts in Planetary Health*. In press.
Fiorella, KJ, Milner, EM, DO, Bukusi, E, Fernald, LCH. 2017. Quantity and species of fish consumed shape breast milk essential fatty acid concentrations among women living around Lake Victoria, Kenya. *Public Health Nutrition*. 1-8.
Distinctions: **Atkinson Center for a Sustainable Future Postdoctoral Fellowship**, Cornell University, \$200,000 (2015-2017)
Overseas Experience: Kenya; Cambodia
Language Competence:

<u>Language</u>	<u>Speaking</u>	<u>Reading</u>	<u>Writing</u>	<u>Aural Comprehension</u>
English	4	4	4	4
Dholuo	2	1	1	2

Courses Taught: 1
Advising 2013-2018: Completed: MS – 0, PhD – 0; In progress: MS – 2, PhD – 0

HARVELL, CATHERINE DREW (Affiliated Faculty)

Tenured Professor

Department of Ecology and Evolutionary Biology

SEAP Time: 10% of 100% FTE**Appointed:** 1986

BS, University of Alberta, 1978

BSc, University of Alberta, Edmonton, 1978

Ph.D., University of Washington, 1985

Specialization: The evolution of chemical and structural resistance; invertebrate microbial interactions, particularly focusing on microbial pathogens; impacts of climate change on marine communities; chemical and structural mechanisms of disease resistance in Caribbean gorgonian corals; sustainable marine biodiversity and the ecology of host-pathogen interactions in a changing ocean

Academic Experience: **Professor and Curator of Invertebrates**, Department of Ecology and Evolutionary Biology, Cornell University (2000-Present); **Director for Environment**, Atkinson Center for a Sustainable Future, Cornell University (2009-2013); **Associate Professor and Curator of Invertebrates**, Department of Ecology and Evolutionary Biology, Cornell University (1992-1999); **Assistant Professor and Curator of Invertebrates**, Section of Ecology and Systematics, Division of Biological Sciences, Cornell University (1986-1992); **Instructor**, Friday Harbor Laboratories (1985, 1988)

Recent Publications: 19

Selected Publications: “Ochre star mortality during the 2014 wasting disease epizootic: role of population size structure and temperature.” Eisenlord M.E., Groner M.L., Yoshioka R.M., Elliott J., Maynard J., Fradkin S., Turner M., Pyne K., Rivlin N., van Hooidek R., & Harvell C.D. 2016. *Philosophical Transactions of the Royal Society B*, 371(1689) DOI: 10.1098/rstb.2015.0212

“Reserves as tools for alleviating impacts of marine disease.” Lamb J.B., Wenger A.S., Devlin M.J., Ceccarelli D.M., Williamson D.H., & Bette L Willis B.L. 2016. *Philosophical Transactions of the Royal Society B*, 371(1689) DOI: 10.1098/rstb.2015.0210

Distinctions: N/A**Overseas Experience:** Indonesia; Mexico

Language Competence:

<u>Language</u>	<u>Speaking</u>	<u>Reading</u>	<u>Writing</u>	<u>Aural Comprehension</u>
English	4	4	4	4

Courses Taught: 0**Advising 2013-2018:** N/A**JACKSON, STEVEN J.** (Affiliated Faculty)

Tenured Associate Professor

Department of Information Science and Science & Technology Studies

SEAP Time: 10% of 100% FTE**Appointed:** 2011

BA, Concordia University, 1994

MA, Carleton University, 1999

PhD, University of California, San Diego, 2005

Specialization: Connections of contemporary questions in information science to theoretical and methodological traditions in the critical, interpretive, and historical social sciences

Academic Experience: **Associate Professor**, Department of Information Science and Science & Technology Studies, Cornell University (2013-Present); **Assistant Professor**, Department of Information Science, Cornell University (2011-2013); **Assistant Professor**, School of Information, University of Michigan (2005-2011); **Research Investigator**, School of Information, University of Michigan (2005-2008); **Adjunct Assistant Professor**, Department of Communications Studies, University of Michigan (2005-2011)

Recent Publications: 30

Selected Publications: Margaret Jack and Steven J. Jackson, “Infrastructure as Creative Action: Online Buying, Selling and Delivery in Phnom Penh,” *Proceedings of the 2017 Computer-Human Interaction (CHI) Conference*, Denver, May 6-11, 2017.

Margaret Jack and Steven J. Jackson, “Logistics as Care and Control: An Investigation Into the UNICEF Supply Division,” *Proceedings of the 2015 Computer-Human Interaction (CHI) Conference*, San Francisco, May 2016.

Distinctions: **Best Paper Award and/or Honorable Mentions:** CHI Conference on Human Factors in Computing Systems (2013, 2014, 2015, 2017, 2018); Conference on Computer-Supported Cooperative Work and Social Computing (2014, 2015 (3), 2017); ACM Symposium on Computing and Development (2015)

Overseas Experience: Bangladesh

Language Competence:

<u>Language</u>	<u>Speaking</u>	<u>Reading</u>	<u>Writing</u>	<u>Aural Comprehension</u>
English	4	4	4	4

Courses Taught: 0**Advising 2013-2018:** N/A

KAROLYI, ANDREW (Affiliated Faculty)

Tenured Professor

Johnson Graduate School of Management

SEAP Time: 10% of 100% FTE**Appointed:** 2009

BA, McGill University, 1983

MA, University of Ottawa, 1985; MBA, University of Chicago, 1987

PhD, University of Chicago, 1989

Specialization: Asset management; corporate finance; emerging markets; finance; global business; investment

Academic Experience: **Associate Dean for Academic Affairs**, S.C. Johnson Graduate School of Management, Cornell University (2016-Present); **Harold Bierman, Jr. Distinguished Professor of Management**, S.C. Johnson Graduate School of Management, Cornell University (2016-Present); **Alumni Chair in Asset Management**, S.C. Johnson Graduate School of Management, Cornell University (2009-2016); **Professor of Finance and International Business**, S.C. Johnson Graduate School of Management, Cornell University (2009-Present); **Professor**, Department of Economics, Cornell University (2011-Present); **Clifford H. Whitcomb Faculty Fellow**, Cornell University (2014-2015); **Dean's Distinguished Chair in Investment Management**, Fisher College of Business, Ohio State University (2008-2009); **Charles R. Webb Designated Professorship in Finance**, Fisher College of Business, Ohio State University (2003-2008); **Dean's Distinguished Research Professorship**, Fisher College of Business, Ohio State University (2001-2003); **Professor of Finance**, Fisher College of Business, Ohio State University (2001-2009); **Associate Professor of Finance**, Fisher College of Business, Ohio State University (1995-2001); **Assistant Professor of Finance**, Fisher College of Business, Ohio State University (1989-1995); **Associate Professor of Finance**, University of Western Ontario, Richard Ivey School of Business (1996-1998); **Assistant Professor of Finance**, University of Alberta, Faculty of Business (1988-1989)

Recent Publications: 20

Selected Publications: "The U.S. Listing Gap," (with Craig Doidge and René Stulz), March 2017, *Journal of Financial Economics* 123(3), 464-487.
 "State Capitalism's Global Reach: Evidence from Foreign Acquisitions by Sovereign Acquirers" (with Rose Liao), February 2017, *Journal of Corporate Finance* 42, 367-391.

Distinctions: **STAR Award for Teaching Excellence**, S.C. Johnson Graduate School of Management, Cornell S.C. Johnson College of Business, Cornell University (2017); **Bettis Distinguished Scholar Award**, Arizona State University (2016); **Fellow**, Financial Management Association International (2015); **Clifford H. Whitcomb Faculty Fellowship**, Cornell University (2014-2015); **Senior Fellow**, Asian Bureau of Finance and Economic Research (2014); **INQUIRE-Europe Grant**, for "Currency Risk and Size, Value, and Momentum Returns around the World," Principal Investigator, with Ying Wu, €10,000 (2013-2014)

Overseas Experience: Australia; Canada; Switzerland; UK

Language Competence:

<u>Language</u>	<u>Speaking</u>	<u>Reading</u>	<u>Writing</u>	<u>Aural Comprehension</u>
English	4	4	4	4

Courses Taught: 0

Advising 2013-2018: Completed: MBA - 0, PhD - 11; In progress: MBA - 0, PhD - 2

MCCOUCH, SUSAN RUTHERFORD (Affiliated Faculty)

Tenured Professor

Department of Plant Breeding and Genetics

SEAP Time: 10% of 100% FTE**Appointed:** 1995

BA, Smith College, 1975

MS, University of Massachusetts, 1982

PhD, Cornell University, 1990

Specialization: Process of rice domestication; examining how rice diversity is partitioned genetically and distributed geographically; strategies for recombining genes and quantitative trait loci to enhance plant performance

Academic Experience: **Professor**, Department of Plant Breeding and Genetics, Plant Biology, Biological Statistics and Computational Biology, Cornell University (1995-Present)

Recent Publications: 46

Selected Publications: Wang DR, Han R, Wolfrum EJ, McCouch SR (2017) "The buffering capacity of stems: genetic architecture of nonstructural carbohydrates in cultivated Asian rice, *Oryza sativa*." *New Phytol* 215(2):658-671. DOI: 10.1111/nph.14614
 Kim H, Jung J, Singh N, Greenberg A, Doyle JJ, Tyagi W, Chung JW, Kimball J, Hamilton RS, McCouch SR (2017) "Erratum to: Population dynamics among six major groups of the *Oryza rufipogon* species complex, wild relative of cultivated Asian rice." *Rice* (N Y). 2017 Dec;10(1):17. DOI: 10.1186/s12284-017-0156-3

Distinctions: Fellow, American Association for the Advancement of Science (2018)

Overseas Experience: Philippines

Language Competence:

<u>Language</u>	<u>Speaking</u>	<u>Reading</u>	<u>Writing</u>	<u>Aural Comprehension</u>
English	4	4	4	4

Courses Taught: 0

Advising 2013-2018: N/A

PARRA, PILAR (Affiliated Faculty) **Appointed:** 1993
 Non-Tenure Senior Lecturer BA, Autonomous University of Puebla, 1971
 Division of Nutritional Sciences MA, University of the Americas Cholula, 1974; MS, UW-Madison, 1984
SEAP Time: 10% of 100% FTE PhD, University of Wisconsin-Madison, 1989

Specialization: Role of immigration; acculturation and poverty in the health status of minority populations; processes to facilitate immigrant integration; disease and risk prevention

Academic Experience: **Senior Lecturer and Research Associate**, Division of Nutritional Sciences, Cornell University (1993-Present); **Professor**, Department of Psychology, Autonomous University of Puebla (1974-1981); **Lecturer**, Department of Humanities, University of the Americas, Puebla (1975-1976)

Recent Publications: 2

Selected Publications: (2015) Dickin Kate., Flor Larios., Pilar A Parra. "Cognitive interviewing to enhance comprehension and accuracy of responses to a Spanish-language nutrition program evaluation tool. *Journal of Nutrition Education and Behavior.*" Vol 47. Number 5. 465-471.

Distinctions: **Grant**, Smith-Lever Act Capacity Grant, for "Children of Immigrant Families and 4-H: Facilitating Opportunities for the New Residents in Rural New York," (2015-2018); **Grant**, for "Mexican-American personal narratives of foodborne illness," (2014-2017); **Grant**, for "Context matters: Institutions working for immigrant integration in Upstate New York," (2012-2017)

Overseas Experience: Mexico; India

Language Competence:

<u>Language</u>	<u>Speaking</u>	<u>Reading</u>	<u>Writing</u>	<u>Aural Comprehension</u>
English	4	4	4	4
Spanish	4	4	4	4
German	2	2	1	1

Courses Taught: 3

Advising 2013-2018: N/A

RADCLIFFE, ROBIN (Affiliated Faculty) **Appointed:** 2006
 Non-Tenure Senior Lecturer BVSc, University of Minnesota, 1989
 Department of Clinical Sciences DVM, University of Minnesota, 1991
SEAP Time: 15% of 100% FTE DACZM, American College of Zoological Medicine, 2001

Specialization: Infectious disease investigation for the rare Indonesian rhinos; Indonesian and African rhinos; critical one-health challenges linking endangered species, environments, and communities

Academic Experience: **Senior Lecturer**, Department of Clinical Sciences, College of Veterinary Medicine, Cornell University (2016-Present); **Adjunct Assistant Professor**, Department of Clinical Sciences, Cornell University (2006-2015); **Adjunct Assistant Professor**, Texas A&M College of Veterinary Medicine (2001-2006)

Recent Publications: 8

Selected Publications: Radcliffe, Robin W., and Jolanda Mendaun Pandin. *The Hornless Rhinoceros = Si Badak Tak Bercula.* Living Fossil Foundation, 2015.

Khairani, KO, Nydam, D, Felipe, MJ, McDonough, P, Barry, J, Mahmud, R, Haryono, M and RW Radcliffe. 2018. "Surveillance for hemorrhagic septicemia in buffalo (*Bubalus bubalis*) as an aid to range expansion of the Javan rhinoceros (*Rhinoceros sondaicus*) in Ujung Kulon National Park, Indonesia." *J. Wildl. Dis.* 54(1): 14-25.

Andriansyah, Candra D, Riyanto M, Barry J and RW Radcliffe. 2013. "Hematology and serum biochemistry of Sumatran rhinoceroses (*Dicerorhinus sumatrensis*) in a rainforest sanctuary in Way Kambas National Park, Indonesia." *J. Zoo Wildl. Med.* 44(2): 280-284.

Distinctions: **Grant**, Atkinson Center for a Sustainable Future's Rapid Response Fund, for "Finding the Voice of the Javan Rhinoceros," \$22,400 (2018-2019); **Grant**, Cornell Conservation Medicine and Shelter Medicine, \$47,000 (2018); **Engaged Cornell Faculty Fellow** (2016-2017); **Grant**, Jiji Foundation, \$60,000 (2015-2018); **Grant**, Atkinson Center for a Sustainable Future, with DMV student Arianna Brown-Hendry, for "The Secrets of Myanmar: From Bat Roosts to Pangolin Parts," \$7,145 (2016); **Award**, Engaged Cornell, \$140,000 (2015-2018); **Grant**, Morris Animal Foundation, \$197,136 (2015-2018); **Grant**, Cornell Conservation Medicine and Shelter Medicine, \$56,306 (2014-2015); **Grant**, United States Fish and Wildlife Service's Rhino and Tiger Conservation Fund, \$25,062 (2013-2015); **Grant**, United States Fish and Wildlife Service's Rhino and Tiger Conservation Fund, \$36,899 (2013-2015); **Grant**, Cornell Conservation Medicine and Shelter Medicine, \$14,150 (2013)

Overseas Experience: Indonesia; Namibia

Language Competence:

<u>Language</u>	<u>Speaking</u>	<u>Reading</u>	<u>Writing</u>	<u>Aural Comprehension</u>
English	4	4	4	4

Courses Taught: 1

Advising 2013-2018: N/A

RAYMER, ANNALISA L. (Affiliated Faculty)

Non-Tenure Lecturer

Department of Development Sociology

SEAP Time: 10% of 100% FTE**Appointed:** 2015

BA, Berea College, 1981

MLS, University of Kentucky, 1984; MPS, Cornell University, 2000

PhD, Cornell University, 2007

Specialization: Global education; learning cities and regions; sustainable development; learning-focused leadership

Academic Experience: **Lecturer in Education**, Department of Development Sociology, Cornell University (2015-Present); **Faculty Director**, CLASP, Cornell University (Present); **Research and Evaluation Associate**, Scholarship of Engagement, Engaged Learning + Research, Cornell University (Present); **Assistant Professor**, Emory & Henry College (2009-2013); **Teaching Post-doc**, University of Alaska (2007-2009)

Recent Publications: 4

Selected Publications: Raymer, A. (2016). Experimenting with Theory of Change (ToC) for interculturality and mutual learning in adult education. In M. Boucouvalas & M.B. M. Avoseh, Ed.s, *Proceedings for the Commission on International Adult Education*, of the 65th Annual Conference of the American Association for Adult and Continuing Education.

Distinctions: **Global Learning Education Faculty Fellow**, Syracuse Maxwell School and Cornell University Mario Einaudi Center for International Studies (2015-2018); **TED (Transatlantic Educators Dialog) Fellow**, European Union Center (2016); **Summer Faculty Invitational**, Technische Universität Dortmund, Germany (2014); **Claremont Evaluation Center Summer Scholarship** (2014)

Overseas Experience: Germany

Language Competence:

<u>Language</u>	<u>Speaking</u>	<u>Reading</u>	<u>Writing</u>	<u>Aural Comprehension</u>
English	4	4	4	4

Courses Taught: 0

Advising 2013-2018: N/A

TRAVIS, ALEXANDER J. (Affiliated Faculty)

Tenured Professor

Department of Biological Sciences

SEAP Time: 10% of 100% FTE**Appointed:** 2002

AB, Princeton University, 1989

VMD, University of Pennsylvania, 1995

PhD, University of Pennsylvania, 1999

Specialization: Male germ cell biology; Nano-biotechnology; canine reproduction; biodiversity conservation

Academic Experience: **Professor**, Department of Biological Sciences, College of Veterinary Medicine, Cornell University (2017-Present); **Associate Dean**, International Programs and Public Health, College of VM, Cornell University (2015-Present); **Associate Professor**, Department of Reproductive Biology & Wildlife Conservation, Cornell University (2008-2017); **Director**, Cornell Center for Wildlife Conservation (2007-Present); **Assistant Professor**, Department of Reproductive Biology & Biomedical Sciences, Cornell University (2002-2008)

Recent Publications: 25

Selected Publications: Kiso, W.K., Selvaraj, V., Nagashima, J., Asano, A., Brown, J.L., Schmitt, D. L., Leszyk, J., Travis, A.J., and Pukazhenth, B.S. (2013) "Lactotransferrin in Asian elephant (*Elephas maximus*) seminal plasma correlates with semen quality."

Distinctions: **NIH Grant**, for "Generation transgenic mice with genetically encoded calcium sensors expressed in sperm," \$50,000 (2016-2017); **Engaged Cornell Grant**, for "For Food Systems for Global Health," \$150,000 (2016-2019); **Department of Transportation Grant**, for "Center for Transportation, Environment, and Community Health," \$1,402,000 (2016-2022); **NIH Grant**, for "Membrane lipid regulation of calcium channels in sperm," \$1,781,696 (2018-2023); **Baker Institute Internal Canine Health Grant**, for "Identifying the Molecular Basis of Canine Genetic Disorders and Developing Preventative Therapies," \$216,171 (2015-2017); **CAT Award**, Center for Life Science Enterprise, NYSTAR, for "Use of Tethered Enzyme Technology to Diagnose Neural Injury," \$49,800 (2015-2016); **SUNY Health Now Planning Grant**, for "Development of Hand-Held Biosensors for Rapid Diagnosis and Study of Neural Disease and Neurotoxins," \$150,000 (2014-2016); **Cornell TAM Fund**, for "Need for Automated Plate Dispenser to Promote Value of Tethered Enzyme Technology," \$26,865 (2015); **Pioneer Award**, NIH, for "Nanoscale Energy Production for Implantable Medical Devices," \$2,500,000 (2009-2015); **Pilot Award**, CTSC Seed Funding Program, NIH, Weill, for "Developing a Multi-plexed Point-of-Care Platform to Detect Multiple Stroke Biomarkers," \$90,000 (2012-2014); **BioAccelerate NYC Prize**, for "Assay of sperm function to diagnose male infertility," \$190,848 (2012-2014)

Overseas Experience: Myanmar

Language Competence:

<u>Language</u>	<u>Speaking</u>	<u>Reading</u>	<u>Writing</u>	<u>Aural Comprehension</u>
English	4	4	4	4

Courses Taught: 3

Advising 2013-2018: Completed: VMD – 8, PhD – 7; In progress: VMD – 1, PhD – 2
PR/Award #P015A180109

TUCKER, TERRY W. (Affiliated Faculty)

Non-Tenure Senior Lecturer

Department of Horticulture

SEAP Time: 15% of 100% FTE**Appointed:** 1995

BA, University of Pennsylvania, 1975

MEd, Pennsylvania State University, 1983

PhD, Cornell University, 1998

Specialization: Agricultural and rural development in Asia, Africa and Latin America; international agriculture and rural development; roles and processes for food systems innovation; participatory research and extension; higher education and development; alternative approaches and institutional arrangements for extension; agricultural education

Academic Experience: **Senior Lecturer**, Department of Horticulture, International Programs – College of Agriculture and Life Sciences, Cornell University (1995-Present); **Director**, the undergraduate major in International Agriculture and Rural Development and the minor in International Development Studies, Cornell University (Present); **Co-Director**, Global Development Master of Professional Studies (MPS) program, Cornell University (Present); **Director**, Hubert H. Humphrey Fellowship Program, Cornell University (Present); **Associate Director**, International Programs – CALS, Cornell University (Present)

Recent Publications: 0**Distinctions:** N/A**Overseas Experience:** India

Language Competence:

<u>Language</u>	<u>Speaking</u>	<u>Reading</u>	<u>Writing</u>	<u>Aural Comprehension</u>
English	4	4	4	4

Courses Taught: 4**Advising 2013-2018:** N/A**ZHENG, LIREN** (Affiliated Faculty)

Non-Tenure Curator, Adjunct Assistant Professor

Department of Asian Studies

SEAP Time: 10% of 100% FTE**Appointed:** 2006

BA, Xiamen University, 1982

MA, Cornell University, 1989

PhD, Cornell University, 1997

Specialization: Libraries; East Asia

Academic Experience: **Adjunct Assistant Professor**, Department of Asian Studies, Cornell University (2006-Present); **Curator**, The Charles W. Wason Collection on East Asia, Cornell University Library (2006-Present); **Curator**, The Dr. Shao You-Bao Overseas Chinese Research and Documentation Center, Ohio University Library (1998-2006)

Recent Publications: 0**Distinctions:** N/A**Overseas Experience:** China

Language Competence:

<u>Language</u>	<u>Speaking</u>	<u>Reading</u>	<u>Writing</u>	<u>Aural Comprehension</u>
English	4	4	4	4
Chinese	4	4	4	4

Courses Taught: 0**Advising 2013-2018:** N/A

CONNER, FRED

Publications Assistant Editor (Professional Staff)
 Publications, Southeast Asia Program
SEAP Time: 100% of 100% FTE

Appointed: 2006
 BS, Cornell University, 1977

Professional Activities: Assisting the Managing Editor in the functions necessary for book and journal production; vetting manuscripts, editing and formatting accepted manuscripts, determining qualified readers, meeting with editorial board, and communicating with authors; coordinating the journal *Indonesia's* book reviews and maintaining its cumulative index, updating web pages, preparing journal content for online access, marketing new books, producing annual book catalog, providing Cornell University Press with catalog copy, developing advertising pieces, and performing administration/correspondence duties; basic office management and grant writing

Professional Experience: **Assistant Editor**, Publications, Southeast Asia Program, Cornell University (2006-Present)

Recent Publications: 0

Distinctions: N/A

Overseas Experience: N/A

Language Competence:

<u>Language</u>	<u>Speaking</u>	<u>Reading</u>	<u>Writing</u>	<u>Aural Comprehension</u>
English	4	4	4	4

FISHEL, THAMORA

Associate Director (Professional Staff)
 Southeast Asia Program
SEAP Time: 100% of 100% FTE

Appointed: 2012
 BA, Yale University, 1988
 MA, Cornell University, 1996
 PhD, Cornell University, 1999

Professional Activities: Serving as assistant to the Director; providing overall management and coordination for the Southeast Asia Program (SEAP); overseeing finance and human resource operations in compliance with applicable University or external policies; overseeing and coordinating the administrative aspects of academic program (e.g., faculty symposia or programming) as requested by faculty or assigned by the Director; identifying reports, grants, or opportunities to ensure that strategic goals of Program are met; anticipating and facilitating faculty, students, colleagues, visitors, or public requests; monitoring and scheduling administrative work flow; conceptualizing and developing communication on behalf of the Program, especially its web page; serving as the initial public relations contact to foster collegial relations with internal and external entities to enhance SEAP's reputation and ensure a positive outcome in all interactions; developing and providing systems to make historical and transactional information readily available to Director in absence of administrative personnel; developing and maintaining positive collaborative relationships with internal Cornell entities as well as external constituents

Professional Experience: **Associate Director of the Southeast Asia Program**, Cornell University (2012-Present); **Outreach Coordinator**, Southeast Asia Program, Cornell University (2007-2012); **Assistant Professor**, California State University (2003-2007)

Recent Publications: 0

Distinctions: N/A

Overseas Experience: Thailand; Myanmar

Language Competence:

<u>Language</u>	<u>Speaking</u>	<u>Reading</u>	<u>Writing</u>	<u>Aural Comprehension</u>
English	4	4	4	4
Thai	3	3	3	3
Burmese	1	1	1	1
Chinese	2	1	1	2

PR/Award # P015A180109

FITZGERALD, BRENN A

Communications and Outreach Coordinator (Professional Staff)
 South Asia Program; Southeast Asia Program
SEAP Time: 85% of 100% FTE

Appointed: 2015
 BA, Cornell University, 2006
 MA, University of Southern California, 2009
 MFA, University of Arizona, 2014

Professional Activities: Coordinating outreach events in collaboration with the Cornell South Asia Program, including K-12 outreach and post-secondary outreach; coordinating communications and publicity efforts, including contributions to the Southeast Asia Program Bulletin and website

Professional Experience: **Communications and Outreach Coordinator**, South Asia Program and Southeast Asia Program, Cornell University (2015-Present), **Administrative Experience**, University of Washington Press (2014-2015), University of Arizona (2012-2014), and Cornell University (2006- 2007)

Recent Publications: 3

Selected Publications: “Roads to and From Nogales,” in *Stone Canoe*, 2018
 “Tangle of Lines” in *Creative Nonfiction*, 2015
 “Eleven months, one week, four days: Japan in fragments,” in *The Places We’ve Been: Field Reports from Travelers Under 35*, The Places We’ve Been Books, Chicago, pp.156–168, 2013.

Distinctions: **Winner of S.I. Newhouse School Prize for Creative Nonfiction** (2018)

Overseas Experience: India; Japan; France

Language Competence:	<u>Language</u>	<u>Speaking</u>	<u>Reading</u>	<u>Writing</u>	<u>Aural Comprehension</u>
English		4	4	4	4
French		3	3	3	3
Japanese		1	1	1	1

GROSSMAN, SARAH

Publications, Managing Editor (Professional Staff)
 Southeast Asia Program
SEAP Time: 100% of 100% FTE

Appointed: 2014
 BA, Bryn Mawr College, 1999
 MA, Cornell University, 2004
 PhD, University of New Mexico, 2012

Professional Activities: Acquiring, developing, and overseeing peer review for manuscripts for the SEAP imprint and the Cornell Modern Indonesia Project at Cornell University Press; managing and producing the journal *Indonesia*; corresponding with authors, reviewers, and the editors of the journal; copy-editing; preparation of final copy; liaising between Cornell University Press and the SEAP Editorial Board; supervision of assistant editor and co-ordination with Cornell University Press on the production of book manuscripts

Professional Experience: **Managing Editor**, Publications, Southeast Asia Program, Cornell University (2014-Present)

Recent Publications: 1

Selected Publications: Grossman, Sarah E. M. *Mining the Borderlands: Industry, Capital, and the Emergence of Engineers in the Southwest Territories, 1855-1910*. University of Nevada Press, 2018.

Distinctions: **Dibner Research Fellow**, History of Science and Technology, Huntington Library (2013-2014)

Overseas Experience: N/A

Language Competence:	<u>Language</u>	<u>Speaking</u>	<u>Reading</u>	<u>Writing</u>	<u>Aural Comprehension</u>
English		4	4	4	4

NAGY, JAMES

Administrative Assistant (Professional Staff)
 Southeast Asia Program
SEAP Time: 100% of 100% FTE

Appointed: 2017

BA, University of California, Berkeley, 2012
 MA, Fuller Theological Seminary, 2015

Professional Activities: Assisting the Director, Associate Director, faculty, staff, and students; corresponds with faculty, staff, students, and visitors to coordinate and facilitate their involvement with the Southeast Asia Program and/or Cornell University; scheduling, coordinating, and maintaining records of Program meetings and events; coordinating travel arrangements for visitors, speakers, and Directors; overseeing all development and maintenance of database records on students, staff, faculty, faculty associates in research, clients, alumni, and associated reports/mailings; tracking financial transactions for SEAP administrative and outreach offices; maintaining SEAP's internal policies/procedures and external compliance information which affect operations of SEAP; procuring inventories, equipment, and supplies for office operations and programming; responsible for development and delivery of all SEAP announcements on its list-serve, Bulletin mailing (2,000 alumni and colleagues), campus mailing (93 clients), and the SEAP Web page; first line public relations role as receptionist and assistant to the Director, Associate Director, and the Program at large

Professional Experience: **Administrative Assistant**, Southeast Asia Program, Cornell University (2017-Present); **Librarian**, Fuller Theological Seminary (2013-2014)

Recent Publications: 0

Distinctions: N/A

Overseas Experience: China

Language Competence:	<u>Language</u>	<u>Speaking</u>	<u>Reading</u>	<u>Writing</u>	<u>Aural Comprehension</u>
	English	4	4	4	4
	French	4	4	4	4
	Greek	N/A	3	N/A	N/A
	Latin	N/A	2	N/A	N/A
	Chinese	1	2	1	2

ABEL, BEN (Library Staff)
 Acquisitions Assistant
 Echols Collection on Southeast Asia, Kroch Library
SEAP Time: 100% of 100% FTE

Appointed: 1986
 Universitas Palangka Raya (Unpar)

Professional Activities: 50% Serials Assistant, 50% Collections Assistant; selecting, ordering, and inputting online holdings information for Southeast Asia serials; reference specialist for Indonesia, Malaysia, Brunei, and Singapore.

Professional Experience: **Southeast Asia Serials/Collections Assistant**, Echols Collection on Southeast Asia, Kroch Library, Cornell University (1986-Present)

Recent Publications: 0

Distinctions: N/A

Overseas Experience: Indonesia; Java; Borneo; Germany; Netherlands

Language Competence:	Language	Speaking	Reading	Writing	Aural Comprehension
	English	4	4	4	4
	Ngaju	4	4	4	4
	Indonesian	4	4	4	4
	Banjar	3	3	3	3
	Melayu	3	3	3	3
	Thai	1	1	1	1

ATKINSON, CAROLE (Library Staff)
 Senior Information Assistant, Asia Desk
 Echols Collection on Southeast Asia, Kroch Library
SEAP Time: 33% of 100% FTE

Appointed: 1992
 BA, University of the Pacific, 1965
 Teaching Credential, San Jose State University, 1969
 MLS, University of Iowa, 1987

Professional Activities: Asia reading room information desk; answering basic reference and research questions; performing a variety of duties relating to reading room, reference collection, and Echols (Southeast Asia collections); processing copy and microfilm duplication requests from institutions and individuals; preparing materials for filming projects

Professional Experience: **Senior Information Assistant, Asia Desk**, Echols Collection on Southeast Asia, Kroch Library, Cornell University (1992-Present); **Interlibrary Loan Assistant**, Reference Library, HQ USAREUR Heidelberg (Past); **Circulation and Tech Services Assistant**, Harvard Law School (Past); **Library Staff, Art/Film/Music Desk**, Evanston Public Library (Past); **Library Staff, A/V Desk and Lab, Tech Services, and Reference Desk**, Iowa City Public Library (Past)

Recent Publications: 0

Distinctions: N/A

Overseas Experience: N/A

Language Competence:	Language	Speaking	Reading	Writing	Aural Comprehension
	English	4	4	4	4
	German	3	3	3	3
	French	2	2	2	2
	Spanish	2	2	2	2
	Russian	1	1	1	1
	Indonesian	1	1	1	1

PR/Award # P015A180109

BUI, YEN (Library Staff)
Vietnamese Cataloger
Echols Collection on Southeast Asia, Kroch Library
SEAP Time: 100% of 100% FTE

Appointed: 1977

Professional Activities: Cataloging materials in Vietnamese; inputting and creating original catalog records in all formats following the appropriate national standards and Cornell University Library policies; creating name, uniform title, subject, and series headings as access points in bibliographic records, and cross-referencing structure in authority records, which involves 1) familiarity with national standards for machine-readable authority data and 2) research in appropriate reference sources or specialized reference tools; answering requests from students and scholars overseas; ordering and purchasing the Vietnamese books

Professional Experience: **Vietnamese Cataloger**, Echols Collection on Southeast Asia, Kroch Library, Cornell University (1977-Present)

Recent Publications: 0

Distinctions: N/A

Overseas Experience: Vietnam

Language Competence:	<u>Language</u>	<u>Speaking</u>	<u>Reading</u>	<u>Writing</u>	<u>Aural Comprehension</u>
	English	4	4	4	4
	Vietnamese	4	4	4	4
	French	2	2	2	2

GHOSH, APARNA (Library Staff)

Administrative Supervisor
Echols Collection on Southeast Asia, Kroch Library
SEAP Time: 100% of 100% FTE

Appointed: 2014

BA, Denison University, 2008

Certificate of Advanced Study, Loyola University, 2012

Professional Activities: Providing administrative support to the Echols Collection, including event coordination and planning; assisting in the logistics of collection management, including working with incoming material; hiring, training, and supervising student/temporary staff to assist with daily collection operations and special projects; providing basic and backup reference assistance to patrons as needed

Professional Experience: **Administrative Supervisor**, Echols Collection on Southeast Asia, Kroch Library, Cornell University (2014-Present); **Reserves Associate**, Loyola University Library (2008-2014)

Recent Publications: 0

Distinctions: N/A

Overseas Experience: N/A

Language Competence:	<u>Language</u>	<u>Speaking</u>	<u>Reading</u>	<u>Writing</u>	<u>Aural Comprehension</u>
	English	4	4	4	4
	Bengali	3	3	3	3
	Japanese	1	1	1	1

MCCARTY, APIKANYA (Library Staff)

Cataloger
Echols Collection on Southeast Asia, Kroch Library
SEAP Time: 100% of 100% FTE

Appointed: 1999

Professional Activities: Cataloging materials in Thai, Khmer, and Lao languages; creating original catalog records in all formats following the appropriate national standards and Cornell University Library policies; creating name, uniform title, subject, and series headings as access points in bibliographic records, and cross-referencing structure in authority records, which involves 1) familiarity with national standards for machine-readable authority data and 2) research in appropriate reference sources or specialized reference tools

Professional Experience: **Cataloger**, Echols Collection on Southeast Asia, Kroch Library, Cornell University (1999-Present)

Recent Publications: 0

Distinctions: N/A

Overseas Experience: Thailand

Language Competence:	<u>Language</u>	<u>Speaking</u>	<u>Reading</u>	<u>Writing</u>	<u>Aural Comprehension</u>
	English	4	4	4	4
	Thai	3	3	3	3
	Lao	3	3	3	3
	Khmer	2	2	2	2

MYINT, SWE SWE (Library Staff)
 Gifts Coordinator and Copy Cataloger
 Echols Collection on Southeast Asia, Kroch Library
SEAP Time: 75% of 100% FTE

Appointed: 2006
 B. Com. Yangon Institute of Economics, Myanmar
 B. Act, Yangon Institute of Economics, Myanmar

Professional Activities: Responsible for cataloging Burmese language books/serials and copy cataloging for other languages except Chinese, Korean, Japanese; reference and collection development duties that relate to materials in Burmese; Gifts Coordinator for all Cornell University Libraries

Professional Experience: **Gifts Coordinator & Copy Cataloger (Copy Cataloging for all languages except Chinese, Korean, Japanese)**, Echols Collection on Southeast Asia, Kroch Library, Cornell University (2006-Present); **Gifts Coordinator for All Cornell University Libraries**, Cornell University (2006-Present); **Lecturer**, Burmese Language Program, Department of Asian Studies, Cornell University (2010-2015)

Recent Publications: 0

Distinctions: N/A

Overseas Experience: Myanmar; Singapore; Thailand; Laos; England; France

Language Competence:	<u>Language</u>	<u>Speaking</u>	<u>Reading</u>	<u>Writing</u>	<u>Aural Comprehension</u>
	English	4	4	4	4
	Burmese	4	4	4	4

PETERSON, JEFFREY (Library Staff)
 Southeast Asian Librarian
 Echols Collection on Southeast Asia, Kroch Library
SEAP Time: 100% of 100% FTE

Appointed: 2005
 BA, California State University, San Bernardino, 1999
 MS, University of Illinois, Urbana-Champaign, 2004
 MA, Northern Illinois University, 2005

Professional Activities: Assisting in the day-to-day operations of the Echols Collection; providing reference services; assisting in the selection of materials

Professional Experience: **Southeast Asian Librarian**, Echols Collection on Southeast Asia, Kroch Library, Cornell University (2005-Present)

Recent Publications: 0

Distinctions: N/A

Overseas Experience: N/A

Language Competence:	<u>Language</u>	<u>Speaking</u>	<u>Reading</u>	<u>Writing</u>	<u>Aural Comprehension</u>
	English	4	4	4	4
	Tagalog	1	1	1	1
	Indonesian	1	1	1	1

ROSS, SARAH (Library Staff)
 Cataloger
 Echols Collection on Southeast Asia, Kroch Library
SEAP Time: 100% of 100% FTE

Appointed: 1986

Professional Activities: Cataloging materials in Western, Indonesian/Malay, and Filipino languages; creating original catalog records in all formats following the appropriate national standards and Cornell University Library policies; creating name, uniform title, subject, and series headings as access points in bibliographic records, and cross-referencing structure in authority records, which involves 1) familiarity with national standards for machine-readable authority data and 2) research in appropriate reference sources or specialized reference tools

Professional Experience: **Cataloger**, Echols Collection on Southeast Asia, Kroch Library, Cornell University (1986-Present)

Recent Publications: 0

Distinctions: N/A

Overseas Experience: N/A

Language Competence:	<u>Language</u>	<u>Speaking</u>	<u>Reading</u>	<u>Writing</u>	<u>Aural Comprehension</u>
	English	4	4	4	4
	Indonesian	2	2	2	2

FILBERTO, DAVID M. (Evaluation Team)	Appointed: 2016
Evaluation Consultant; Research Associate	BS, Cornell University, 1993
Independent	MPA, Cornell University, 2004
SEAP Time: 10% of 100% FTE	PhD, Cornell University, 2008

Professional Activities: Program evaluation and planning; survey design; focusing on climate change
Professional Experience: **Research Associate**, Bronfenbrenner Center for Translational Research, Cornell University (2016-Present); **Research Associate**, Yang-Tan Institute on Employment and Disability (2013-2017); **Postdoctoral Research Associate**, Bronfenbrenner Center for Translational Research, Cornell University (2009); **Teaching Assistant and Instructor**, Department of Policy Analysis and Management, Cornell University (2002-2008)

Recent Publications: 2
Selected Publications: “Mobilizing Older People to Address Climate Change,” with K. Pillemer, in Public Policy and Aging Report, 27(1):18-21, 2017.
 “The green economy and job creation: inclusion of people with disabilities in the USA”, with S. M. Bruyère, in International Journal of Green Economics, 7(3): 257-275, 2013.

Distinctions: **Co-Chair**, Presidents Sustainable Campus Committee, Climate Change Focus Team; **Principal Investigator**, New York State Youth Leadership Forum, New York State Developmental Disabilities Planning Council; **Engaged Opportunity Grant**, Engaged Cornell, for community-engaged projects where student and community partners are ascertaining the emergency and disaster preparedness of older adults with disabilities in Tompkins County, New York

Overseas Experience: N/A
Language Competence:

<u>Language</u>	<u>Speaking</u>	<u>Reading</u>	<u>Writing</u>	<u>Aural Comprehension</u>
English	4	4	4	4

HECHT, JASON (Evaluation Team)	Appointed: 2014
Data Analyst, Mario Einaudi Center for International Studies	BA, Hamilton College, 2006
Associate Director, Cornell Institute for European Studies	MA, Cornell University, 2012
SEAP Time: 10% of 100% FTE	PhD, Cornell University, 2014

Professional Activities: Collecting and analyzing data to assess learning outcomes in international education at Cornell; managing data and assessment tools for the Einaudi Center and its eight core programs; directing operations of Cornell Institute for European Studies and developing strategies to further its mission of promotion, teaching, and research on Europe at Cornell

Professional Experience: **Data Analyst**, Mario Einaudi Center for International Studies (2014-Present); **Associate Director**, Cornell Institute for European Studies (2014-Present); **Administrator and Co-Instructor for Cornell**, Turin Program (2015-Present); **Data Projects Specialist**, Cornell Institute for European Studies (2014)

Recent Publications: 0
Distinctions: **IIE Scholar Rescue Fund Award for Outstanding Service** (2017); **Research Fellowship**, Horowitz Foundation for Social Policy (2014); **Sage Fellowship**, Cornell University (2013-14); **Luigi Einaudi Fellowship**, Cornell Institute for European Studies (2012-13); **Brettschneider Oxford Exchange Grant** (2012-13)

Overseas Experience: N/A
Language Competence:

<u>Language</u>	<u>Speaking</u>	<u>Reading</u>	<u>Writing</u>	<u>Aural Comprehension</u>
English	4	4	4	4

Cornell University Southeast Asia Program Faculty Associates in Research (34), 2017-2018				
Name	Institution	Discipline/Department	Work Title	Geographical
Adityavarman, Ryadi	Kansas State University	Interior Architecture; Product Design	Associate Professor	Indonesia
Amster, Matthew	Gettysburg College	Anthropology	Professor	Malaysia (Borneo)
Aso, Mitch	SUNY Albany	History	Assistant Professor	Vietnam
Bensel, Terrence	Allegheny College	Environmental Science	Professor	General SE Asia
Bjork, Christopher	Vassar College	Education	Professor	Indonesia
Brigham, Robert	Vassar College	History	Professor	Vietnam
Chua, Frank	Mansfield University	History	Associate Professor	Malaysia; Singapore
Collins, Charles	Rochester Institute of Technology	Fine Arts	Professor	General SE Asia
Connery, Cathrene	Salisbury University	Early/Elementary Education	Associate Professor	Myanmar
Deyo, Fred	SUNY Binghamton	Sociology	Professor	Thailand; Philippines
Esara, Pilapa	SUNY Brockport	Anthropology	Associate Professor	Thailand
Felter, Maryanne	SUNY Cayuga Community College	English	Professor	Indonesia
Gaynor, Jennifer	SUNY Buffalo	History	Assistant Professor	Indonesia; Insular
Gibson, Thomas	University of Rochester	Social Anthropology	Professor	Indonesia; Malaysia; Philippines
Harris, Jack	Hobart and William Smith Colleges	Sociology	Professor	Vietnam
Keating, Neal	SUNY Brockport	Anthropology	Associate Professor	Cambodia; Vietnam
Kummer, David	SUNY Westchester Community College	Geography; Economics	Assistant Professor	Philippines
Kusno, Abidin	York University	Environmental Studies	Professor	Indonesia
Lee, Doreen	Northeastern University	Anthropology	Associate Professor	Indonesia
MacLean, Ken	Clark University	Intl Development; Community; Environment	Associate Professor	Vietnam; Myanmar
McCargo, Duncan	Columbia University	Politics and International Studies	Professor	Indonesia; Thailand; Vietnam
Path, Kosal	CUNY Brooklyn	Political Science	Assistant Professor	Cambodia
Pemberton, John	Columbia University	Anthropology	Associate Professor	Indonesia
Poon, Jessie	SUNY Buffalo	Geography	Professor	General SE Asia
Shiffman, Jeremy	American University	Public Administration & Policy	Professor	Indonesia
Sidorowicz, Laura	SUNY Nassau Community College	Psychology	Professor	Thailand
Sinanović, Ermin	International Institute of Islamic Thought	Academic Programs	Director	Malaysia
Stam, Kathryn	SUNY Polytechnic Institute	Anthropology	Professor	Thailand; Myanmar
Tooker, Deborah	Le Moyne College	Anthropology	Professor	Thailand
Weintraub, Andrew	University of Pittsburgh	Music	Professor	Indonesia
Weiss, Meredith	SUNY Albany	Political Science	Professor	Malaysia; Indonesia;
White, Orvil	SUNY Cortland	Childhood/Early Childhood	Associate Professor	Thailand
Wilcox, Wynn	Western Connecticut State University	History	Professor	Vietnam
Zucker, Eve	Yale University	MacMillan Center for International & Area Studies	Visiting Fellow	Cambodia

CORNELL UNIVERSITY
STAFF POSITION DESCRIPTION

Date: _____

The university job title classification will be determined in accordance with the [Position Classification Process](#).
Please refer to the [Guidelines for Preparing the Staff Position Description](#) prior to completing this document.

Current Incumbent, if any:	Brenna Fitzgerald	Position #:	
University Job Title:	Extension Support Specialist II	Pay Band:	
Working Title (if different):	Outreach and Communications Specialist	Exempt: <input type="checkbox"/>	Nonexempt: <input type="checkbox"/>
Department Name:	Southeast Asia Program & South Asia Program — Einaudi Center for International Studies	Dept Code:	A42
Immediate Supervisor's Name and University Job Title:	Thamora Fishel, Associate Director of SEAP		

POSITION SUMMARY AND PREFERRED QUALIFICATIONS

In concert with the Southeast Asia Program mission and its joint projects with the South Asia Program and the Mario Einaudi Center for International Studies, this full-time position will promote international knowledge and understanding, particularly about South and Southeast Asia, on and off campus, in the New York State region, nationally and internationally.

Coordinate collaborative primary and secondary school (K-12) international educational outreach: organize annual International Studies Summer Institute for K-12 teachers and pre-service teachers; supervise graduate assistants responsible for 1) international outreach lending libraries and 2) afterschool language and culture program; oversee data collection, reporting and evaluation for all K-12 outreach activities.

Support implementation and assist with logistics of specific post-secondary outreach programs and projects, such as professional development workshops or events and speaker visits to partner institutions.

Manage communications for the Southeast Asia Program including the SEAP website, social media, publicity aimed at undergraduates, and media and press relations. Contribute to the visibility of the program through the creative and data-driven use of the website and other digital media to disseminate stories that will engage various constituencies.

Oversee production of the SEAP bulletin, a magazine-style publication that is the primary public relations vehicle for the Southeast Asia Program. Responsibilities include soliciting articles from faculty, graduate students and visiting fellows; writing short pieces on outreach and SEAP events such as conferences, awards, and other news; editing articles; working with graphic designer, printer, and mail services.

Two year renewable term appointment, dependent upon funding and performance.

REQUIRED QUALIFICATIONS: Specify required minimum equivalency for education, experience, skills, information systems knowledge, etc.

Bachelor's degree; more than 2 years' experience or equivalent combination of education and experience. Strong writing and communication skills (including editing and public speaking), facility with world wide web, social media, and online tools and reporting platforms. Ability to independently set priorities and effectively manage multiple program responsibilities. Demonstrated ability to identify and work collaboratively with or serve a diversified client base from K-16 education professionals to the general public, staff, and alumni.

Preferred Qualifications:

South or Southeast Asian Studies background, experience living in a South or Southeast Asian country, professional writing experience, experience in primary, secondary, and college educational setting including curriculum design, and familiarity with US Department of Education NRC guidelines or programs. Experience in international education considered a plus.

DRAFT

RESPONSIBILITIES/ESSENTIAL FUNCTIONS: List the position’s assigned responsibilities and estimate percentage of annual time spent on each responsibility. Include only the essential functions that are fundamental and necessary to the position.

	Approximate % of time, Annualized
<p><u>Collaborative K-12 Outreach Programming:</u> Coordinate planning and logistics for annual collaborative teacher training International Studies Summer Institute, including communication with school districts, Board of Cooperative Educational Services (BOCES), and other outreach partners.</p> <p>Supervise graduate assistants responsible for 1) managing Einaudi Center international outreach lending libraries and 2) supporting afterschool language and culture program in collaboration with Public Service Center. Responsible for collecting data, evaluation and reporting on all collaborative K-12 outreach activities.</p>	<p>25%</p> <p>(Funding provided by SEAP-10%, SAP-10%, and Einaudi 5%)</p>
<p><u>Post-Secondary Programming Support:</u> Provide implementation support on a task-specific basis for SEAP and Cornell-Syracuse South Asia Consortium post-secondary outreach and engagement with community colleges and teacher training programs. Attend regular post-secondary outreach planning meetings. Assignments determined in consultation with post-secondary outreach planning group.</p>	<p>10%</p> <p>(Funding provided by SEAP - 5%, SAP - 5%)</p>
<p><u>SEAP Media Outreach:</u> Coordinate and oversee SEAP Visibility Project and all SEAP digital and print communications. Regularly review and update SEAP strategic media plan based on web analytics and other data and in consultation with SEAP Director and Associate Director. Publicize and promote SEAP activities and opportunities to existing and new constituencies, particularly undergraduates. Serve as SEAP’s liaison to Einaudi Center webmaster and/or website development/management teams.</p>	<p>30%</p>
<p><u>SEAP Bulletin:</u> Responsible for the development, production and fulfillment of two annual editions of the SEAP Bulletin, an important program publication aimed at an academic and general audience. Requires extensive collaboration with faculty, graduate and undergraduate students and various Cornell entities (departments, libraries, museum). Responsibilities include soliciting articles from faculty, graduate students and visiting fellows; writing short pieces on outreach and SEAP events such as conferences, awards, and other news; editing articles; working with graphic designer, printer, and mail services.</p>	<p>35%</p>
	<p>100%</p>

FOR EACH FACTOR BELOW, CHECK THE PHRASE THAT BEST FITS THE CHARACTERISTICS OF THIS POSITION

MINIMUM EDUCATION EQUIVALENCY

- High School Diploma
- Training 6 months to 1 year, technical trade-no degree
- Associate's Degree
- Bachelor's Degree
- Training beyond Bachelor's, less than Master's Degree
- Master's Degree
- PhD/EdD/JD/ or LLB
- MD/DVM

MINIMUM JOB-RELATED EXPERIENCE

- Less than 6 months
- 6 months to 1 year
- 1 to 2 years
- 2 to 3 years
- 3 to 4 years
- 4 to 5 years
- 5 to 7 years
- 7 but less than 10 years
- More than 10 years

ACCOUNTABILITY THROUGH SCOPE OF IMPACT

- Limited; immediate group/department
- Moderate; beyond the department
- Substantial; beyond college/admin unit
- Significant; beyond university

INTERACTION WITHIN UNIVERSITY

- Receive/provide information
- Assist others; provide/obtain cooperation
- Provide guidance/coordinate activities/contribute to work groups
- Coordinate major activities/sensitive situations
- High level interaction; considerable diversity, highly sensitive and/or confidential

INTERACTION WITH STUDENTS

- None to limited
- Occasional; provide information
- Frequent; provide advice on complex issues or provide instruction on more complex equipment

INTERACTION OUTSIDE UNIVERSITY

- Limited
- Conduct straightforward business; provide information
- Conduct complex business; provide/receive/analyze/develop guidance and advice
- Develop/make presentations and negotiate

DIRECTING OTHERS

- No responsibility for others
- Occasional guidance to co-workers
- Supervises others who perform similar work
- Supervises, assigns and reviews work of others
- Manages supervisors
- Broadly directs managers

COMPLEXITY OF WORK / DECISION-MAKING

- Predominantly follows established procedures, practice, policy; makes routine decisions within prescribed limits
- Occasionally adapts procedures to resolve unusual cases; make some decisions requiring consideration of criteria
- Frequently adapts procedures to resolve questionable cases; often makes decisions requiring consideration of criteria
- Occasionally develops practice, suggests policy changes to resolve difficult cases
- Often develops practice, assists/influences decisions, recommends policy changes to resolve difficult cases and address emerging organizational change
- Regularly develops policy to address organizational change; regularly makes policy-setting decisions

SCOPE OF DECISION-MAKING ACTIVITY

- Functional area within department or minimal student/employee effect
- Multiple functional areas with limited student/employee effect
- Entire department or moderate student/employee effect
- Several departments or significant student/employee effect

DIRECTION RECEIVED

- Detailed instructions or guided by standard policy/procedure
- General Supervision
- Very general direction
- Little guidance; considerable latitude for exercising judgment and self-direction

SUPPORT SKILLS-WRITING

- Limited writing required
- Usually issues standard responses
- Frequently writes non-standard responses
- Frequently writes extensive, non-standard responses based on specialized knowledge, interpretation of data and/or research

SUPPORT SKILLS-COMPUTER

- Limited use of computers; uses basic communication and time-collection tools
- Uses basic business/technical programs/applications to perform responsibilities
- Uses a variety of basic and advanced business/technical programs/applications to perform responsibilities involving data management and analysis
- Uses a wide-variety of advanced and complex business/technical programs/applications to manage data, systems, and information technology infrastructure; applies programming skills
- Applies advanced programming skills for wide-variety of advanced and complex business/technical programs/applications to refine/develop systems, information technology, and data infrastructures.

WORKING CONDITIONS

ESSENTIAL PHYSICAL REQUIREMENTS*

- Typically lifts less than 10 lbs
- Typically lifts 10 to 20 lbs
- Typically lifts 20 to 50 lbs
- Typically lifts more than 50 lbs.

VISUAL

- Normal concentration
- Close concentration
- Close concentration/manual dexterity
- Acute concentration/eye-hand coordination

HAZARDS

- Limited exposure
- Chemicals/careful use
- Chemicals/safety precautions
- Highly toxic chemicals



Skills for Success

(The following skills are essential for individual and organizational success)

SKILLS

EXAMPLES OF DEMONSTRATED BEHAVIOR

Inclusiveness

- Shows respect for differences in backgrounds, lifestyles, viewpoints, and needs in reference to areas such as ethnicity, race, gender, creed, and sexual orientation
- Promotes cooperation and a welcoming environment for all
- Works to understand the perspectives brought by all individuals
- Pursues knowledge of diversity and inclusiveness

Adaptability

- Is flexible, open and receptive to new ideas and approaches
- Adapts to changing priorities, situations and demands
- Handles multiple tasks and priorities
- Modifies one's preferred way of doing things

Self Development

- Enhances personal knowledge, skills, and abilities
- Anticipates and adapts to technological advances as needed
- Seeks opportunities for continuous learning
- Seeks and acts upon performance feedback

Communication

- Demonstrates the ability to express thoughts clearly, both orally and in writing
- Demonstrates effective listening skills
- Shares knowledge and information
- Asks questions and offers input for positive results

Teamwork

- Builds working relationships to solve problems and achieve common goals
- Demonstrates sensitivity to the needs of others
- Offers assistance, support, and feedback to others
- Works effectively and cooperatively with others

Service-Minded

- Is approachable/accessible to others
- Reaches out to be helpful in a timely and responsive manner
- Strives to satisfy one's external and/or internal customers
- Is diplomatic, courteous, and welcoming

Stewardship

- Demonstrates accountability in all work responsibilities
- Exercises sound and ethical judgment when acting on behalf of the university
- Exercises appropriate confidentiality in all aspects of work
- Shows commitment to work and to consequences of own actions

Motivation

- Shows initiative, anticipates needs and takes actions
- Demonstrates innovation, creativity and informed risk-taking
- Engages in problem-solving; suggests ways to improve performance and be more efficient
- Strives to achieve individual, unit, and university goals

**CORNELL UNIVERSITY
STAFF POSITION DESCRIPTION**

Date: _____

The university job title classification will be determined in accordance with the Position Classification Process.

Please refer to Preparing the Staff Position Description prior to completing this document.

Current Incumbent, if any: <u>Vacant</u>	Position #: _____
University Job Title: <u>Extension Support Specialist II</u>	Pay Band: _____
Working Title (if different): <u>Post-secondary Outreach Coordinator (50% FTE)</u>	Exempt: <input type="checkbox"/> Nonexempt: <input type="checkbox"/>
Department Name: <u>South Asia Program & Southeast Asia Program</u>	Dept Code: <u>A42 & A41</u>

Immediate Supervisor's Name and University Job Title: Thamora Fishel, SEAP Assoc Dir. & Daniel Bass, SAP Manager

POSITION SUMMARY and PREFERRED QUALIFICATIONS are combined for any associated posting.

POSITION SUMMARY: Explain the purpose for the position and summarize the responsibilities.

Develop and coordinate international educational outreach to targeted community colleges and teacher education programs. Build partnerships, create engagement strategies, and recruit faculty from partner institutions to participate in curriculum development opportunities created as part of federal National Resource Center (NRC) grants.

Support the missions of the Cornell-Syracuse South Asia Consortium and the Cornell Southeast Asia Program (SEAP) to promote knowledge and understanding of South and Southeast Asia. Lead the implementation of collaborative new initiatives to support global learning.

Evaluate impact and outcomes of post-secondary outreach. Use appropriate web tools for reporting purposes and work with external evaluator to identify areas for program improvement.

The scope of work is both on- and off-campus, regional, and national. The NRC-related aspects of the position involves substantial, ongoing engagement with university-level educators at 2-year, 4-year, and research campuses. All aspects of the position involve inter-cultural communication.

This is a two-year, renewable term appointment, dependent on funding and performance.

REQUIRED QUALIFICATIONS: Specify required minimum equivalency for education, experience, skills, information systems knowledge, etc.

Bachelor's degree; with 3 to 5 years' experience or equivalent combination of education and experience. Strong writing and communication skills (including editing and public speaking), some facility with world wide web and databases, ability to independently set priorities and effectively manage multiple program responsibilities. Demonstrated ability to identify and work collaboratively with or serve a diversified client base from K-16 education professionals to the general public, staff, and alumni. Demonstrated intercultural knowledge.

PREFERRED QUALIFICATIONS: Specify preferred specialized education, field and/or certifications.

South or Southeast Asian Studies background, experience living in a South or Southeast Asian country, professional writing experience, experience in primary, secondary, and college educational setting including curriculum design, and familiarity with US Department of Education NRC guidelines or programs. Experience in international education considered a plus.

Responsibilities/Essential Functions: List the position’s assigned responsibilities and estimate percentage of annual time spent on each responsibility. Include only the essential functions that are fundamental and necessary to the position.

	Approximate % of time, Annualized
<p>Program Development: Collaborate with the Cornell-Syracuse South Asia consortium and Southeast Asia Program at Cornell to develop strategies and plan programming to engage community colleges and teacher education programs in internationalization partnerships. Create opportunities for partner faculty to acquire and expand their international knowledge, teaching strategies, and course content, with a particular focus of incorporating South and Southeast Asia content into the curriculum. Convene and conduct regular post-secondary outreach group planning meetings.</p>	10%
<p>Partnership Building: Initiate contact and regularly communicate with faculty, staff, and administrators at community colleges and teacher education programs to build and expand joint partnerships with the Cornell-Syracuse South Asia consortium and Southeast Asia Program at Cornell. Identify potential points of common interest among faculty, solicit programming needs and ideas, match speaker/performer opportunities with outlets at partner institutions, and facilitate connections and resource-sharing. Recruit and mentor faculty as potential participants in faculty fellows programs and encourage communication among faculty about opportunities to collaborate with Cornell-Syracuse South Asia consortium and Southeast Asia Program.</p>	15%
<p>Program Implementation: Plan, prepare, and disseminate guidelines and recruitment materials for faculty fellows programs and faculty international travel grants at partner community colleges and teacher education institutions. Oversee recruitment and selection process in consultation with Cornell-Syracuse South Asia consortium and Southeast Asia Program leadership and with administrators at partner institutions.</p> <p>Create mentorship structure, cohort-building, and focused professional development workshops for community college and school of education faculty fellows, faculty travel grant recipients, and engage other interested faculty. Communicate and follow up regularly with fellows to ensure they receive appropriate support, understand program aims and requirements, and are able to submit deliverables in a timely fashion.</p> <p>Coordinate speakers, presentations, guest lecturers, performances, exhibits and other activities that bring South and Southeast Asia content to partner institution community college and teacher education campuses and maximize sharing of resources.</p>	20%
<p>Reporting and Evaluation: Responsible for reporting and evaluation on all post-secondary outreach activities, particularly those related to grant requirements. Collect and provide post-data and outcomes in IRIS (USDE web-based reporting tool) and other internal reporting tools. Work with external evaluators to analyze and evaluate programs and partnership building efforts; develop recommendations for change to strengthen and improve post-secondary outreach initiatives and programs.</p> <p>Other duties as assigned.</p>	5%
TOTAL	50%

ADDITIONAL COMMENTS: USE EXTRA PAGES IF NECESSARY.



Skills for Success

(The following skills are essential for individual and organizational success)

SKILLS

EXAMPLES OF DEMONSTRATED BEHAVIOR

Inclusiveness

- Shows respect for differences in backgrounds, lifestyles, viewpoints, and needs in reference to areas such as ethnicity, race, gender, creed, and sexual orientation
- Promotes cooperation and a welcoming environment for all
- Works to understand the perspectives brought by all individuals
- Pursues knowledge of diversity and inclusiveness

Adaptability

- Is flexible, open and receptive to new ideas and approaches
- Adapts to changing priorities, situations and demands
- Handles multiple tasks and priorities
- Modifies one's preferred way of doing things

Self Development

- Enhances personal knowledge, skills, and abilities
- Anticipates and adapts to technological advances as needed
- Seeks opportunities for continuous learning
- Seeks and acts upon performance feedback

Communication

- Demonstrates the ability to express thoughts clearly, both orally and in writing
- Demonstrates effective listening skills
- Shares knowledge and information
- Asks questions and offers input for positive results

Teamwork

- Builds working relationships to solve problems and achieve common goals
- Demonstrates sensitivity to the needs of others
- Offers assistance, support, and feedback to others
- Works effectively and cooperatively with others

Service-Minded

- Is approachable/accessible to others
- Reaches out to be helpful in a timely and responsive manner
- Strives to satisfy one's external and/or internal customers
- Is diplomatic, courteous, and welcoming

Stewardship

- Demonstrates accountability in all work responsibilities
- Exercises sound and ethical judgment when acting on behalf of the university
- Exercises appropriate confidentiality in all aspects of work
- Shows commitment to work and to consequences of own actions

Motivation

- Shows initiative, anticipates needs and takes actions
- Demonstrates innovation, creativity and informed risk-taking
- Engages in problem-solving; suggests ways to improve performance and be more efficient
- Strives to achieve individual, unit, and university goals

FOR EACH FACTOR BELOW, CHECK THE PHRASE THAT BEST FITS THE CHARACTERISTICS OF THIS POSITION

MINIMUM EDUCATION EQUIVALENCY:

- High School Diploma
- Training 6 months to 1 year, technical trade-no degree
- Associate's Degree
- Bachelor's Degree
- Training beyond Bachelor's, less than Master's Degree
- Master's Degree
- PhD/EdD/JD/ or LLB
- MD/DVM

MINIMUM JOB-RELATED EXPERIENCE:

- Less than 6 months
- 6 months to 1 year
- 1 to 2 years
- 2 to 3 years
- 3 to 4 years
- 4 to 5 years
- 5 to 7 years
- 7 but less than 10 years
- More than 10 years

ACCOUNTABILITY THROUGH SCOPE OF IMPACT:

- Limited; immediate group/department
- Moderate; beyond the department
- Substantial; beyond college/admin unit
- Significant; beyond university

INTERACTION WITHIN UNIVERSITY:

- Receive/provide information
- Assist others; provide/obtain cooperation
- Provide guidance/coordinate activities/contribute to work groups
- Coordinate major activities/sensitive situations
- High level interaction; considerable diversity, highly sensitive and/or confidential

INTERACTION WITH STUDENTS:

- None to limited
- Occasional; provide information
- Frequent; provide advice on complex issues or provide instruction on more complex equipment

INTERACTION OUTSIDE UNIVERSITY:

- Limited
- Conduct straightforward business; provide information
- Conduct complex business;
- Provide/receive/analyze/develop guidance and advice
- Develop/make presentations and negotiate

DIRECTING OTHERS:

- No responsibility for others
- Occasional guidance to co-workers
- Supervises others who perform similar work
- Supervises, assigns and reviews work of others
- Manages supervisors
- Broadly directs managers

COMPLEXITY OF WORK / DECISION-MAKING:

- Predominantly follows established procedures, practice, policy; makes routine decisions within prescribed limits
- Occasionally adapts procedures to resolve unusual cases; make some decisions requiring consideration of criteria
- Frequently adapts procedures to resolve questionable cases; often makes decisions requiring consideration of criteria
- Occasionally develops practice, suggests policy changes to resolve difficult cases
- Often develops practice, assists/influences decisions, recommends policy changes to resolve difficult cases and address emerging organizational change
- Regularly develops policy to address organizational change; regularly makes policy-setting decisions

SCOPE OF DECISION-MAKING ACTIVITY:

- Functional area within department or minimal student/employee effect
- Multiple functional areas with limited student/employee effect
- Entire department or moderate student/employee effect
- Several departments or significant student/employee effect

DIRECTION RECEIVED:

- Detailed instructions or guided by standard policy/procedure
- General Supervision
- Very general direction
- Little guidance; considerable latitude for exercising judgment and self-direction

SUPPORT SKILLS-WRITING

- Limited writing required
- Usually issues standard responses
- Frequently writes non-standard responses
- Frequently writes extensive, non-standard responses based on specialized knowledge, interpretation of data and/or research

SUPPORT SKILLS-COMPUTER

- Limited use of computers; uses basic communication and time-collection tools
- Uses basic business/technical programs/applications to perform responsibilities
- Uses a variety of basic and advanced business/technical programs/applications to perform responsibilities involving data management and analysis
- Uses a wide-variety of advanced and complex business/technical programs/applications to manage data, systems, and information technology infrastructure; applies programming skills
- Applies advanced programming skills for wide-variety of advanced and complex business/technical programs/applications to refine/develop systems, information technology, and data infrastructures.

WORKING CONDITIONS

ESSENTIAL PHYSICAL REQUIREMENTS*

- Typically lifts less than 10 lbs
- Typically lifts 10 to 20 lbs
- Typically lifts 20 to 50 lbs
- Typically lifts more than 50 lbs.

VISUAL

- Normal concentration
- Close concentration
- Close concentration/manual dexterity
- Acute concentration/eye-hand coordination

HAZARDS

- Limited exposure
- Chemicals/careful use
- Chemicals/safety precautions
- Highly toxic chemicals

CORNELL UNIVERSITY

SOUTHEAST ASIA PROGRAM

APPENDIX: COURSE LIST

Course List Summary Cross-Reference to CV by Faculty College	Pg. 2-4
Course List Summary Cross-Reference to CV by Faculty Last Name	Pg. 5-7
First Year Writing Seminars 2014-2018	Pg. 8
New Courses 2014-2019	Pg. 9-11
Course List	
Guide to Course List	Pg. 12-13
Area Studies Course List	Pg. 14-106
Language Course List	Pg. 107-116

Course List Summary Cross-Reference to CV by Faculty College

CV PAGE	FACULTY MEMBER	% SEA FTE (if Core, Affiliated, or Language Faculty)	COURSES = 100% SEA CONTENT	COURSES < 100% SEA CONTENT
College of Agriculture and Life Sciences				
Development Sociology				
31	Duff, Bryan	10%	ASIAN 4495; EDUC 4940	
18	Williams, Linda	50%	DSOC 7900, 8720, 9900	ASIAN 6620; DSOC 4300, 4380, 6120, 6150, 6300, 6380
Entomology				
N/A	Hoffman, Michael	N/A		ALS 3600, 3601; ASIAN 3360, 3361
Food Science				
N/A	Rizvi, Syed	N/A	FDSC 4020, 6020; IARD 4020, 6020	
Horticulture				
N/A	Pritts, Marvin	N/A	FDSC 4020; IARD 4020	
36	Tucker, Terry	15%	FDSC 4020; IARD 4020	IARD 7830
Natural Resources				
9	Allred, Shorna	25%	NTRES 4000, 4940, 4990, 5900, 6970, 7900, 8900, 9900	
N/A	Rodewald, Amanda	N/A		NTRES 4940
Plant Breeding and Genetics				
30	Coffman, W. Ronnie	10%	FDSC 6020; IARD 6020	
N/A	Raman, Kandukuri	N/A	FDSC 4020, 6020; IARD 4020, 6020	
College of Architecture, Art, and Planning				
City and Regional Planning				
10	Beard, Victoria	75%		CRP 1101, 6792
N/A	Foster, Jeremy	N/A	ARCH 6308; ASIAN 6682; SHUM 6308	
College of Arts and Sciences				
Anthropology				
11	Fiskesjö, Magnus	80%	ANTHR 4910, 4920, 4983, 4984, 7520, 7910, 7920, 7930; ARKEO 3000, 4981, 4982, 6000, 8901; ASIAN 3300, 6600	ANTHR 3451, 3520, 3546, 4523, 6520, 7523; ARKEO 3520, 3451, 6530; ARTH 3451; ASIAN 3345, 3362, 6652
17	Welker, Marina	100%	ANTHR 3516, 6516, 4910, 4920, 4983, 4984, 7520, 7910, 7920, 7930	ANTHR 1101
18	Willford, Andrew	65%	ANTHR 4513, 4910, 4920, 4983, 4984, 7513, 7520; ASIAN 4413, 7713, 7910, 7920, 7930	ANTHR 1400
Asian American Studies				
N/A	Chang, Derek	N/A		AAS 1100, 2130; AMST 2640; HIST 2640
N/A	Lau, Chrissy	N/A		AAS 3470, 3515; AMST 3470, 3520; FGSS 3470; HIST 3470, 3515
N/A	Munasinghe, Viranjini	N/A		AAS 3030; AMST 3703; ANTHR 1101, 3703, 6703
N/A	Wong, Shelley	N/A		AAS 2620; AMST 2620; ENGL 2626
Asian Studies				
N/A	Barua, D. Mitra	N/A		ASIAN 4424, 6624; RELST 4424, 6624

PR/Award # P015A180109

Course List Summary Cross-Reference to CV by Faculty College

CV PAGE	FACULTY MEMBER	% SEA FTE (if Core, Affiliated, or Language Faculty)	COURSES = 100% SEA CONTENT	COURSES < 100% SEA CONTENT
10	Blackburn, Anne	25%	ASIAN 4401, 4402, 4403, 4404, 7703, 7704	ASIAN 1110, 2261, 3309, 4462, 4466, 6662, 6666; RELST 2261, 3309, 4462, 4465, 6665
N/A	Boucher, Daniel	N/A		ASIAN 2299; RELST 2299
11	Formichi, Chiara	100%	ASIAN 2208, 3311, 4401, 4402, 4403, 4404, 6611, 7703, 7704; NES 3511; RELST 3311	ASIAN 2247, 2255, 4434, 6634; NES 2649, 4634; RELST 2247, 2255, 4434
12	Fuhrmann, Arnika	100%	ARCH 6308; ASIAN 3331, 4401, 4402, 4403, 4404, 4425, 6625, 6631, 6682, 7703, 7704; FGSS 3331, 4415, 6331, 6625; LGBT 3331, 4425, 6331, 6625; PMA 3431; RELST 3331; SHUM 6308	ASIAN 1103, 1108, 3376, 4423, 6623, 6676; FGSS 3376, 4504, 6504, 6676; PMA 4504
13	Green, Gregory	100%	ASIAN 6613	
23	Jagacinski, Ngampit	100%	THAI 1100, 1121, 1122, 2201, 2202, 2203, 2204, 3301, 3302, 3303, 3304, 4431, 4432	
23	Khaing, Yu Yu	100%	BURM 1121, 1122, 2201, 2202, 3301, 3302, 4431, 4432	
N/A	Kurniawan, Okki	N/A	INDO 3316	
24	Pandin, Jolanda	100%	INDO 1100, 1121, 1122, 2201, 2202, 3301, 3302, 4431, 4432	
25	Phan, Hannah	100%	KHMER 1100, 1121, 1122, 2201, 2202, 2203, 2204, 3301, 3302 4431, 4432	
25	Savella, Maria Theresa	100%	TAG 1100, 1121, 1122, 2201, 2202, 3301, 3302, 4431, 4432	
16	Taylor, Keith	100%	ASIAN 1117, 2298, 3312, 3385, 4401, 4402, 4403, 4404, 6671, 6685, 7703, 7704; HIST 2890, 3312, 3880, 6880	
N/A	Tran, Jason	N/A	ASIAN 1111	
26	Tranviet, Thuy	100%	VIET 1100, 1121, 1122, 2201, 2203, 3301, 3302, 4431, 4432	ALS 3600, 3601; ASIAN 3360, 3361
N/A	Vo, Eileen	N/A	ASIAN 1105, 1111	
N/A	White, Erick	N/A		ASIAN 3367, 4466, 6666; RELST 3367, 4466, 6666
Comparative Literature				
N/A	Wijaya, Elizabeth	N/A	COML 1126	
Government				
29	Carlson, Allen	10%		ASIAN 4475; CAPS 4870; GOVT 4877, 6877
N/A	Mertha, Andrew	N/A	ASIAN 3330, 4414; CAPS 3434, 4414; GOVT 3434, 4414, 4999, 7999	
15	Pepinsky, Tom	95%	ASIAN 3334; GOVT 3443, 4999, 7999	ASIAN 4498; GOVT 4194
History				
N/A	Craib, Raymond	N/A		AMST 1951; HIST 1951, 4515, 6515; LATA 1951
N/A	Ghosh, Durba	N/A		ASIAN 1191; CAPS 1910; HIST 1910

Course List Summary Cross-Reference to CV by Faculty College

CV PAGE	FACULTY MEMBER	% SEA FTE (if Core, Affiliated, or Language Faculty)	COURSES = 100% SEA CONTENT	COURSES < 100% SEA CONTENT
14	Loos, Tamara	100%	ASIAN 2206, 3396, 4416, 6601, 6618, 6696; FGSS 4160, 6160; HIST 2001, 2070, 3002, 3960, 4160, 4870, 6160, 6163, 6870, 6960, 8004; LGBT 4160, 6160	AMST 1951; HIST 1951; LATA 1951
N/A	Reeder, Matthew	N/A		HIST 1200
16	Taglizacozzo, Eric	75%	ASIAN 3396, 3397, 4458, 6658, 6696, 6697; HIST 2001, 3002, 3950, 3960, 4490, 6490, 6950, 6960, 8004	ASIAN 1191, 2228, 4492; CAPS 1910; HIST 1402, 1750, 1910, 2280, 4515, 4922, 6515, 6922
N/A	Townsend, Rebecca	N/A	HIST 1137	
N/A	Vu, Hoang	N/A	HIST 1200	
History of Art and Visual Studies				
N/A	Alexandridis, Annetta	N/A		ARTH 4860, 6860; VISST 4860
N/A	Corey, Pamela	N/A		ARTH 1149
N/A	Finley, Cheryl	N/A		ARTH 4107; VISST 4607
N/A	Klimaszewski, Cathy	N/A		ARTH 4107, 4860, 6860; VISST 4607, 4860
14	McGowan, Kaja	75%	ARTH 3850, 3856, 4854, 4991, 4992, 5991, 5992, 5993, 5994, 6854; ASIAN 3350, 3356, 4404, 4495, 4499, 6699; EDUC 4940; VISST 3696, 4854, 6854	ARTH 2805, 3855, 4851, 4852, 4855, 4856, 4858, 4860, 6851, 6852, 6855, 6856, 6858, 6860; ASIAN 2285, 3394, 4442, 4445, 4456, 4487, 6644, 6645, 6646, 6656; PMA 4358; VISST 2805, 3655, 4851, 4852, 4855, 4857, 4858, 4860, 6855
N/A	Pan, An-Yi	N/A		ARTH 2805; ASIAN 2285; VISST 2805
Linguistics				
8	Cohn, Abigail	100%	LING 3390, 4493, 4494, 7701, 7702	
17	Whitman, John	50%	LING 3390, 4493, 4494, 7701, 7702	LING 6606
Music				
15	Miller, Christopher	100%	ASIAN 2245; MUSIC 1341, 3610, 4641; VISST 2744	
College of Human Ecology				
Nutritional Sciences				
34	Parra, Pilar	10%	FDSC 4020; IARD 4020	
College of Veterinary Medicine				
Clinical Sciences				
34	Radcliffe, Robin	15%		NTRES 4940

Course List Summary Cross-Reference to CV by Faculty Last Name

CV PAGE	FACULTY MEMBER	% SEA FTE (if Core, Affiliated, or Language Faculty)	COURSES = 100% SEA CONTENT	COURSES < 100% SEA CONTENT
N/A	Alexandridis, Annetta	N/A		ARTH 4860, 6860; VISST 4860
9	Allred, Shorna	25%	NTRES 4000, 4940, 4990, 5900, 6970, 7900, 8900, 9900	
N/A	Barua, D. Mitra	N/A		ASIAN 4424, 6624; RELST 4424, 6624
10	Beard, Victoria	75%		CRP 1101, 6792
10	Blackburn, Anne	25%	ASIAN 4401, 4402, 4403, 4404, 7703, 7704	ASIAN 1110, 2261, 3309, 4462, 4466, 6662, 6666; RELST 2261, 3309, 4462, 4465, 6665
N/A	Boucher, Daniel	N/A		ASIAN 2299; RELST 2299
29	Carlson, Allen	10%		ASIAN 4475; CAPS 4870; GOVT 4877, 6877
N/A	Chang, Derek	N/A		AAS 1100, 2130; AMST 2640; HIST 2640
30	Coffman, W. Ronnie	10%	FDSC 6020; IARD 6020	
8	Cohn, Abigail	100%	LING 3390, 4493, 4494, 7701, 7702	
N/A	Corey, Pamela	N/A		ARTH 1149
N/A	Craib, Raymond	N/A		AMST 1951; HIST 1951, 4515, 6515; LATA 1951
31	Duff, Bryan	10%	ASIAN 4495; EDUC 4940	
N/A	Finley, Cheryl	N/A		ARTH 4107; VISST 4607
11	Fiskesjö, Magnus	80%	ANTHR 4910, 4920, 4983, 4984, 7520, 7910, 7920, 7930; ARKEO 3000, 4981, 4982, 6000, 8901; ASIAN 3300, 6600	ANTHR 3451, 3520, 3546, 4523, 6520, 7523; ARKEO 3520, 3451, 6530; ARTH 3451; ASIAN 3345, 3362, 6652
11	Formichi, Chiara	100%	ASIAN 2208, 3311, 4401, 4402, 4403, 4404, 6611, 7703, 7704; NES 3511; RELST 3311	ASIAN 2247, 2255, 4434, 6634; NES 2649, 4634; RELST 2247, 2255, 4434
N/A	Foster, Jeremy	N/A	ARCH 6308; ASIAN 6682; SHUM 6308	
12	Fuhrmann, Arnika	100%	ARCH 6308; ASIAN 3331, 4401, 4402, 4403, 4404, 4425, 6625, 6631, 6682, 7703, 7704; FGSS 3331, 4415, 6331, 6625; LGBT 3331, 4425, 6331, 6625; PMA 3431; RELST 3331; SHUM 6308	ASIAN 1103, 1108, 3376, 4423, 6623, 6676; FGSS 3376, 4504, 6504, 6676; PMA 4504
N/A	Ghosh, Durba	N/A		ASIAN 1191; CAPS 1910; HIST 1910
13	Green, Gregory	100%	ASIAN 6613	
N/A	Hoffman, Michael	N/A		ALS 3600, 3601; ASIAN 3360, 3361
23	Jagacinski, Ngampit	100%	THAI 1100, 1121, 1122, 2201, 2202, 2203, 2204, 3301, 3302, 3303, 3304, 4431, 4432	
23	Khaing, Yu Yu	100%	BURM 1121, 1122, 2201, 2202, 3301, 3302, 4431, 4432	
N/A	Klimaszewski, Cathy	N/A		ARTH 4107, 4860, 6860; VISST 4607, 4860
N/A	Kurniawan, Okki	N/A	INDO 3316	

Course List Summary Cross-Reference to CV by Faculty Last Name

CV PAGE	FACULTY MEMBER	% SEA FTE (if Core, Affiliated, or Language Faculty)	COURSES = 100% SEA CONTENT	COURSES < 100% SEA CONTENT
N/A	Lau, Chrissy	N/A		AAS 3470, 3515; AMST 3470, 3520; FGSS 3470; HIST 3470, 3515
14	Loos, Tamara	100%	ASIAN 2206, 3396, 4416, 6601, 6618, 6696; FGSS 4160, 6160; HIST 2001, 2070, 3002, 3960, 4160, 4870, 6160, 6163, 6870, 6960, 8004; LGBT 4160, 6160	AMST 1951; HIST 1951; LATA 1951
14	McGowan, Kaja	75%	ARTH 3850, 3856, 4854, 4991, 4992, 5991, 5992, 5993, 5994, 6854; ASIAN 3350, 3356, 4404, 4495, 4499, 6699; EDUC 4940; VISST 3696, 4854, 6854	ARTH 2805, 3855, 4851, 4852, 4855, 4856, 4858, 4860, 6851, 6852, 6855, 6856, 6858, 6860; ASIAN 2285, 3394, 4442, 4445, 4456, 4487, 6644, 6645, 6646, 6656; PMA 4358; VISST 2805, 3655, 4851, 4852, 4855, 4857, 4858, 4860, 6855
N/A	Mertha, Andrew	N/A	ASIAN 3330, 4414; CAPS 3434, 4414; GOVT 3434, 4414, 4999, 7999	
15	Miller, Christopher	100%	ASIAN 2245; MUSIC 1341, 3610, 4641; VISST 2744	
N/A	Munasinghe, Viranjini	N/A		AAS 3030; AMST 3703; ANTHR 1101, 3703, 6703
N/A	Pan, An-Yi	N/A		ARTH 2805; ASIAN 2285; VISST 2805
24	Pandin, Jolanda	100%	INDO 1100, 1121, 1122, 2201, 2202, 3301, 3302, 4431, 4432	
34	Parra, Pilar	10%	FDSC 4020; IARD 4020	
15	Pepinsky, Tom	95%	ASIAN 3334; GOVT 3443, 4999, 7999	ASIAN 4498; GOVT 4194
25	Phan, Hannah	100%	KHMER 1100, 1121, 1122, 2201, 2202, 2203, 2204, 3301, 3302 4431, 4432	
N/A	Pritts, Marvin	N/A	FDSC 4020; IARD 4020	
34	Radcliffe, Robin	15%		NTRES 4940
N/A	Raman, Kandukuri	N/A	FDSC 4020, 6020; IARD 4020, 6020	
N/A	Reeder, Matthew	N/A		HIST 1200
N/A	Rizvi, Syed	N/A	FDSC 4020, 6020; IARD 4020, 6020	
N/A	Rodewald, Amanda	N/A		NTRES 4940
25	Savella, Maria Theresa	100%	TAG 1100, 1121, 1122, 2201, 2202, 3301, 3302, 4431, 4432	
16	Taglizacozzo, Eric	75%	ASIAN 3396, 3397, 4458, 6658, 6696, 6697; HIST 2001, 3002, 3950, 3960, 4490, 6490, 6950, 6960, 8004	ASIAN 1191, 2228, 4492; CAPS 1910; HIST 1402, 1750, 1910, 2280, 4515, 4922, 6515, 6922
16	Taylor, Keith	100%	ASIAN 1117, 2298, 3312, 3385, 4401, 4402, 4403, 4404, 6671, 6685, 7703, 7704; HIST 2890, 3312, 3880, 6880	
N/A	Townsend, Rebecca	N/A	HIST 1137	

Course List Summary Cross-Reference to CV by Faculty Last Name

CV PAGE	FACULTY MEMBER	% SEA FTE (if Core, Affiliated, or Language Faculty)	COURSES = 100% SEA CONTENT	COURSES < 100% SEA CONTENT
N/A	Tran, Jason	N/A	ASIAN 1111	
26	Tranviet, Thuy	100%	VIET 1100, 1121, 1122, 2201, 2203, 3301, 3302, 4431, 4432	ALS 3600, 3601; ASIAN 3360, 3361
36	Tucker, Terry	15%	FDSC 4020; IARD 4020	IARD 7830
N/A	Vo, Eileen	N/A	ASIAN 1105, 1111	
N/A	Vu, Hoang	N/A	HIST 1200	
17	Welker, Marina	100%	ANTHR 3516, 6516, 4910, 4920, 4983, 4984, 7520, 7910, 7920, 7930	ANTHR 1101
N/A	White, Erick	N/A		ASIAN 3367, 4466, 6666; RELST 3367, 4466, 6666
17	Whitman, John	50%	LING 3390, 4493, 4494, 7701, 7702	LING 6606
N/A	Wijaya, Elizabeth	N/A	COML 1126	
18	Willford, Andrew	65%	ANTHR 4513, 4910, 4920, 4983, 4984, 7513, 7520; ASIAN 4413, 7713, 7910, 7920, 7930	ANTHR 1400
18	Williams, Linda	50%	DSOC 7900, 8720, 9900	ASIAN 6620; DSOC 4300, 4380, 6120, 6150, 6300, 6380
N/A	Wong, Shelley	N/A		AAS 2620; AMST 2620; ENGL 2626

First Year Writing Seminars 2014-2018

First Year Writing Seminars 2014-2018			
2014-15 FWS	Course Listing	Instructor	Enrollment
FWS: The Politicized Image in East and Southeast Asia	ARTH 1149	Corey, P	16
FWS: Colonialism, War, and Gender in Vietnamese Literature	ASIAN 1105	Vo, E	15
2015-16 FWS			
FWS: Global Islam	HIST 1402	Tagliacozzo, E	18
FWS: The Vietnam War in Film	HIST 1137	Townsend, R	15
2016-17 FWS			
FWS: Literature, Religion, Culture: The Vietnam War through Film and Literature	ASIAN 1111	Vo, E	16
FWS: Writing History - Foreign Knowledge and Local Power in Early Asia	HIST 1200	Reeder, M	17
FWS: Global Islam	HIST 1402	Tagliacozzo, E	17
FWS: Food on Film: Asia	ASIAN 1108	Fuhrmann, A	15
FWS: Piety, Politics, and Protection: Indian Ocean Buddhism	ASIAN 1110	Blackburn, A	14
FWS: Culture, Society, and Power: Asians in the New World	ANTHR 1101	Munasinghe, V	14
2017-18 FWS			
FWS: Piety, Politics, and Protection: Indian Ocean Buddhism	ASIAN 1110	Blackburn, A	16
FWS: Comparative Arts and Media: Contemporary Southeast Asian Independent Cinemas	COML 1126	Wijaya, E	17
FWS: Ghosts, Buddhas, and Magic: Vietnamese Religious Experience Then and Now	ASIAN 1111	Tran, J	15
FWS: Dare to Dream: A History of ASEAN	HIST 1200	Vu, H	15
FWS: Global Islam	HIST 1402	Tagliacozzo, E	17
Total Number of FWS	15	Total Enrollments	237

New Southeast Asian Courses 2014-2019					
New Course	Course Listing	Units	Instructor	Enrollment	
				UG	GR
2014-15				UG	GR
The Asian American Middle Class	AAS 3515; AMST 3520; HIST 3515	4	Lau, C	12	0
FWS: The Politicized Image in East and Southeast Asia	ARTH 1149	3	Corey, P	16	0
Producing Cloth Cultures	ARTH 4856; ARTH 6856; VISST 4857	4	Alexandridis, A; McGowan, K	2	5
Working Hot: Exploring Art Beyond Representation	ARTH 4860; ARTH 6860; VISST 4860	4	Klimaszewski, C; McGowan, K	3	4
FWS: Colonialism, War, and Gender in Vietnamese Literature	ASIAN 1105	3	Vo, E	15	0
Controversy and Debate in Islam	ASIAN 2247; NES 2649; RELST 2247	4	Formichi, C	3	0
Performing Islam in Southeast Asia	ASIAN 3311; ASIAN 6611; NES 3511; RELST 3311	4	Formichi, C	0	1
Chinese Empire and the Cambodian Experience	ASIAN 3330; CAPS 3434; GOVT 3434	3	Mertha, A	11	0
Flux Navigations: Biopolitics and Urban Aesthetics in the Contemporary SE Asian City	ASIAN 6682; ARCH 6308; SHUM 6308	4	Foster, J; Fuhrmann, A	0	12
Religion and Society in Asia	ASIAN 2255; RELST 2255	3	Formichi, C	1	1
Muslim Resistance in Asia	ASIAN 4434; ASIAN 6634; NES 4634; RELST 4434	4	Formichi, C	1	1
Buddhism and its Religious Others in South and Southeast Asia	ASIAN 3367; RELST 3367	4	White, E	2	0
Religious Nationalism and Political Violence in South and Southeast Asia	ASIAN 4466; ASIAN 6666; RELST 4466; RELST 6666	4	White, E	0	3
Elements of Thai Language and Culture	THAI 1100	1	Jagacinski, N	11	0
2015-16				UG	GR
The City: Asia	ASIAN 4423; ASIAN 6623; FGSS 4504; FGSS 6504; PMA 4504	4	Fuhrmann, A	6	2
Religion and Modernity: Buddhism in British Colonial South and Southeast Asia	ASIAN 4424; ASIAN 6624; RELST 4424; RELST 6624	4	Barua, D	1	4
Special Topics in Education: Border-Crossing in Education: Burma	ASIAN 4495; EDUC 4940	4	Duff, B; McGowan, K	12	0
FWS: The Vietnam War in Film	HIST 1137	3	Townsend, R	15	0
Elements of Indonesian Language and Culture	INDO 1100	1	Pandin, J	6	1
Special Topics in Natural Resources: Conservation with Communities for One Health	NTRES 4940	2	Radcliffe, R; Rodewald, A	20	0
Elements of Vietnamese Language and Culture	VIET 1100	1	Tranviet, T	6	0

New Southeast Asian Courses 2014-2019					
New Course	Course Listing	Units	Instructor	Enrollment	
				UG	GR
2016-17				UG	GR
Climate Change Awareness and Service Learning in the Mekong Delta, Vietnam - Part I	ALS 3600; ASIAN 3360	3	Hoffmann, M; Tranviet, T	10	0
Climate Change Awareness and Service Learning in the Mekong Delta, Vietnam - Part II	ALS 3601; ASIAN 3361	3	Hoffmann, M; Tranviet, T	10	0
FWS: Culture, Society, and Power: Asians in the New World	ANTHR 1101	3	Munasinghe, V	14	0
Performing Angkor: Dance, Silk, and Stone	ARTH 3856; ASIAN 3356	3	McGowan, K	10	0
FWS: Food on Film: Asia	ASIAN 1108	3	Fuhrmann, A	15	0
FWS: Piety, Politics, and Protection: Indian Ocean Buddhism	ASIAN 1110	3	Blackburn, A	14	0
FWS: Literature, Religion, Culture: The Vietnam War through Film and Literature	ASIAN 1111	3	Vo, E	16	0
Agriculture in Developing Nations I	FDSC 4020; IARD 4020	2	Parra, P; Pritts, M; Raman, K; Rizvi, S; Tucker, T	16	12
International Agriculture in Developing Nations	FDSC 6020; IARD 6020	3	Coffman, R; Raman, K; Rizvi, S	16	12
FWS: Writing History - Foreign Knowledge and Local Power in Early Asia	HIST 1200	3	Reeder, M	17	0
Routes: Global Histories	HIST 1750	4	Tagliacozzo, E	35	0
Cambodia/Cambodge: Colonial and Postcolonial Histories	HIST 6163	4	Loos, T	1	5
Indonesian Foreign Language Across the Curriculum (FLAC)	INDO 3316	1	Kurniawan, O	1	1
Elements of Tagalog (Filipino) Language and Culture	TAG 1100	1	Savella, M	10	1
2017-18				UG	GR
FWS: Ghosts, Buddhas, and Magic: Vietnamese Religious Experience Then and Now	ASIAN 1111	3	Tran, J	15	0
What was the Vietnam War?	ASIAN 3312; HIST 3312	4	Taylor, K	11	3
Digital Asia	ASIAN 3376; ASIAN 6676; FGSS 3376; FGSS 6676	4	Fuhrmann, A	10	2
Planning and Poverty in the Global South	CRP 6792	3	Beard, V	3	5
FWS: Comparative Arts and Media: Contemporary Southeast Asian Independent Cinemas	COML 1126	3	Wijaya, E	17	0
FWS: Dare to Dream: A History of ASEAN	HIST 1200	3	Vu, H	15	0
Elements of Khmer Language and Culture	KHMER 1100	1	Phan, H	20	1

Guide to Course List

Departmental Abbreviations

AAS	Asian American Studies
ALS	Agriculture and Life Sciences
AMST	American Studies
ANTHR	Anthropology
ARKEO	Archeology
ARCH	Architecture
ARTH	History of Art
ASIAN	Asian Studies
BURM	Burmese
CAPS	China and Asia-Pacific Studies
CRP	City and Regional Planning
COML	Comparative Literature
DSOC	Development Sociology
EDUC	Education
ENGL	English
FDSC	Food Science
FGSS	Feminist, Gender, and Sexuality Studies
GOVT	Government
HIST	History
IARD	International Agriculture and Rural Development
INDO	Indonesian
KHMER	Khmer
LGBT	Lesbian, Gay, Bisexual & Transgender Studies
LATA	Latin American Studies
LING	Linguistics
NES	Near Eastern Studies
NTRES	Natural Resources
PMA	Performing Media and Arts
RELST	Religious Studies
SHUM	Society for the Humanities
TAG	Tagalog
THAI	Thai
VIET	Vietnamese
VISST	Visual Studies

Course Template

Cornell Southeast Asia Program – [Area] or [Language] Course List											
Course Listing	Course Title	Instructor	Units	Term	2016-17		2017-18		Offered 18-19	Inter-Disp.	% SEA
					UG	GR	UG	GR			
[Department Name] (Number of Courses Cross-Listed in Department)											
[DEPT] [#]	Official Name of Course	Last Name, First Initial	# or Varies	[Fall] [Spring] [Winter]	# or n/a	# or n/a	# or n/a	# or n/a	[YES] [NO]	[YES] [NO]	[#]%
(X-list: cross listing)	[Course description according to the Cornell University Courses of Study]										

Course Example

Cornell Southeast Asia Program - Area Course List											
Course Listing	Course Title	Instructor	Units	Term	2016-17		2017-18		Offered 18-19	Inter-Disp.	% SEA
					UG	GR	UG	GR			
Asian American Studies (7)											
AAS 1100	Introduction to Asian American Studies	Chang, D	Varies	Spring	65	0	39	0	YES	NO	25%
	<p>This course introduces students to historical and contemporary issues and research methods in Asian American studies by examining the intersections of theory, activism and cultural production. We will attend to a set of key questions: How does the racial formation of "Asian American" emerge from and produce overlaps and tensions between theory and practice? What are the conceptual and geographical reaches of the term "Asian American," particularly as it pertains to Asian North American and Pacific Islander studies, and their critiques of settler colonialism and imperialism? What coalitions between Asian Americans and other marginalized groups have been and continue to be forged? The course will examine these questions by thinking about issues of gender, sexuality, nationality, ability and class.</p>										

Terminology

X-list	Cross-list. If a class is cross-listed in different departments or levels, a list of the course's cross-listings will be left of the course summary.
UG	Undergraduate Enrollment
GR	Graduate Enrollment
n/a	Class was not offered in academic year
Offered 18-19	YES = if class will be offered in 2018-19 NO = if class will not be offered in 2018-19
Inter-Disp.	YES = if class is interdisciplinary NO = if class is not interdisciplinary
% SEA	The % of Southeast Asian content in course
Varies	If the Units is "Varies," then the course is offered for multiple credit options

Cornell Southeast Asia Program - Area Course List											
Course Listing	Course Title	Instructor	Units	Term	2016-17		2017-18		Offered 18-19	Inter-Disp.	% SEA
					UG	GR	UG	GR			
Asian American Studies (7)											
AAS 1100	Introduction to Asian American Studies	Chang, D	Varies	Spring	65	0	39	0	YES	NO	25%
	This course introduces students to historical and contemporary issues and research methods in Asian American studies by examining the intersections of theory, activism and cultural production. We will attend to a set of key questions: How does the racial formation of "Asian American" emerge from and produce overlaps and tensions between theory and practice? What are the conceptual and geographical reaches of the term "Asian American," particularly as it pertains to Asian North American and Pacific Islander studies, and their critiques of settler colonialism and imperialism? What coalitions between Asian Americans and other marginalized groups have been and continue to be forged? The course will examine these questions by thinking about issues of gender, sexuality, nationality, ability and class.										
AAS 2130	Introduction to Asian American History	Chang, D	4	Fall	31	0	n/a	n/a	YES	YES	25%
(X-list: AMST 2640, HIST 2640)	An introductory history of Chinese, Japanese, Asian Indians, Filipinos, and Koreans in the United States from the mid-nineteenth century to the 1990s. Major themes include racism and resistance, labor migration, community formation, imperialism, and struggles for equality.										
AAS 2620	Introduction to Asian American Literature	Wong, S	4	Fall	8	0	n/a	n/a	NO	YES	25%
(X-list: AMST 2620, ENGL 2626)	This course will introduce both a variety of writings by Asian North American authors and some critical issues concerning the production and reception of Asian American texts. Working primarily with novels, we will be asking questions about the relation between literary forms and the socio-historical context within which they take on their meanings, and about the historical formation of Asian American identities.										
AAS 2620	Introduction to Asian American Literature	Wong, S	4	Spring	n/a	n/a	18	0	NO	YES	25%
(X-list: AMST 2620, ENGL 2626)	This course will introduce both a variety of writings by Asian North American authors and some critical issues concerning the production and reception of Asian American texts. Working primarily with novels, we will be asking questions about the relation between literary forms and the socio-historical context within which they take on their meanings, and about the historical formation of Asian American identities.										
AAS 3030	Asians in the Americas: A Comparative Perspective	Munasinghe, V	4	Spring	10	0	13	0	YES	YES	25%
(X-list: AMST 3703, ANTHR 3703, ANTHR 6703)	The common perception of ethnicity is that it is a "natural" and an inevitable consequence of cultural difference. "Asians" overseas, in particular, have won repute as a people who cling tenaciously to their culture and refuse to assimilate into their host societies and cultures. But, who are the "Asians?" On what basis can we label "Asians" an ethnic group? Although there is a significant Asian presence in the Caribbean, the category "Asian" itself does not exist in the Caribbean. What does this say about the nature of categories that label and demarcate groups of people on the basis of alleged cultural and phenotypical characteristics? This course will examine the dynamics behind group identity, namely ethnicity, by comparing and contrasting the multicultural experience of Asian populations in the Caribbean and the United States. Ethnographic case studies will focus on the East Indian and Chinese experiences in the Caribbean and the Chinese, Korean, Japanese, Filipino, and Indian experiences in the United States.										

Cornell Southeast Asia Program - Area Course List											
Course Listing	Course Title	Instructor	Units	Term	2016-17		2017-18		Offered 18-19	Inter-Disp.	% SEA
					UG	GR	UG	GR			
AAS 3470	Asian American Women's History	Lau, C	4	Fall	n/a	n/a	n/a	n/a	NO	YES	25%
(X-list: AMST 3470, FGSS 3470, HIST 3470)	This course examines the experiences and representations of Asian American women from the mid-19th century to the present. It explores the lives and contexts of immigrant women and of women born in the U.S. Questions of identity and power are at the heart of this course as we investigate the intertwined nature of race, gender, and nation. We will also pay particular attention to the practice of history, seeking a better understanding of how scholars recover the history of a population rendered invisible by traditional methods and inquiries. Course materials include numerous primary sources in addition to scholarship from a variety of disciplines (history, literature, sociology, anthropology)										
AAS 3515	The Asian American Middle Class	Lau, C	4	Spring	n/a	n/a	n/a	n/a	NO	YES	25%
(X-list: AMST 3520; HIST 3515)	The Asian American middle class is defined by having a certain level of education, bourgeoisie sets of manners, investment in home ownership, professional qualifications such as a doctor or an engineer, and participation in popular culture. This course takes a historical, cultural, and social perspective of the rise of the Asian American Middle Class from the late nineteenth century to the current day. How did Asian Americans become part of the American middle class? Did the middle class experience racism differently compared to the working class? And although many Asian Americans strived to belong to the middle class, what are the limits of middle-class Asian American politics and lifestyle? We will cover topics such as immigration, imperialism, family politics, second generation, popular culture, model minority, education, and suicides.										
Agriculture & Life Sciences (2)											
ALS 3600	Climate Change Awareness and Service Learning in the Mekong Delta, Vietnam - Part I	Hoffmann, M; Tranviet, T	3	Fall	7	0	n/a	n/a	NO	YES	100%
(X-list: ASIAN 3360)	The combination of seminar and international service-learning course provides a unique opportunity to connect classroom instruction with experiential learning while gaining a broad understanding of the impacts resulting from climate change. In addition, the course includes background on Vietnamese history and culture. A two-week field trip in the Mekong Delta, Vietnam offers students opportunity to experience firsthand the dire situation in the region and gain a deeper and more personalized understanding of these pressing issues due to a rapidly changing climate. Outcomes: 1) Respect and appreciate the culture, history and resilience of Vietnam and its people, 2) Comprehend what climate change means to an agrarian country like Vietnam and implications for the global food system, 3) Formulate solutions to the challenges posed by climate change to the Mekong Delta of Vietnam and beyond, 4) Assess what was gained from the course and integrate this into their personal and professional life-path, 5) Realize the importance of sharing the climate change story with others. Gain practical and meaningful international experience and leadership skills, and 6) Enhance the sense of worldview and civic engagement and social responsibility.										

Cornell Southeast Asia Program - Area Course List											
Course Listing	Course Title	Instructor	Units	Term	2016-17		2017-18		Offered 18-19	Inter-Disp.	% SEA
					UG	GR	UG	GR			
ALS 3601	Climate Change Awareness and Service Learning in the Mekong Delta, Vietnam - Part II	Hoffmann, M; Tranviet, T	3	Spring	7	0	n/a	n/a	NO	YES	100%
(X-list: ASIAN 3361)	The combination of seminar and international service-learning course provides a unique opportunity to connect classroom instruction with experiential learning while gaining a broad understanding of the impacts resulting from climate change. In addition, the course includes background on Vietnamese history and culture. A two-week field trip in the Mekong Delta, Vietnam offers students opportunity to experience firsthand the dire situation in the region and gain a deeper and more personalized understanding of these pressing issues due to a rapidly changing climate. Outcomes: 1) Respect and appreciate the culture, history and resilience of Vietnam and its people, 2) Comprehend what climate change means to an agrarian country like Vietnam and implications for the global food system, 3) Formulate solutions to the challenges posed by climate change to the Mekong Delta of Vietnam and beyond, 4) Assess what was gained from the course and integrate this into their personal and professional life-path, 5) Realize the importance of sharing the climate change story with others. Gain practical and meaningful international experience and leadership skills, and 6) Enhance the sense of worldview and civic engagement and social responsibility.										
American Studies (7)											
AMST 1951	Foreign Policy as Subversion	Craib, R; Loos, T	4	Spring	n/a	n/a	24	0	NO	YES	50%
(X-list: HIST 1951, LATA 1951)	To what extent does the ideal of the US as a vanguard for democracy and freedom in the world match up with other aspects—military, economic, and humanitarian—of US foreign policy? This same question about the degree to which discourses and practices correspond might be asked of other countries, like the Soviet Union, China, and Britain, but this course examines the ways in which US foreign policy has been deployed over the course of the twentieth century and the ways those policies have been perceived and received by people living in Latin America and Southeast Asia. Particular case studies will be addressed stemming from the faculty's specializations (for example, Vietnam, Cambodia, Guatemala, and Chile) and the emphasis is on the role of the United States in Latin America and Southeast Asia. Prominent themes will include forms of subversion, from military muscle to economic coercion, and how and why they have changed over time; meanings of liberty, democracy, freedom, and sovereignty in different places and times; popular responses to policies and actions of foreign administrations; the relationships between sovereign states and transnational corporations; the uses and abuses of History in the formulation and justification of policy initiatives and in local responses to them; and the complexities involved in discerning internal and external forces in an increasingly transnational world.										
AMST 2620	Introduction to Asian American Literature	Wong, S	4	Fall	1	0	n/a	n/a	NO	YES	25%
(X-list: AAS 2620, ENGL 2626)	This course will introduce both a variety of writings by Asian North American authors and some critical issues concerning the production and reception of Asian American texts. Working primarily with novels, we will be asking questions about the relation between literary forms and the socio-historical context within which they take on their meanings, and about the historical formation of Asian American identities.										
AMST 2620	Introduction to Asian American Literature	Wong, S	4	Spring	n/a	n/a	4	0	NO	YES	25%
(X-list: AAS 2620, ENGL 2626)	This course will introduce both a variety of writings by Asian North American authors and some critical issues concerning the production and reception of Asian American texts. Working primarily with novels, we will be asking questions about the relation between literary forms and the socio-historical context within which they take on their meanings, and about the historical formation of Asian American identities.										

Cornell Southeast Asia Program - Area Course List											
Course Listing	Course Title	Instructor	Units	Term	2016-17		2017-18		Offered 18-19	Inter-Disp.	% SEA
					UG	GR	UG	GR			
AMST 2640	Introduction to Asian American History	Chang, D	4	Fall	7	0	n/a	n/a	YES	YES	25%
(X-list: AAS 2130, HIST 2640)	An introductory history of Chinese, Japanese, Asian Indians, Filipinos, and Koreans in the United States from the mid-nineteenth century to the 1990s. Major themes include racism and resistance, labor migration, community formation, imperialism, and struggles for equality.										
AMST 3470	Asian American Women's History	Lau, C	4	Fall	n/a	n/a	n/a	n/a	NO	YES	25%
(X-list: AAS 3470, FGSS 3470, HIST 3470)	This course examines the experiences and representations of Asian American women from the mid-19th century to the present. It explores the lives and contexts of immigrant women and of women born in the U.S. Questions of identity and power are at the heart of this course as we investigate the intertwined nature of race, gender, and nation. We will also pay particular attention to the practice of history, seeking a better understanding of how scholars recover the history of a population rendered invisible by traditional methods and inquiries. Course materials include numerous primary sources in addition to scholarship from a variety of disciplines (history, literature, sociology, anthropology)										
AMST 3520	The Asian American Middle Class	Lau, C	4	Spring	n/a	n/a	n/a	n/a	NO	YES	25%
(X-list: AAS 3515, HIST 3515)	The Asian American middle class is defined by having a certain level of education, bourgeoisie sets of manners, investment in home ownership, professional qualifications such as a doctor or an engineer, and participation in popular culture. This course takes a historical, cultural, and social perspective of the rise of the Asian American Middle Class from the late nineteenth century to the current day. How did Asian Americans become part of the American middle class? Did the middle class experience racism differently compared to the working class? And although many Asian Americans strived to belong to the middle class, what are the limits of middle-class Asian American politics and lifestyle? We will cover topics such as immigration, imperialism, family politics, second generation, popular culture, model minority, education, and suicides.										
AMST 3703	Asians in the Americas: A Comparative Perspective	Munasinghe, V	4	Spring	0	0	0	0	YES	YES	25%
(X-list: AAS 3030, ANTHR 3703, ANTHR 6703)	The common perception of ethnicity is that it is a "natural" and an inevitable consequence of cultural difference. "Asians" overseas, in particular, have won repute as a people who cling tenaciously to their culture and refuse to assimilate into their host societies and cultures. But, who are the "Asians?" On what basis can we label "Asians" an ethnic group? Although there is a significant Asian presence in the Caribbean, the category "Asian" itself does not exist in the Caribbean. What does this say about the nature of categories that label and demarcate groups of people on the basis of alleged cultural and phenotypical characteristics? This course will examine the dynamics behind group identity, namely ethnicity, by comparing and contrasting the multicultural experience of Asian populations in the Caribbean and the United States. Ethnographic case studies will focus on the East Indian and Chinese experiences in the Caribbean and the Chinese, Korean, Japanese, Filipino, and Indian experiences in the United States.										

Cornell Southeast Asia Program - Area Course List											
Course Listing	Course Title	Instructor	Units	Term	2016-17		2017-18		Offered 18-19	Inter-Disp.	% SEA
					UG	GR	UG	GR			
Anthropology (57)											
ANTHR 1101	FWS: Culture, Society, and Power: Asians in the New World	Munasinghe, V	3	Spring	14	0	n/a	n/a	NO	NO	25%
	Asians in the New World have won reputations as people who cling to their cultures and resist assimilation to their host societies. Asian upward mobility, as model minorities, is also attributed to Asian cultural norms. But, who are "Asians"? What does a fourth-generation Chinese American have in common with more recent arrivals, such as refugees from Burma or Nepal? Is Asian an ethnic or racial identity? This course will explore diverse experiences of Asian groups in the New World, primarily the U.S. and Caribbean, to address broader questions of identity formation from an anthropological perspective. Writing assignments will consist of short critical reviews of readings and a series of assignments—from identifying topics to formulating arguments—to developing a research paper.										
ANTHR 1101	FWS: Culture, Society, and Power: Cigarette Cultures	Welker, M	3	Fall	n/a	n/a	n/a	n/a	YES	NO	25%
	This course considers how a range of communities are constituted in relation to the cigarette industry. We will examine how actors such as smokers, anti-tobacco advocates, health officials, contract tobacco farmers, and industry executives define themselves and are defined by others. What structural politics underpin the knowledge and practices of these groups? How do assumptions about age, gender, class, race, and ethnicity figure into the constitution of different actors and corporate strategies? In addressing these questions, we will consider debates over the moral, aesthetic, economic, spatial, and bodily dimensions of cigarette production and consumption. In addition to scholarly books and articles, we will analyze and write about a range of popular texts from corporate websites to public health materials, movies, photographs, advertisements, and museums.										
ANTHR 1400	The Comparison Of Cultures	Willford, A	3	Fall	131	0	116	1	YES	NO	25%
	An introduction to cultural anthropology through ethnographies, or the descriptive accounts of anthropologists. Through readings and lectures, students acquaint themselves with a number of cultures from several parts of the world. The cultures range in form from those of small-scale tribal societies to those of state societies. Throughout the course, we attempt to make sense of exotic cultures in their own terms. Attention is focused on variation in cultural patterns as they are expressed in social, economic, and ritual practices. In this encounter, the principles of anthropology, as a comparative enterprise that poses distinct cultural systems in relief, will be developed. Fiction, films, and exercises supplement the formal anthropological materials.										
ANTHR 3516	Power, Society, and Culture in Southeast Asia	Welker, M	4	Fall	3	0	n/a	n/a	NO	YES	100%
(X-list: ANTHR 6516)	Examining the symbolic within cultural and social processes in Southeast Asia, anthropologists have produced contextually rich accounts of cultural uniqueness. Interpretive ethnographies tend, however, to downplay the role of power and domination. Using the traditional strengths of symbolic anthropology, this course examines how ritual, art, religion, and "traditional" values in contemporary Southeast Asian societies have been shaped by colonialism, war, nationalism, colonialism and socialism, and play a role in structuring ethnic, class, and gender inequalities. In addition to providing a broad and comparative ethnographic survey of Southeast Asia, this course investigates how culturally-specific forms of power and domination are reflected in national politics, and in local and regional responses to the economic and cultural forces of globalization.										

Cornell Southeast Asia Program - Area Course List											
Course Listing	Course Title	Instructor	Units	Term	2016-17		2017-18		Offered 18-19	Inter-Disp.	% SEA
					UG	GR	UG	GR			
ANTHR 3520	Kingship and State-Making in Asia	Fiskesjö, M	4	Spring	n/a	n/a	1	0	NO	YES	50%
(X-list: ANTHR 6520, ARKEO 3520, ARKEO 6530, ASIAN 3362, ASIAN 6652)	Kingship plays an outsize role in Asian countries today, in both democratic and authoritarian countries. Even in countries that abolished the monarchy, the legacy of kingship is very much at play. In this course we will study Asia's kingdoms, states, and empires, with attention to both tradition and present-day modern states. Focusing on kingship as both ideology and practice, we will study how states and monarchic traditions first came to be, including as Stranger-Kings, Buddhist monarchs, secondary state formation, local adaptations of foreign models, and more. We will examine examples such as China, from the ancient states and early empires to the legacy of empire there today; Cambodia and its Angkor empire modeled on Indian traditions; as well as Burma, Thailand, Japan, and other parts of Asia. Using readings, films, lectures and guest presentations, we will re-examine the role of kingship in Asia so as to enable a new understanding of both ancient, historical, and contemporary Asia.										
ANTHR 3546	Minorities and Majorities in Asia	Fiskesjö, M	4	Fall	n/a	n/a	n/a	n/a	NO	YES	50%
(X-list: ASIAN 3345)	This course will survey the situation of ethnic minorities in several Asian countries. We will learn about their culture and history, their recognition, identity and political status, as well as various forms of discrimination. We will adopt a comparative perspective that enables us to understand minorities in different Asian countries such as China, Japan, Burma, Thailand and others, and also compare with the United States and elsewhere, as well as enabling a discussion of identity production, race, power, and ethnicity on the global arena. We'll use a relational approach that includes understanding the majorities against whom the minorities are defined, as well as the political and historical background that will help explain the sometimes very different current situation for ethnic minorities in Asian countries.										
ANTHR 3451	Global Cultural Heritage	Fiskesjö, M	4	Fall	n/a	n/a	n/a	n/a	NO	YES	25%
(X-list: ARKEO 3451, ARTH 3451)	In this course we explore "cultural heritage" as an idea, and as objects which change hands across continents. Our focus is the global trade of fragments of monuments, statues, tomb furnishings and other antiquities derived from poorer areas of the world, ranging from Benin and Afghanistan to China and Cambodia, transferred to collectors and museums in wealthier countries. We use anthropological perspectives to explore a range of issues such as contested spoils of war, looting and international law, auctions and collecting, value and representation, as well as the role of knowledge, the academy, and world public opinion.										
ANTHR 3703	Asians in the Americas: A Comparative Perspective	Munasinghe, V	4	Spring	2	0	0	0	YES	YES	25%
(X-list: AAS 3030, AMST 3703, ANTHR 6703)	The common perception of ethnicity is that it is a "natural" and an inevitable consequence of cultural difference. "Asians" overseas, in particular, have won repute as a people who cling tenaciously to their culture and refuse to assimilate into their host societies and cultures. But, who are the "Asians?" On what basis can we label "Asians" an ethnic group? Although there is a significant Asian presence in the Caribbean, the category "Asian" itself does not exist in the Caribbean. What does this say about the nature of categories that label and demarcate groups of people on the basis of alleged cultural and phenotypical characteristics? This course will examine the dynamics behind group identity, namely ethnicity, by comparing and contrasting the multicultural experience of Asian populations in the Caribbean and the United States. Ethnographic case studies will focus on the East Indian and Chinese experiences in the Caribbean and the Chinese, Korean, Japanese, Filipino, and Indian experiences in the United States.										

Cornell Southeast Asia Program - Area Course List											
Course Listing	Course Title	Instructor	Units	Term	2016-17		2017-18		Offered 18-19	Inter-Disp.	% SEA
					UG	GR	UG	GR			
ANTHR 4513	Religion and Politics In Southeast Asia	Willford, A	4	Spring	n/a	n/a	2	1	NO	YES	100%
(X-list: ANTHR 7513, ASIAN 4413, ASIAN 7713)	This course explores how religious beliefs and practices in Southeast Asia have been transformed by the combined forces of colonialism, nationalism, and globalization. By examining both diversity and resurgence in one of the world's most rapidly modernizing regions, we aim to understand the common economic, social, and political conditions that are contributing to the popularity of contemporary religious movements. At the same time, we also consider the unique ideological, theological, and cultural understandings behind different religions and movements. Through this process we also rethink conceptions of modernity.										
ANTHR 4523	Making History on the Margins: The China - SE Asia Borderlands	Fiskesjö, M	4	Fall	n/a	n/a	n/a	n/a	NO	YES	50%
(X-list: ANTHR 7523)	This seminar course is a new in-depth look at classical issues regarding the making of history, revisiting the mountain borderlands in between China and Southeast Asia made famous by anthropologists (Leach, Lévi-Strauss, Kirch, and Friedman) attempting to understand structure, history, and center-periphery transformations. Are the peoples of this region (Kachin, Wa, Naga, etc predetermined by fateful forces and processes beyond their control, as prisoners of geography and circumstance, or what role do they have in the making of their own history? The course addresses themes from regional ethnography as well as theoretical issues, and forms an introduction to field research in this fertile region.										
ANTHR 4910	Independent Study: Undergrad I	Fiskesjö, M	Varies	Fall	0	0	0	0	YES	NO	100%
	Independent reading course in topics not covered in regularly scheduled courses. Students select a topic in consultation with the faculty member who has agreed to supervise the course work.										
ANTHR 4910	Independent Study: Undergrad I	Fiskesjö, M	Varies	Spring	0	0	0	0	YES	NO	100%
	Independent reading course in topics not covered in regularly scheduled courses. Students select a topic in consultation with the faculty member who has agreed to supervise the course work.										
ANTHR 4910	Independent Study: Undergrad I	Welker, M	Varies	Fall	0	0	0	0	YES	NO	100%
	Independent reading course in topics not covered in regularly scheduled courses. Students select a topic in consultation with the faculty member who has agreed to supervise the course work.										
ANTHR 4910	Independent Study: Undergrad I	Welker, M	Varies	Spring	0	0	0	0	YES	NO	100%
	Independent reading course in topics not covered in regularly scheduled courses. Students select a topic in consultation with the faculty member who has agreed to supervise the course work.										

Cornell Southeast Asia Program - Area Course List											
Course Listing	Course Title	Instructor	Units	Term	2016-17		2017-18		Offered 18-19	Inter-Disp.	% SEA
					UG	GR	UG	GR			
ANTHR 4910	Independent Study: Undergrad I	Willford, A	Varies	Fall	0	0	0	0	YES	NO	100%
	Independent reading course in topics not covered in regularly scheduled courses. Students select a topic in consultation with the faculty member who has agreed to supervise the course work.										
ANTHR 4910	Independent Study: Undergrad I	Willford, A	Varies	Spring	1	0	0	0	NO	NO	100%
	Independent reading course in topics not covered in regularly scheduled courses. Students select a topic in consultation with the faculty member who has agreed to supervise the course work.										
ANTHR 4920	Independent Study: Undergrad II	Fiskesjö, M	Varies	Fall	0	0	0	0	YES	NO	100%
	Independent reading course in topics not covered in regularly scheduled courses. Students select a topic in consultation with the faculty member who has agreed to supervise the course work.										
ANTHR 4920	Independent Study: Undergrad II	Fiskesjö, M	Varies	Spring	0	0	0	0	YES	NO	100%
	Independent reading course in topics not covered in regularly scheduled courses. Students select a topic in consultation with the faculty member who has agreed to supervise the course work.										
ANTHR 4920	Independent Study: Undergrad II	Welker, M	Varies	Fall	0	0	0	0	YES	NO	100%
	Independent reading course in topics not covered in regularly scheduled courses. Students select a topic in consultation with the faculty member who has agreed to supervise the course work.										
ANTHR 4920	Independent Study: Undergrad II	Welker, M	Varies	Spring	0	0	0	0	YES	NO	100%
	Independent reading course in topics not covered in regularly scheduled courses. Students select a topic in consultation with the faculty member who has agreed to supervise the course work.										
ANTHR 4920	Independent Study: Undergrad II	Willford, A	Varies	Fall	0	0	0	0	YES	NO	100%
	Independent reading course in topics not covered in regularly scheduled courses. Students select a topic in consultation with the faculty member who has agreed to supervise the course work.										

Cornell Southeast Asia Program - Area Course List											
Course Listing	Course Title	Instructor	Units	Term	2016-17		2017-18		Offered 18-19	Inter-Disp.	% SEA
					UG	GR	UG	GR			
ANTHR 4920	Independent Study: Undergrad II	Willford, A	Varies	Spring	0	0	0	0	NO	NO	100%
	Independent reading course in topics not covered in regularly scheduled courses. Students select a topic in consultation with the faculty member who has agreed to supervise the course work.										
ANTHR 4983	Honors Thesis Research	Fiskesjö, M	3	Fall	0	0	0	0	YES	NO	100%
	Research work supervised by the thesis advisor, concentrating on determination of the major issues to be addressed by the thesis, preparation of literature reviews, analysis of data, and the like. The thesis advisor will assign the grade for this course.										
ANTHR 4983	Honors Thesis Research	Welker, M	3	Fall	0	0	0	0	YES	NO	100%
	Research work supervised by the thesis advisor, concentrating on determination of the major issues to be addressed by the thesis, preparation of literature reviews, analysis of data, and the like. The thesis advisor will assign the grade for this course.										
ANTHR 4983	Honors Thesis Research	Willford, A	3	Fall	1	0	1	0	YES	NO	100%
	Research work supervised by the thesis advisor, concentrating on determination of the major issues to be addressed by the thesis, preparation of literature reviews, analysis of data, and the like. The thesis advisor will assign the grade for this course.										
ANTHR 4984	Honors Thesis Research	Fiskesjö, M	3	Spring	0	0	0	0	YES	NO	100%
	Research work supervised by the thesis advisor, concentrating on determination of the major issues to be addressed by the thesis, preparation of literature reviews, analysis of data, and the like. The thesis advisor will assign the grade for this course.										
ANTHR 4984	Honors Thesis Research	Welker, M	3	Spring	0	0	0	0	YES	NO	100%
	Research work supervised by the thesis advisor, concentrating on determination of the major issues to be addressed by the thesis, preparation of literature reviews, analysis of data, and the like. The thesis advisor will assign the grade for this course.										
ANTHR 4984	Honors Thesis Research	Willford, A	3	Spring	1	0	1	0	YES	NO	100%
	Research work supervised by the thesis advisor, concentrating on determination of the major issues to be addressed by the thesis, preparation of literature reviews, analysis of data, and the like. The thesis advisor will assign the grade for this course.										

Cornell Southeast Asia Program - Area Course List											
Course Listing	Course Title	Instructor	Units	Term	2016-17		2017-18		Offered 18-19	Inter-Disp.	% SEA
					UG	GR	UG	GR			
ANTHR 6516	Power, Society, and Culture in Southeast Asia	Welker, M	4	Fall	0	3	n/a	n/a	NO	YES	100%
(X-list: ANTHR 3516)	Examining the symbolic within cultural and social processes in Southeast Asia, anthropologists have produced contextually rich accounts of cultural uniqueness. Interpretive ethnographies tend, however, to downplay the role of power and domination. Using the traditional strengths of symbolic anthropology, this course examines how ritual, art, religion, and "traditional" values in contemporary Southeast Asian societies have been shaped by colonialism, war, nationalism, colonialism and socialism, and play a role in structuring ethnic, class, and gender inequalities. In addition to providing a broad and comparative ethnographic survey of Southeast Asia, this course investigates how culturally-specific forms of power and domination are reflected in national politics, and in local and regional responses to the economic and cultural forces of globalization.										
ANTHR 6520	Kingship and State-Making in Asia	Fiskesjö, M	4	Spring	n/a	n/a	0	0	NO	YES	50%
(X-list: ANTHR 3520, ARKEO 3520, ARKEO 6530, ASIAN 3362, ASIAN 6652)	Kingship plays an outsize role in Asian countries today, in both democratic and authoritarian countries. Even in countries that abolished the monarchy, the legacy of kingship is very much at play. In this course we will study Asia's kingdoms, states, and empires, with attention to both tradition and present-day modern states. Focusing on kingship as both ideology and practice, we will study how states and monarchic traditions first came to be, including as Stranger-Kings, Buddhist monarchs, secondary state formation, local adaptations of foreign models, and more. We will examine examples such as China, from the ancient states and early empires to the legacy of empire there today; Cambodia and its Angkor empire modeled on Indian traditions; as well as Burma, Thailand, Japan, and other parts of Asia. Using readings, films, lectures and guest presentations, we will re-examine the role of kingship in Asia so as to enable a new understanding of both ancient, historical, and contemporary Asia.										
ANTHR 6703	Asians in the Americas: A Comparative Perspective	Munasinghe, V	4	Spring	0	0	0	0	YES	YES	25%
(X-list: AAS 3030, AMST 3703, ANTHR 3703)	The common perception of ethnicity is that it is a "natural" and an inevitable consequence of cultural difference. "Asians" overseas, in particular, have won repute as a people who cling tenaciously to their culture and refuse to assimilate into their host societies and cultures. But, who are the "Asians?" On what basis can we label "Asians" an ethnic group? Although there is a significant Asian presence in the Caribbean, the category "Asian" itself does not exist in the Caribbean. What does this say about the nature of categories that label and demarcate groups of people on the basis of alleged cultural and phenotypical characteristics? This course will examine the dynamics behind group identity, namely ethnicity, by comparing and contrasting the multicultural experience of Asian populations in the Caribbean and the United States. Ethnographic case studies will focus on the East Indian and Chinese experiences in the Caribbean and the Chinese, Korean, Japanese, Filipino, and Indian experiences in the United States.										
ANTHR 7513	Religion and Politics In Southeast Asia	Willford, A	4	Spring	n/a	n/a	0	1	NO	YES	100%
(X-list: ANTHR 4513, ASIAN 4413, ASIAN 7713)	This course explores how religious beliefs and practices in Southeast Asia have been transformed by the combined forces of colonialism, nationalism, and globalization. By examining both diversity and resurgence in one of the world's most rapidly modernizing regions, we aim to understand the common economic, social, and political conditions that are contributing to the popularity of contemporary religious movements. At the same time, we also consider the unique ideological, theological, and cultural understandings behind different religions and movements. Through this process we also rethink conceptions of modernity.										

Cornell Southeast Asia Program - Area Course List											
Course Listing	Course Title	Instructor	Units	Term	2016-17		2017-18		Offered 18-19	Inter-Disp.	% SEA
					UG	GR	UG	GR			
ANTHR 7520	Southeast Asia: Readings in Special Problems	Fiskesjö, M	Varies	Fall	0	1	0	1	YES	NO	100%
	Independent reading course on topics not covered in regularly scheduled courses. Students select a topic in consultation with the faculty member who has agreed to supervise the course work.										
ANTHR 7520	Southeast Asia: Readings in Special Problems	Fiskesjö, M	Varies	Spring	0	0	0	0	YES	NO	100%
	Independent reading course on topics not covered in regularly scheduled courses. Students select a topic in consultation with the faculty member who has agreed to supervise the course work.										
ANTHR 7520	Southeast Asia: Readings in Special Problems	Welker, M	Varies	Fall	0	0	0	0	YES	NO	100%
	Independent reading course on topics not covered in regularly scheduled courses. Students select a topic in consultation with the faculty member who has agreed to supervise the course work.										
ANTHR 7520	Southeast Asia: Readings in Special Problems	Welker, M	Varies	Spring	0	1	0	0	YES	NO	100%
	Independent reading course on topics not covered in regularly scheduled courses. Students select a topic in consultation with the faculty member who has agreed to supervise the course work.										
ANTHR 7520	Southeast Asia: Readings in Special Problems	Willford, A	Varies	Fall	0	0	0	0	YES	NO	100%
	Independent reading course on topics not covered in regularly scheduled courses. Students select a topic in consultation with the faculty member who has agreed to supervise the course work.										
ANTHR 7520	Southeast Asia: Readings in Special Problems	Willford, A	Varies	Spring	0	0	0	0	NO	NO	100%
	Independent reading course on topics not covered in regularly scheduled courses. Students select a topic in consultation with the faculty member who has agreed to supervise the course work.										

Cornell Southeast Asia Program - Area Course List											
Course Listing	Course Title	Instructor	Units	Term	2016-17		2017-18		Offered 18-19	Inter-Disp.	% SEA
					UG	GR	UG	GR			
ANTHR 7523	Making History on the Margins: The China - SE Asia Borderlands	Fiskesjö, M	4	Fall	n/a	n/a	n/a	n/a	NO	YES	50%
(X-list: ANTHR 4523)	This seminar course is a new in-depth look at classical issues regarding the making of history, revisiting the mountain borderlands in between China and Southeast Asia made famous by anthropologists (Leach, Lévi-Strauss, Kirch, and Friedman) attempting to understand structure, history, and center-periphery transformations. Are the peoples of this region (Kachin, Wa, Naga, etc predetermined by fateful forces and processes beyond their control, as prisoners of geography and circumstance, or what role do they have in the making of their own history? The course addresses themes from regional ethnography as well as theoretical issues, and forms an introduction to field research in this fertile region.										
ANTHR 7910	Independent Study: Grad I	Fiskesjö, M	Varies	Fall	0	1	0	0	YES	NO	100%
	Independent reading course in topics not covered in regularly scheduled courses. Students select a topic in consultation with the faculty member who has agreed to supervise the course work.										
ANTHR 7910	Independent Study: Grad I	Fiskesjö, M	Varies	Spring	0	1	0	1	YES	NO	100%
	Independent reading course in topics not covered in regularly scheduled courses. Students select a topic in consultation with the faculty member who has agreed to supervise the course work.										
ANTHR 7910	Independent Study: Grad I	Welker, M	Varies	Fall	0	0	0	0	YES	NO	100%
	Independent reading course in topics not covered in regularly scheduled courses. Students select a topic in consultation with the faculty member who has agreed to supervise the course work.										
ANTHR 7910	Independent Study: Grad I	Welker, M	Varies	Spring	0	1	0	0	YES	NO	100%
	Independent reading course in topics not covered in regularly scheduled courses. Students select a topic in consultation with the faculty member who has agreed to supervise the course work.										
ANTHR 7910	Independent Study: Grad I	Willford, A	Varies	Fall	0	0	0	0	YES	NO	100%
	Independent reading course in topics not covered in regularly scheduled courses. Students select a topic in consultation with the faculty member who has agreed to supervise the course work.										

Cornell Southeast Asia Program - Area Course List											
Course Listing	Course Title	Instructor	Units	Term	2016-17		2017-18		Offered 18-19	Inter-Disp.	% SEA
					UG	GR	UG	GR			
ANTHR 7910	Independent Study: Grad I	Willford, A	Varies	Spring	0	1	0	1	NO	NO	100%
	Independent reading course in topics not covered in regularly scheduled courses. Students select a topic in consultation with the faculty member who has agreed to supervise the course work.										
ANTHR 7920	Independent Study: Grad II	Fiskesjö, M	Varies	Fall	0	0	0	0	YES	NO	100%
	Independent reading course in topics not covered in regularly scheduled courses. Students select a topic in consultation with the faculty member who has agreed to supervise the course work.										
ANTHR 7920	Independent Study: Grad II	Fiskesjö, M	Varies	Spring	0	0	0	0	YES	NO	100%
	Independent reading course in topics not covered in regularly scheduled courses. Students select a topic in consultation with the faculty member who has agreed to supervise the course work.										
ANTHR 7920	Independent Study: Grad II	Welker, M	Varies	Fall	0	0	0	0	YES	NO	100%
	Independent reading course in topics not covered in regularly scheduled courses. Students select a topic in consultation with the faculty member who has agreed to supervise the course work.										
ANTHR 7920	Independent Study: Grad II	Welker, M	Varies	Spring	0	0	0	0	YES	NO	100%
	Independent reading course in topics not covered in regularly scheduled courses. Students select a topic in consultation with the faculty member who has agreed to supervise the course work.										
ANTHR 7920	Independent Study: Grad II	Willford, A	Varies	Fall	0	0	0	0	YES	NO	100%
	Independent reading course in topics not covered in regularly scheduled courses. Students select a topic in consultation with the faculty member who has agreed to supervise the course work.										
ANTHR 7920	Independent Study: Grad II	Willford, A	Varies	Spring	0	0	0	0	NO	NO	100%
	Independent reading course in topics not covered in regularly scheduled courses. Students select a topic in consultation with the faculty member who has agreed to supervise the course work.										

Cornell Southeast Asia Program - Area Course List											
Course Listing	Course Title	Instructor	Units	Term	2016-17		2017-18		Offered 18-19	Inter-Disp.	% SEA
					UG	GR	UG	GR			
ANTHR 7930	Independent Study: Grad III	Fiskesjö, M	Varies	Fall	0	0	0	0	YES	NO	100%
	Independent reading course in topics not covered in regularly scheduled courses. Students select a topic in consultation with the faculty member who has agreed to supervise the course work.										
ANTHR 7930	Independent Study: Grad III	Fiskesjö, M	Varies	Spring	0	0	0	0	YES	NO	100%
	Independent reading course in topics not covered in regularly scheduled courses. Students select a topic in consultation with the faculty member who has agreed to supervise the course work.										
ANTHR 7930	Independent Study: Grad III	Welker, M	Varies	Fall	0	0	0	0	YES	NO	100%
	Independent reading course in topics not covered in regularly scheduled courses. Students select a topic in consultation with the faculty member who has agreed to supervise the course work.										
ANTHR 7930	Independent Study: Grad III	Welker, M	Varies	Spring	0	0	0	0	YES	NO	100%
	Independent reading course in topics not covered in regularly scheduled courses. Students select a topic in consultation with the faculty member who has agreed to supervise the course work.										
ANTHR 7930	Independent Study: Grad III	Willford, A	Varies	Fall	0	0	0	0	YES	NO	100%
	Independent reading course in topics not covered in regularly scheduled courses. Students select a topic in consultation with the faculty member who has agreed to supervise the course work.										
ANTHR 7930	Independent Study: Grad III	Willford, A	Varies	Spring	0	0	0	0	NO	NO	100%
	Independent reading course in topics not covered in regularly scheduled courses. Students select a topic in consultation with the faculty member who has agreed to supervise the course work.										
Archaeology (12)											
ARKEO 3000	Undergraduate Independent Study in Archaeology and Related Fields	Fiskesjö, M	Varies	Fall	0	0	0	0	YES	NO	100%
	Undergraduate students pursue topics of particular interest under the guidance of a faculty member.										

Cornell Southeast Asia Program - Area Course List											
Course Listing	Course Title	Instructor	Units	Term	2016-17		2017-18		Offered 18-19	Inter-Disp.	% SEA
					UG	GR	UG	GR			
ARKEO 3000	Undergraduate Independent Study in Archaeology and Related Fields	Fiskesjö, M	Varies	Spring	0	0	0	0	YES	NO	100%
	Undergraduate students pursue topics of particular interest under the guidance of a faculty member.										
ARKEO 3451	Global Cultural Heritage	Fiskesjö, M	4	Fall	n/a	n/a	n/a	n/a	NO	YES	25%
(X-list: ANTHR 3451, ARTH 3451)	In this course we explore “cultural heritage” as an idea, and as objects which change hands across continents. Our focus is the global trade of fragments of monuments, statues, tomb furnishings and other antiquities derived from poorer areas of the world, ranging from Benin and Afghanistan to China and Cambodia, transferred to collectors and museums in wealthier countries. We use anthropological perspectives to explore a range of issues such as contested spoils of war, looting and international law, auctions and collecting, value and representation, as well as the role of knowledge, the academy, and world public opinion.										
ARKEO 3520	Kingship and State-Making in Asia	Fiskesjö, M	4	Spring	n/a	n/a	4	0	NO	YES	50%
(X-list: ANTHR 3520, ANTHR 6520, ARKEO 6530, ASIAN 3362, ASIAN 6652)	Kingship plays an outside role in Asian countries today, in both democratic and authoritarian countries. Even in countries that abolished the monarchy, the legacy of kingship is very much at play. In this course we will study Asia's kingdoms, states, and empires, with attention to both tradition and present-day modern states. Focusing on kingship as both ideology and practice, we will study how states and monarchic traditions first came to be, including as Stranger-Kings, Buddhist monarchs, secondary state formation, local adaptations of foreign models, and more. We will examine examples such as China, from the ancient states and early empires to the legacy of empire there today; Cambodia and its Angkor empire modeled on Indian traditions; as well as Burma, Thailand, Japan, and other parts of Asia. Using readings, films, lectures and guest presentations, we will re-examine the role of kingship in Asia so as to enable a new understanding of both ancient, historical, and contemporary Asia.										
ARKEO 4981	Honors Thesis Research	Fiskesjö, M	Varies	Fall	0	0	0	0	YES	NO	100%
	Independent work under the close guidance of a faculty member.										
ARKEO 4981	Honors Thesis Research	Fiskesjö, M	Varies	Spring	0	0	0	0	YES	NO	100%
	Independent work under the close guidance of a faculty member.										
ARKEO 4982	Honors Thesis Write-Up	Fiskesjö, M	Varies	Fall	0	0	0	0	YES	NO	100%
	The student, under faculty direction, will prepare a senior thesis.										

Cornell Southeast Asia Program - Area Course List											
Course Listing	Course Title	Instructor	Units	Term	2016-17		2017-18		Offered 18-19	Inter-Disp.	% SEA
					UG	GR	UG	GR			
ARKEO 4982	Honors Thesis Write-Up	Fiskesjö, M	Varies	Spring	0	0	0	0	YES	NO	100%
	The student, under faculty direction, will prepare a senior thesis.										
ARKEO 6000	Graduate Independent Study in Archaeology	Fiskesjö, M	Varies	Spring	0	0	0	0	YES	NO	100%
	Graduate students pursue advanced topics of particular interest under the guidance of a faculty member(s).										
ARKEO 6530	Kingship and State-Making in Asia	Fiskesjö, M	4	Spring	n/a	n/a	0	0	NO	YES	50%
(X-list: ANTHR 3520, ANTHR 6520, ARKEO 3520, ASIAN 3362, ASIAN 6652)	Kingship plays an outsize role in Asian countries today, in both democratic and authoritarian countries. Even in countries that abolished the monarchy, the legacy of kingship is very much at play. In this course we will study Asia's kingdoms, states, and empires, with attention to both tradition and present-day modern states. Focusing on kingship as both ideology and practice, we will study how states and monarchic traditions first came to be, including as Stranger-Kings, Buddhist monarchs, secondary state formation, local adaptations of foreign models, and more. We will examine examples such as China, from the ancient states and early empires to the legacy of empire there today; Cambodia and its Angkor empire modeled on Indian traditions; as well as Burma, Thailand, Japan, and other parts of Asia. Using readings, films, lectures and guest presentations, we will re-examine the role of kingship in Asia so as to enable a new understanding of both ancient, historical, and contemporary Asia.										
ARKEO 8901	Master's Thesis	Fiskesjö, M	Varies	Fall	0	0	0	0	YES	NO	100%
	Students, working individually with faculty member(s), prepare a master's thesis in archaeology.										
ARKEO 8901	Master's Thesis	Fiskesjö, M	Varies	Spring	0	0	0	0	YES	NO	100%
	Students, working individually with faculty member(s), prepare a master's thesis in archaeology.										
Architecture (1)											
ARCH 6308	Flux Navigations: Biopolitics and Urban Aesthetics in the Contemporary SE Asian City	Foster, J; Fuhrmann, A	4	Fall	n/a	n/a	n/a	n/a	NO	YES	100%
(X-list: ASIAN 6682, SHUM 6308)	This course critically addresses accounts of Southeast Asia's port and delta metropolises as sites of economic and cultural transformation as part of recent power shifts in the region. It focuses on the socio-spatial problematics associated with collision between old and new forms of labor, capital, and governance in urban environments where the impacts of climate change are increasingly evident. Part of the Mellon Collaborative Studies in Architecture, Urbanism, and the Humanities, the seminar will be pedagogically linked to a parallel Expanded Practice Graduate Design Studio in Architecture whose goal is to explore meta-issues in global urbanism.										

Cornell Southeast Asia Program - Area Course List

Course Listing	Course Title	Instructor	Units	Term	2016-17		2017-18		Offered 18-19	Inter-Disp.	% SEA
					UG	GR	UG	GR			
Art History (27)											
ARTH 1149	FWS: The Politicized Image in East and Southeast Asia	Corey, P	3	Fall	n/a	n/a	n/a	n/a	NO	NO	50%
	This course will introduce students to objects of Asian art and visual culture that have been produced in tandem with political agendas or have themselves sparked contentious debate. The sociopolitical arena we discuss is shaped by discourses of nationalism and citizenship, by how we represent borders between bodies and genders or between self and Other, as well as by how we memorialize the past. Students will learn how to engage with these topics through the lens of the visual, with careful attention to the ways in which aesthetic gestures can arouse political tensions. We focus mostly on modern and contemporary case studies in East and Southeast Asia, ranging from artistic responses to the cult of Mao to the use of photography to produce national subjects in Indonesia. Assignments will not only involve interpretative analysis and critical argumentation, but also encourage an aptitude for different styles of writing										
ARTH 2805	Introduction to Material Worlds: Trade and the Arts of Asia	McGowan, K; Pan, A	4	Fall	8	0	n/a	n/a	YES	YES	50%
(X-list: ASIAN 2285, VISST 2805)	Trade in and to Asia proved to be a key force in creating our modern "globalized" world. The Indian Ocean and the China Seas converged on Southeast Asia, where a cosmopolitan array of ships from every shore plied their trade, set sail, and returned with the monsoon winds. People, goods, and ideas also traveled on camelback across the undulating contours of the Gobi Desert, connecting India, the Near East and Central Asia with China, Korea, and Japan. This course introduces students to the raw ingredients of things in motion, poised interactively in time and space, as material worlds collide. Wood, bamboo, bronze, clay, earthenware, ink, spices, textiles and tea - students will navigate sites of encounter at the Herbert F. Johnson Museum from pre modern to the present.										
ARTH 3451	Global Cultural Heritage	Fiskesjö, M	4	Fall	n/a	n/a	n/a	n/a	NO	YES	25%
(X-list: ANTHR 3451, ARKEO 3451)	In this course we explore "cultural heritage" as an idea, and as objects which change hands across continents. Our focus is the global trade of fragments of monuments, statues, tomb furnishings and other antiquities derived from poorer areas of the world, ranging from Benin and Afghanistan to China and Cambodia, transferred to collectors and museums in wealthier countries. We use anthropological perspectives to explore a range of issues such as contested spoils of war, looting and international law, auctions and collecting, value and representation, as well as the role of knowledge, the academy, and world public opinion.										
ARTH 3850	The Arts of Southeast Asia	McGowan, K	4	Spring	n/a	n/a	19	1	YES	YES	100%
(X-list: ASIAN 3350, VISST 3696)	The arts of Southeast Asia are studied in their social context, since in traditional societies creative processes are often mapped on the sequence of events that compose human lives. We will be looking particularly at the gendered ways in which bodies are mapped on the land, and how these various framings are often reflected in the unique relationships that emerge between works of art and textual sources.										
ARTH 3855	The House and the World: Architecture of Asia	McGowan, K	4	Fall	n/a	n/a	n/a	n/a	NO	YES	80%
(X-list: ASIAN 3394, VISST 3655)	In many Asian societies, houses are regarded as having a vitality of their own. This course will examine the role of the house as a living organism in Asia. Houses also function as storehouses for material and immaterial wealth; artifacts such as textiles, jewelry, sculptures, and masks function within the house as ancestral heirlooms, conveying their own currents of life force, the power from which serving to blend with the vitality of the house. The indigenous architectural traditions of India, Vietnam, Thailand, Indonesia, and the Philippines will be examined. By studying the inhabited spaces of others, divining their technologies of construction and their applied symbolologies, students will be provided with powerful tools for examining the visual skills and sensibilities of other cultures.										

Cornell Southeast Asia Program - Area Course List											
Course Listing	Course Title	Instructor	Units	Term	2016-17		2017-18		Offered 18-19	Inter-Disp.	% SEA
					UG	GR	UG	GR			
ARTH 3856	Performing Angkor: Dance, Silk, and Stone	McGowan, K	3	Wint.	10	0	n/a	n/a	YES	YES	100%
(X-list: ASIAN 3356)	"Performing Angkor" has been a powerful way for Cambodian people to revisit their architectural past en route to reaffirming their future. The Angkorian Empire, situated now in the province of Siem Reap in Cambodia, once stretched across much of Mainland Southeast Asia from the 9th to the 15th centuries. Early inscriptions relate how Khmer dancers wrapped in sumptuous silks were presented as offerings to temples. This 2 week Cornell in Cambodia course will encourage students in an embodied way to explore how the creative and political fastening of the lived world to a spiritual place like Angkor has a long and richly embedded history combining dance, silk and stone. Students will visit sacred sites, weaving workshops, observe dance classes and performances, and explore Cambodia's National Museum.										
ARTH 4107	The Museum and the Object	Klimaszewski, C; Finley, C	4	Fall	9	1	n/a	n/a	NO	YES	25%
(X-list: VISST 4607)	Gives advanced students the opportunity to work directly with original objects from the collection in the Herbert F. Johnson Museum. Focuses on art and connoisseurship by questioning the ways quality is determined in works of art. Topics include methods of attribution, fakes and forgeries, techniques and media, restoration and conservation, art education and theories of perception. Session leaders include the curatorial staff of the art museum.										
ARTH 4851	Performing Objects/Collecting Cultures	McGowan, K	4	Spring	n/a	n/a	5	1	NO	YES	50%
(X-list: ARTH 6851, ASIAN 4445, ASIAN 6645, VISST 4851)	The twin phenomena of performing and collecting are as old as time, and both require an intense entanglement with things. This seminar examines the significance of objects and their related texts within the field of Art History and, indeed, more broadly as they are "performed" and "collected" (sometimes both initiatives occurring simultaneously) in Asian Art and Culture. Various performative and collective containments will be mapped as they transcend boundaries: temporal, spatial, cultural, intertextual, and disciplinary. Masked dances and their costume elements, clay pots, bronzes, serpentine daggers, musical instruments, embroidered story cloths, shadow puppets, flora, fauna, and film will be explored.										
ARTH 4852	Shadowplay: Asian Art and Performance	McGowan, K	4	Spring	n/a	n/a	n/a	n/a	NO	YES	75%
(X-list: ARTH 6852, ASIAN 4442, ASIAN 6646, VISST 4852)	Shadowplay is a superb medium for storytelling. As with many performing arts in Asia, neither the highly stylized images of puppets, nor its musical, or linguistic complexity detract from its wide popularity. Why does an art that appears so obscure exercise such broad appeal? This seminar explores the playful and politically adept fluctuations of shadows across screens from India to Mainland and Island Southeast Asia. We will also briefly examine East Asian developments, particularly in China and Japan. In each of the countries where shadow theatre exists it has acquired its own repertory and a distinct technique and style of its own. This aesthetic has translated locally into paint, sculpture, architecture, cinema, and modern and contemporary installation art.										

Cornell Southeast Asia Program - Area Course List											
Course Listing	Course Title	Instructor	Units	Term	2016-17		2017-18		Offered 18-19	Inter-Disp.	% SEA
					UG	GR	UG	GR			
ARTH 4854	Water: Art & Politics in Southeast Asia	McGowan, K	4	Fall	n/a	n/a	n/a	n/a	YES	YES	100%
(X-list: ARTH 6854, ASIAN 4499, ASIAN 6699, VISST 4854, VISST 6854)	This seminar will focus on the significance of water –economic, religious, political, social –and its role in the art and architecture of Mainland and Island Southeast Asia, with particular focus on Cambodia and Indonesia. While India and China can be seen to provide aquatic themes and patterns for transformation, the emphasis in this course will focus on local ingenuity, how technologies of water use and control at ancient sites in Southeast Asia can be seen to shape vivid symbologies, performing past and present. The course will be taught at the Herbert F. Johnson Museum with guest lectures presented by Visiting Scholar, Dr. Ea Darith.										
ARTH 4855	Threads of Consequence: Textiles in South and Southeast Asia	McGowan, K	4	Spring	n/a	n/a	n/a	n/a	YES	YES	50%
(X-list: ARTH 6855, ASIAN 4487, ASIAN 6644, VISST 4855, VISST 6855)	This seminar explores how patterned cloths serve as a symbolic medium, functioning on multiple levels of understanding and communication. As spun, dyed, and woven threads of consequence, textiles can be seen to enter into all phases of social, economic, political, religious, and performance processes, often assuming unusual properties and attributes. As bearers of talismanic messages, signifiers of rank, and as the recipients of influences from maritime trade and touristic demand, textiles are read between the folds of complex exchange mechanisms in South and Southeast Asia.										
ARTH 4856	Producing Cloth Cultures	Alexandridis, A; McGowan, K	4	Spring	n/a	n/a	n/a	n/a	NO	YES	25%
(X-list: ARTH 6856, VISST 4857)	It is a fundamental part of human activity to dress or cover one's body and environment. While the symbolic significance of such clothing has long been recognized, the activity of producing fabric itself deserves more attention. By this we do not only mean the various techniques and technological devices involved in spinning, weaving, stitching, or sewing, but also the analogical activities and metaphors they entailed. What stories did they tell? How did their connection to writing, remembering, lovemaking, or ruling one's kingdom, to name but a few examples, play out metaphorically in cloth? And how did fabrics depend on or transform the transmission of techniques, fashions and motives, but also gender, concepts of the body or the built environment?										

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ARTH 4858	Dancing the Stone: Body, Memory, and Architecture	McGowan, K	4	Spring	n/a	n/a	n/a	n/a	NO	YES	75%
(X-list: ARTH 6858, ASIAN 4456, ASIAN 6656, PMA 4358, VISST 4858)	This course examines the role of temples and their sculptural programs in South and Southeast Asia as creative stimuli for performative reenactments. Choreographic encounters between imagination and memory will be mapped as they occur at various points historically and politically in Java, Bali, Cambodia and India. Since architectural choreography implies the human body's inhabitation and experience of place, the nature of ritualized behavior and its relationship to performance and politics will be explored spatially, both in organizing experience and defining or redefining identity on colonial, national, and diasporic margins. Bringing back the haptic sense (i.e. of feeling and doing at the same time) students will have the unique opportunity to balance the demands of learning a Balinese traditional dance while exploring performance traditions in historical perspective.										
ARTH 4860	Working Hot: Exploring Art Beyond Representation	Klimaszewski, C; McGowan, K	4	Fall	n/a	n/a	n/a	n/a	NO	YES	25%
(X-list: ARTH 6860, VISST 4860)	The sizzling hiss of white-hot iron plunged in water, the slap and punch required to put a hole in a solid wad of clay on a kick-wheel, the whirring of a drop spindle in motion. Can we capture or theorize the creative process? What happens in the heat of the moment when artists engage with their materials? This seminar, part of the Johnson Museum of Art's Mellon Foundation initiative, will explore the terrains of art beyond representation. Engaging art production with museum practice, the course will be taught by associate professor, Kaja M. McGowan, and associate director & Ames Curator of Education, Cathy Rosa Klimaszewski. Classes will be held at the museum, and in a number of designated workshops where artists engage in the heat of the moment.										
ARTH 4991	Independent Study	McGowan, K	Varies	Fall	0	0	0	0	YES	NO	100%
	Individual investigation and discussion of special topics not covered in the regular course offerings, by arrangement with a member of the department.										
ARTH 4992	Independent Study	McGowan, K	Varies	Spring	0	0	0	0	YES	NO	100%
	Individual investigation and discussion of special topics not covered in the regular course offerings, by arrangement with a member of the department.										
ARTH 5991	Supervised Reading	McGowan, K	Varies	Fall	0	0	0	0	YES	NO	100%
	Individual investigation and discussion of special topics not covered in the regular course offerings, by arrangement with a member of the department.										
ARTH 5992	Supervised Reading	McGowan, K	Varies	Spring	0	0	0	0	YES	NO	100%
	Individual investigation and discussion of special topics not covered in the regular course offerings, by arrangement with a member of the department.										

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					UG	GR	UG	GR			
ARTH 5993	Supervised Study	McGowan, K	Varies	Fall	0	0	0	0	YES	NO	100%
	Individual investigation and discussion of special topics not covered in the regular course offerings, by arrangement with a member of the department.										
ARTH 5994	Supervised Study	McGowan, K	Varies	Spring	0	0	0	1	YES	NO	100%
	Individual investigation and discussion of special topics not covered in the regular course offerings, by arrangement with a member of the department.										
ARTH 6851	Performing Objects/Collecting Cultures	McGowan, K	4	Spring	n/a	n/a	0	1	NO	YES	50%
(X-list: ARTH 4851, ASIAN 4445, ASIAN 6645, VISST 4851)	The twin phenomena of performing and collecting are as old as time, and both require an intense entanglement with things. This seminar examines the significance of objects and their related texts within the field of Art History and, indeed, more broadly as they are "performed" and "collected" (sometimes both initiatives occurring simultaneously) in Asian Art and Culture. Various performative and collective containments will be mapped as they transcend boundaries: temporal, spatial, cultural, intertextual, and disciplinary. Masked dances and their costume elements, clay pots, bronzes, serpentine daggers, musical instruments, embroidered story cloths, shadow puppets, flora, fauna, and film will be explored.										
ARTH 6852	Shadowplay: Asian Art and Performance	McGowan, K	4	Spring	n/a	n/a	n/a	n/a	NO	YES	75%
(X-list: ARTH 4852, ASIAN 4442, ASIAN 6646, VISST 4852)	Shadowplay is a superb medium for storytelling. As with many performing arts in Asia, neither the highly stylized images of puppets, nor its musical, or linguistic complexity detract from its wide popularity. Why does an art that appears so obscure exercise such broad appeal? This seminar explores the playful and politically adept fluctuations of shadows across screens from India to Mainland and Island Southeast Asia. We will also briefly examine East Asian developments, particularly in China and Japan. In each of the countries where shadow theatre exists it has acquired its own repertory and a distinct technique and style of its own. This aesthetic has translated locally into paint, sculpture, architecture, cinema, and modern and contemporary installation art.										

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ARTH 6854	Water: Art & Politics in Southeast Asia	McGowan, K	4	Fall	n/a	n/a	n/a	n/a	YES	YES	100%
(X-list: ARTH 4854, ASIAN 4499, ASIAN 6699, VISST 4854, VISST 6854)	This seminar will focus on the significance of water –economic, religious, political, social –and its role in the art and architecture of Mainland and Island Southeast Asia, with particular focus on Cambodia and Indonesia. While India and China can be seen to provide aquatic themes and patterns for transformation, the emphasis in this course will focus on local ingenuity, how technologies of water use and control at ancient sites in Southeast Asia can be seen to shape vivid symbologies, performing past and present. The course will be taught at the Herbert F. Johnson Museum with guest lectures presented by Visiting Scholar, Dr. Ea Darith.										
ARTH 6855	Threads of Consequence: Textiles in South and Southeast Asia	McGowan, K	4	Spring	n/a	n/a	n/a	n/a	YES	YES	50%
(X-list: ARTH 4855, ASIAN 4487, ASIAN 6644, VISST 4855, VISST 6855)	This seminar explores how patterned cloths serve as a symbolic medium, functioning on multiple levels of understanding and communication. As spun, dyed, and woven threads of consequence, textiles can be seen to enter into all phases of social, economic, political, religious, and performance processes, often assuming unusual properties and attributes. As bearers of talismanic messages, signifiers of rank, and as the recipients of influences from maritime trade and touristic demand, textiles are read between the folds of complex exchange mechanisms in South and Southeast Asia.										
ARTH 6856	Producing Cloth Cultures	Alexandridis, A; McGowan, K	4	Spring	n/a	n/a	n/a	n/a	NO	YES	25%
(X-list: ARTH 4856, VISST 4857)	It is a fundamental part of human activity to dress or cover one's body and environment. While the symbolic significance of such clothing has long been recognized, the activity of producing fabric itself deserves more attention. By this we do not only mean the various techniques and technological devices involved in spinning, weaving, stitching, or sewing, but also the analogical activities and metaphors they entailed. What stories did they tell? How did their connection to writing, remembering, lovemaking, or ruling one's kingdom, to name but a few examples, play out metaphorically in cloth? And how did fabrics depend on or transform the transmission of techniques, fashions and motives, but also gender, concepts of the body or the built environment?										

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ARTH 6858	Dancing the Stone: Body, Memory, and Architecture	McGowan, K	4	Spring	n/a	n/a	n/a	n/a	NO	YES	75%
(X-list: ARTH 6858, ASIAN 4456, ASIAN 6656, PMA 4358, VISST 4858)	This course examines the role of temples and their sculptural programs in South and Southeast Asia as creative stimuli for performative reenactments. Choreographic encounters between imagination and memory will be mapped as they occur at various points historically and politically in Java, Bali, Cambodia and India. Since architectural choreography implies the human body's inhabitation and experience of place, the nature of ritualized behavior and its relationship to performance and politics will be explored spatially, both in organizing experience and defining or redefining identity on colonial, national, and diasporic margins. Bringing back the haptic sense (i.e. of feeling and doing at the same time) students will have the unique opportunity to balance the demands of learning a Balinese traditional dance while exploring performance traditions in historical perspective.										
ARTH 6860	Working Hot: Exploring Art Beyond Representation	Klimaszewski, C; McGowan, K	4	Fall	n/a	n/a	n/a	n/a	NO	YES	25%
(X-list: ARTH 4860, VISST 4860)	The sizzling hiss of white-hot iron plunged in water, the slap and punch required to put a hole in a solid wad of clay on a kick-wheel, the whirring of a drop spindle in motion. Can we capture or theorize the creative process? What happens in the heat of the moment when artists engage with their materials? This seminar, part of the Johnson Museum of Art's Mellon Foundation initiative, will explore the terrains of art beyond representation. Engaging art production with museum practice, the course will be taught by associate professor, Kaja M. McGowan, and associate director & Ames Curator of Education, Cathy Rosa Klimaszewski. Classes will be held at the museum, and in a number of designated workshops where artists engage in the heat of the moment.										
Asian Studies (122)											
ASIAN 1103	FWS: Femininities: Asia	Fuhrmann, A	3	Fall	n/a	n/a	n/a	n/a	YES	NO	30%
	Femininities: Asia studies the politics and aesthetics of representing femininity in Asia across a variety of Asian screen cultures, literatures, and political-economic contexts. We will study foundational scholarly writing on the topic as well as consider fiction writing and feature and documentary films about femininity. What has embodying, rejecting, representing, or refusing to represent femininity come to mean in the globalized, neoliberal economies and mobile societies of South, Southeast, and East Asia? Readings will serve as points of departure for understanding different kinds of argumentation and styles of writing: reading responses, short and long analytical essays, abstracts, and proposals.										
ASIAN 1105	FWS: Colonialism, War, and Gender in Vietnamese Literature	Vo, E	3	Fall	n/a	n/a	n/a	n/a	NO	NO	100%
	This course will introduce students to academic writing through reading and writing about Vietnamese literary traditions, in particular focusing on the legacies of colonialism and war. We will read poetry, short stories, and novels in translation from the eleventh through the twentieth century, alongside historical narratives about the specific cultural, social, and political contexts depicted in these texts. We will explore the literary influences from China and France to see how they shaped and inspired new genres in Vietnam. We will focus on themes of anti-colonialism, nationalism, socio-economic issues, and the changing gender roles in Vietnam throughout the centuries. In our writing assignments, we will emphasize critical analysis, organization, tone and style, and persuasive argument.										

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ASIAN 1108	FWS: Food on Film: Asia	Fuhrmann, A	3	Spring	15	0	n/a	n/a	NO	NO	30%
	Food on Film studies the politics and aesthetics of food production and presentation, nourishment, and consumption across a variety of Asian screen cultures and political-economic contexts. We will “consume” classics of the food film such as Eat, Drink, Man, Woman, analyze the Mokbang phenomenon of commercial on-screen eating as well as consider documentaries about the food industries. What has cooking, eating, consuming, nourishing, mass-producing, or refusing food come to mean in the globalized, neoliberal economies and mobile societies of South, Southeast, and East Asia? Students will submit and receive feedback on responses to weekly readings; learn different styles of argumentation and kinds of analysis (e.g., close readings); write short and long essays; as well as write conference proposals and article abstracts.										
ASIAN 1110	FWS: Piety, Politics, and Protection: Indian Ocean Buddhism	Blackburn, A	3	Fall	n/a	n/a	16	0	NO	NO	25%
	Long before the steamship, the airplane, the iPad, and Snapchat, Buddhist monks, merchants, pilgrims, and adventurers created a Buddhist network across the space of the Indian Ocean, including much of what we now refer to as southern China, India, Sri Lanka, and Southeast Asia. Why did Buddhist travelers leave their homes for other corners of the Buddhist world? What texts, religious rituals, and magical talismans did they carry? How did mobile persons and things create Buddhism? In this seminar we move between brief primary sources composed by these travelers and their patrons, literary and art historical evidence related to Buddhist networks, and scholarship on trade and networks in order to see the hopes and fears, aims and motivations, of premodern Buddhists on the move.										
ASIAN 1110	FWS: Piety, Politics, and Protection: Indian Ocean Buddhism	Blackburn, A	3	Spring	14	0	n/a	n/a	NO	NO	25%
	Long before the steamship, the airplane, the iPad, and Snapchat, Buddhist monks, merchants, pilgrims, and adventurers created a Buddhist network across the space of the Indian Ocean, including much of what we now refer to as southern China, India, Sri Lanka, and Southeast Asia. Why did Buddhist travelers leave their homes for other corners of the Buddhist world? What texts, religious rituals, and magical talismans did they carry? How did mobile persons and things create Buddhism? In this seminar we move between brief primary sources composed by these travelers and their patrons, literary and art historical evidence related to Buddhist networks, and scholarship on trade and networks in order to see the hopes and fears, aims and motivations, of premodern Buddhists on the move.										
ASIAN 1111	FWS: Literature, Religion, Culture: The Vietnam War through Film and Literature	Vo, E	3	Fall	16	0	n/a	n/a	NO	NO	100%
	Why do they fight? Who was the “enemy”? These questions examine the multiple views and experiences of the Vietnam War (1965–75) for both Vietnam and America. We will compare and contrast how both sides represented the war through iconic novels like The Sorrow of War by Bao Ninh, and The Things They Carried by Tim O’Brien, and Vietnamese and Hollywood film and documentaries such as Apocalypse Now and Last Days in Vietnam. How do literature and the media shape our perception of the Vietnam War? We will critique, analyze, and problematize how the Vietnam War is remembered, by whom, and for what purposes through the themes of propaganda, nationalism, memory, post-war legacies, and reconciliation. Our writing assignments will emphasize persuasive argument, critical analysis, organization, tone, and style.										

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					UG	GR	UG	GR			
ASIAN 1111	FWS: Ghosts, Buddhas, and Magic: Vietnamese Religious Experience Then and Now	Tran, J	3	Spring	n/a	n/a	15	0	NO	NO	100%
	How does the spiritual world of ghosts, divine beings, and magic intersect with the human realms of politics, economics, and everyday life? In this course by exploring various aspects of religious experience in Vietnam such as philosophy, beliefs, and local customs, students will learn how themes of money, social status, psychology, and power intermingle with religious concerns. This course encourages students to think about how religious traditions change over time by tracing their transformation, reinterpretations, and reiterations through Vietnamese history. Students will develop essays based on readings about Vietnamese folklore, medieval Buddhist monks, eighteenth-century missionary work, apocalyptic literature, and contemporary religious activities. Certain themes for students to explore and develop will include prophecy, sorcery, pilgrimage, death, trauma, and hope.										
ASIAN 1117	FWS: Love, Poetry and Revolution	Taylor, K	3	Spring	n/a	n/a	n/a	n/a	NO	YES	100%
	This course examines concepts of love, poetry, and anti-colonial revolution in early modern Vietnamese fiction. We begin by examining the roots of these themes in classical Vietnamese “narrative poetry,” such as Nguyen Du’s nineteenth-century masterpiece, “The Tale of Kieu.” In discussion and frequent writing assignments, we then trace the evolution of concepts of love, hardship, and revolution as literary themes in the emergent genre of the short story, and examine how they came to dominate early Vietnamese fiction against a backdrop of the violent fall of French colonial rule.										
ASIAN 1191	Introduction To Modern Asian History	Ghosh, D; Tagliacozzo, E	4	Fall	n/a	n/a	n/a	n/a	YES	YES	25%
(X-list: CAPS 1910, HIST 1910)	This introductory course follows the history of Asia-Pacific from the nineteenth century to the present, focusing on the relations of China, India, Japan, South, and Southeast Asia. This course is intended for students wanting a broad historical overview of what makes Asia distinctive and important in the global economy and in world politics.										
ASIAN 2206	The Occidental Tourist: Travel Writing and History in Southeast Asia and Beyond	Loos, T	4	Fall	n/a	n/a	n/a	n/a	NO	YES	100%
(X-list: HIST 2070)	Travel can change our understanding of ourselves and the world. Throughout the course, we explore the connections between a writer’s subjectivity and their experience of the world through their writing. We examine novels, diaries, short essays, and photographic collections by explorers, colonial officials, naturalists, and tourists who travel to and from Southeast Asia. To the extent we can, we also read works about Europe and America written by Southeast Asians. In addition to attending to a writer’s subjectivity as it is produced through writing about others, we also consider the historical, political, and economic conditions that make travel possible. We will examine how travel writing is inflected with assumptions about the cultural values, race, class, and gender of both travelers and their domestic audience, on the one hand, and the people and places they write about, on the other. We will write about our own travel experiences and photos even as we critique the travel writing genre. The course ends by questioning the role of the internet in the future of tourism and travel in Southeast Asia.										

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ASIAN 2208	Introduction to Southeast Asia	Formichi, C	3	Fall	7	1	8	1	YES	NO	100%
	This course introduces key questions in the study of Southeast Asia (Brunei, Burma, Cambodia, Indonesia, Laos, Malaysia, Philippines, Singapore, Thailand, and Vietnam) and its diasporas. It combines a rigorous introduction to Southeast Asian historical, religious, literary, visual, and political traditions and the ways in which scholars have thought about them with the opportunity for students to develop small-scale fieldwork, curatorial, or media projects. Themes to be discussed include notions of kinship, gender, political conflict, media, sexuality, textual and visual genres, and forms of belief and belonging.										
ASIAN 2228	Indian Ocean World	Tagliacozzo, E	3	Fall	n/a	n/a	n/a	n/a	NO	YES	25%
(X-list: HIST 2280)	This course looks at the many intersecting histories of the Indian Ocean. The Indian Ocean was the first oceanic basin that supported large-scale cross-cultural contact for mankind. These warm tropical waters saw peoples from East Africa, the Middle East, the Indian Sub-Continent and Southeast Asia all meet and mix over many centuries. The course will look at these histories of contact, spanning maritime studies, archaeological perspectives, winds and weather patterns (including the vital monsoons), religious migrations (including Buddhism, Christianity, and Islam), and the history of commerce (such as the Spice Trade). We will ask how the Indian Ocean became a crucial canvas for painting human history over vast, oceanic distances. Open to students interested in world history and its regional variants.										
ASIAN 2245	Gamelan in Indonesian History and Culture	Miller, C	3	Fall	2	1	1	0	YES	YES	100%
(X-list: MUSIC 1341, VISST 2744)	This course combines hands-on instruction in gamelan, Indonesia's most prominent form of traditional music, and the academic study of the broader range of music found in contemporary Indonesia, including Western-oriented and hybrid popular forms. Students thus engage with music directly, and use it as a lens to examine the myriad social and cultural forces that shape it, and that are shaped by it.										
ASIAN 2247	Controversy and Debate in Islam	Formichi, C	4	Fall	8	1	n/a	n/a	NO	YES	40%
(X-list: NES 2649, RELST 2247)	Whether it is politics, society, the law, sexuality, popular culture or minorities' rights, the media are saturated with news on Islam. This course introduces topical issues in Islam as a religious, historical, cultural and political phenomenon. We will discuss this religion's manifold interpretations and investigate its multiple manifestations across the globe, giving special attention to Asia (from Iran to China, Indonesia, Afghanistan, India, Thailand, etc.). Key themes include religious devotion, the arts, Islamic law, gender, statehood, jihad, and sectarianism. No previous knowledge of Islam is required as the course covers the fundamentals of Islam as a religious system as well as a historical phenomenon.										
ASIAN 2247	Controversy and Debate in Islam	Formichi, C	4	Spring	n/a	n/a	12	0	YES	YES	40%
(X-list: NES 2649, RELST 2247)	Whether it is politics, society, the law, sexuality, popular culture or minorities' rights, the media are saturated with news on Islam. This course introduces topical issues in Islam as a religious, historical, cultural and political phenomenon. We will discuss this religion's manifold interpretations and investigate its multiple manifestations across the globe, giving special attention to Asia (from Iran to China, Indonesia, Afghanistan, India, Thailand, etc.). Key themes include religious devotion, the arts, Islamic law, gender, statehood, jihad, and sectarianism. No previous knowledge of Islam is required as the course covers the fundamentals of Islam as a religious system as well as a historical phenomenon.										

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ASIAN 2255	Religion and Society in Asia	Formichi, C	3	Fall	n/a	n/a	n/a	n/a	NO	YES	25%
(X-list: RELST 2255)	Asia, in its territorial expanse, hosts believers of all religions, from Hinduism to Judaism, from Islam to Shinto, Christianity, Buddhism and more. In this course you will be exposed to the Varies landscape of Asia's religious realities, gaining an understanding of religions' development and interaction with local societies, cultures, and politics. We will explore a variety of case studies covering a selection of themes: the relationships between religion and: national identities, politics, gender, and natural disasters; the status of minorities; the impact of colonialism, and religious mixing; the emergence of 'syncretic' practices and concerns for orthodoxy. Overall we will aim at developing the analytical tools needed to understand how the nexuses between state, society, and religion affect contemporary Asia.										
ASIAN 2261	Indian Ocean Buddhism	Blackburn, A	3	Fall	n/a	n/a	n/a	n/a	YES	YES	50%
(X-list: RELST 2261)	Long before the steamship, the airplane, the iPad and Snapchat, Buddhist monks, merchants, pilgrims and adventurers created a Buddhist network across the space of the Indian Ocean, including much of what we now refer to as southern China, India, Sri Lanka, and Southeast Asia. Why did Buddhist travelers leave their homes for other corners of the Buddhist world? What texts, religious rituals, and magical talismans did they carry? How did mobile persons and things create a Buddhist tradition? Today, Indian Ocean Buddhism is strongly connected to economy and politics, as well as devotion. How did Buddhism, politics, and economy become intertwined? How does Buddhism relate to nationalism?										
ASIAN 2285	Introduction to Material Worlds: Trade and the Arts of Asia	McGowan, K; Pan, A	4	Fall	4	0	n/a	n/a	YES	YES	50%
(X-list: ARTH 2805, VISST 2805)	Trade in and to Asia proved to be a key force in creating our modern "globalized" world. The Indian Ocean and the China Seas converged on Southeast Asia, where a cosmopolitan array of ships from every shore plied their trade, set sail, and returned with the monsoon winds. People, goods, and ideas also traveled on camelback across the undulating contours of the Gobi Desert, connecting India, the Near East and Central Asia with China, Korea, and Japan. This course introduces students to the raw ingredients of things in motion, poised interactively in time and space, as material worlds collide. Wood, bamboo, bronze, clay, earthenware, ink, spices, textiles and tea - students will navigate sites of encounter at the Herbert F. Johnson Museum from pre modern to the present.										
ASIAN 2298	The Vietnamese Wars: 1945-1990	Taylor, K	4	Fall	n/a	n/a	n/a	n/a	NO	YES	100%
(X-list: HIST 2890)	This course covers the three consecutive wars fought in Vietnam from 1945 to 1990 in which France, China, the US, and the USSR, among other countries, were directly involved. The course will endeavor to look at these wars from Vietnamese perspectives as well as from the perspectives of non-Vietnamese governments. One aspect of the course will be to contextualize these wars in the global arena of international relations and the foreign policies of various countries, in particular of the United States. Another aspect will be to see how Vietnamese understood what the wars were about. How and why the events of these wars have been remembered and forgotten in the different countries involved will also be addressed.										

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ASIAN 2299	Buddhism	Boucher, D	3	Fall	n/a	n/a	25	1	YES	YES	25%
(X-list: RELST 2299)	This course will explore the Buddhist tradition from its origins in ancient India to its migrations throughout Asia and eventually to the West. The first part of the course will deal with Indian Buddhism: the Buddha, the principal teachings and practices of his early followers, and new developments in spiritual orientation. We will then turn to the transmission of Buddhism to Sri Lanka and Southeast Asia, where at least one of the early schools has been preserved. Next we will look at Mahayana Buddhism as it moves north and east, encompassing China, Japan, and Tibet. While much of the course will be devoted to developments in traditional times, we will also look at some of the ways Buddhist cultures have responded to modernity.										
ASIAN 3300	Burma (Myanmar) Country Seminar	Fiskesjö, M	1	Spring	n/a	n/a	n/a	n/a	NO	NO	100%
(X-list: ASIAN 6600)	Burma (Myanmar) is rapidly gaining in importance, with political change on several fronts, following on decades of military rule, and a new openness to contacts with Western countries. This seminar is intended as an introduction to modern and historical Burma, and also as a new beginning in Cornell-Burma contacts. Through a series of guest presentations by experts from various academic fields and on a range of aspects, and also through critical readings about Burma, we will learn about history, religion, politics, ethnic minority issues, and more. The seminar is created for upper level undergraduates and graduate students and will provide an important starting point for comparativists, Asian studies students in different specializations, and all those in interdisciplinary studies interested Asia.										
ASIAN 3309	Temple in the World: Buddhism in Contemporary South and Southeast Asia	Blackburn, A	3	Spring	4	0	9	0	YES	YES	50%
(X-list: RELST 3309)	How do Buddhists live out their philosophies and ethics? What are the spaces of ritual, devotion, meditation, education, and politics? How do Buddhist practices and affiliations satisfy aesthetic and emotional needs and build social networks? This course explores the unfolding of Buddhist life in contemporary South and Southeast Asia, in locations such as Burma/Myanmar, Thailand, India, Sri Lanka, Malaysia, Vietnam, and Cambodia.										
ASIAN 3311	Performing Islam in Southeast Asia	Formichi, C	4	Fall	n/a	n/a	n/a	n/a	YES	YES	100%
(X-list: ASIAN 6611, NES 3511, RELST 3311)	What role does Islam take in the politics, history, arts and rituals of Southeast Asia? Structured as a seminar, this course takes you on a journey through Southeast Asia, home to almost a quarter of the global Muslim population, to explore how centuries of cultural mixing and layering have shaped the regions' religious outlook. How are local traditions and universal Islamic precepts reconciled? How is this manifested in the performative arts and rituals? How does Islam play out in governance and the law? How is Islam deployed in the transnational sphere? Previous knowledge of Islam is an advantage, but not a requisite to succeed in this course. Students will be introduced to the fundamentals of Islam as a religious system as well as a historical phenomenon throughout the course.										
ASIAN 3311	Performing Islam in Southeast Asia	Formichi, C	4	Spring	n/a	n/a	1	0	NO	YES	100%
(X-list: ASIAN 6611, NES 3511, RELST 3311)	What role does Islam take in the politics, history, arts and rituals of Southeast Asia? Structured as a seminar, this course takes you on a journey through Southeast Asia, home to almost a quarter of the global Muslim population, to explore how centuries of cultural mixing and layering have shaped the regions' religious outlook. How are local traditions and universal Islamic precepts reconciled? How is this manifested in the performative arts and rituals? How does Islam play out in governance and the law? How is Islam deployed in the transnational sphere? Previous knowledge of Islam is an advantage, but not a requisite to succeed in this course. Students will be introduced to the fundamentals of Islam as a religious system as well as a historical phenomenon throughout the course.										

Cornell Southeast Asia Program - Area Course List											
Course Listing	Course Title	Instructor	Units	Term	2016-17		2017-18		Offered 18-19	Inter-Disp.	% SEA
					UG	GR	UG	GR			
ASIAN 3312	What was the Vietnam War?	Taylor, K	4	Fall	n/a	n/a	5	0	YES	YES	100%
(X-list: HIST 3312)	<p>If you have ever wondered what the Vietnam War was all about, how did it begin, how was it fought, why was it so controversial, why did the American people turn against it, why was it important, why were generations of American students taught the North Vietnamese version of the war, why the South Vietnamese allies of the United States were abandoned, and what happened to the Vietnamese and the Americans as a result of the war—then this class is for you! With fresh eyes and surprising insights, it will take you beyond the fashionable fictions and clichés to look at the twenty-five years during which the United States, through six presidential administrations, was involved in Vietnamese affairs (1950-1975). For decades, Americans have been meditating on "the lessons of the Vietnam War," but it turns out that neither was any lesson ever learned nor were the so-called "lessons" even plausibly related to actual events. Today, Americans continue to be taught myths about the Vietnam War. This course shows why these myths obstruct a realistic understanding of American history during the past half-century.</p>										
ASIAN 3330	Chinese Empire and the Cambodian Experience	Mertha, A	3	Wint.	n/a	n/a	0	0	NO	YES	100%
(X-list: CAPS 3434, GOVT 3434)	<p>This course examines the relationship between China Cambodia, going back a thousand years, but focusing primarily on two countries' differing experiences with colonialism, the Cold War, and the politics of the present day. It also traces the bilateral relationship between China and Cambodia, paying special attention on the Khmer Rouge era (1975-1979). The course assumes no prior knowledge of China or Cambodia, although it would be a good idea for students to do some reading in advance of the class. We will combine lectures, discussions and field research, culminating with a final exam at the end of the course. Most of the lectures and discussions will take place at Wat Damnak in Siem Reap, with field trips to Angkor, Phnom Penh, Phnom Kulen, Anlong Veng, and Kampong Chhnang.</p>										
ASIAN 3331	Gender and Sexuality in Southeast Asian Cinema	Fuhrmann, A	4	Fall	n/a	n/a	5	0	YES	YES	100%
*In F18, will be renamed ASIAN 4451 (X-list: ASIAN 6631, FGSS 3331, FGSS 6331, LGBT 3331, LGBT 6331, PMA 3431, RELST 3331)	<p>Examines the new cinemas of Southeast Asia and their engagement with contemporary discourses of gender and sexuality. It pays special attention to the ways in which sexuality and gendered embodiment are at present linked to citizenship and other forms of belonging and to how the films draw on Buddhist and Islamic traditions of representation and belief. Focusing on globally circulating Southeast Asian films of the past 15 years, the course draws on current writings from feminism, Buddhist studies, affect theory, queer studies, postcolonial theory, and film studies to ask what new understandings of subjectivity might emerge from these cinemas and their political contexts. Films will be drawn from both mainstream and independent cinema and will include the work of directors such as Apichatpong Weerasethakul, Danny and Oxide Pang, Yau Ching, Thunskia Pansittivorakul, Garin Nugroho, and Jean-Jacques Annaud.</p>										

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					UG	GR	UG	GR			
ASIAN 3334	Southeast Asian Politics	Pepinsky, T	4	Spring	n/a	n/a	n/a	n/a	YES	YES	100%
(X-list: GOVT 3443)	This course will give students the historical background and theoretical tools to understand the politics of Southeast Asia, one of the world's most diverse and fascinating regions. The first part of the course traces Southeast Asia's political development from the colonial period to the present day, examining common themes such as decolonization, state building, war and insurgency, ethnic relations, democratization, economic development, and nationalism. The second part of the course focuses on key issues in contemporary Southeast Asian politics, including political culture, representation and mass politics, globalization, regional politics, and civil violence. Our course will concentrate primarily but not exclusively on the six largest countries in the region-Burma, Indonesia, Malaysia, the Philippines, Thailand, and Vietnam-using the comparative method to understand variation across time, across countries, and within countries										
ASIAN 3345	Minorities and Majorities in Asia	Fiskesjö, M	4	Fall	n/a	n/a	n/a	n/a	NO	YES	50%
(X-list: ANTHR 3546)	This course will survey the situation of ethnic minorities in several Asian countries. We will learn about their culture and history, their recognition, identity and political status, as well as various forms of discrimination. We will adopt a comparative perspective that enables us to understand minorities in different Asian countries such as China, Japan, Burma, Thailand and others, and also compare with the United States and elsewhere, as well as enabling a discussion of identity production, race, power, and ethnicity on the global arena. We'll use a relational approach that includes understanding the majorities against whom the minorities are defined, as well as the political and historical background that will help explain the sometimes very different current situation for ethnic minorities in Asian countries.										
ASIAN 3350	The Arts of Southeast Asia	McGowan, K	4	Spring	n/a	n/a	1	0	YES	YES	100%
(X-list: ARTH 3850, VISST 3696)	The arts of Southeast Asia are studied in their social context, since in traditional societies creative processes are often mapped on the sequence of events that compose human lives. We will be looking particularly at the gendered ways in which bodies are mapped on the land, and how these various framings are often reflected in the unique relationships that emerge between works of art and textual sources.										
ASIAN 3356	Performing Angkor: Dance, Silk, and Stone	McGowan, K	3	Wint.	0	0	n/a	n/a	YES	YES	100%
(X-list: ARTH 3856)	"Performing Angkor" has been a powerful way for Cambodian people to revisit their architectural past en route to reaffirming their future. The Angkorian Empire, situated now in the province of Siem Reap in Cambodia, once stretched across much of Mainland Southeast Asia from the 9th to the 15th centuries. Early inscriptions relate how Khmer dancers wrapped in sumptuous silks were presented as offerings to temples. This 2 week Cornell in Cambodia course will encourage students in an embodied way to explore how the creative and political fastening of the lived world to a spiritual place like Angkor has a long and richly embedded history combining dance, silk and stone. Students will visit sacred sites, weaving workshops, observe dance classes and performances, and explore Cambodia's National Museum.										

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					UG	GR	UG	GR			
ASIAN 3360	Climate Change Awareness and Service Learning in the Mekong Delta, Vietnam - Part I	Hoffmann, M; Tranviet, T	3	Fall	3	0	n/a	n/a	NO	YES	100%
(X-list: ALS 3600)	<p>The combination of seminar and international service-learning course provides a unique opportunity to connect classroom instruction with experiential learning while gaining a broad understanding of the impacts resulting from climate change. In addition, the course includes background on Vietnamese history and culture. A two-week field trip in the Mekong Delta, Vietnam offers students opportunity to experience firsthand the dire situation in the region and gain a deeper and more personalized understanding of these pressing issues due to a rapidly changing climate. Outcomes: 1) Respect and appreciate the culture, history and resilience of Vietnam and its people, 2) Comprehend what climate change means to an agrarian country like Vietnam and implications for the global food system, 3) Formulate solutions to the challenges posed by climate change to the Mekong Delta of Vietnam and beyond, 4) Assess what was gained from the course and integrate this into their personal and professional life-path, 5) Realize the importance of sharing the climate change story with others. Gain practical and meaningful international experience and leadership skills, and 6) Enhance the sense of worldview and civic engagement and social responsibility.</p>										
ASIAN 3361	Climate Change Awareness and Service Learning in the Mekong Delta, Vietnam - Part II	Hoffmann, M; Tranviet, T	3	Spring	3	0	n/a	n/a	NO	YES	100%
(X-list: ALS 3601)	<p>The combination of seminar and international service-learning course provides a unique opportunity to connect classroom instruction with experiential learning while gaining a broad understanding of the impacts resulting from climate change. In addition, the course includes background on Vietnamese history and culture. A two-week field trip in the Mekong Delta, Vietnam offers students opportunity to experience firsthand the dire situation in the region and gain a deeper and more personalized understanding of these pressing issues due to a rapidly changing climate. Outcomes: 1) Respect and appreciate the culture, history and resilience of Vietnam and its people, 2) Comprehend what climate change means to an agrarian country like Vietnam and implications for the global food system, 3) Formulate solutions to the challenges posed by climate change to the Mekong Delta of Vietnam and beyond, 4) Assess what was gained from the course and integrate this into their personal and professional life-path, 5) Realize the importance of sharing the climate change story with others. Gain practical and meaningful international experience and leadership skills, and 6) Enhance the sense of worldview and civic engagement and social responsibility.</p>										
ASIAN 3362	Kingship and State-Making in Asia	Fiskesjö, M	4	Spring	n/a	n/a	4	1	NO	YES	50%
(X-list: ANTHR 3520, ANTHR 6520, ARKEO 3520, ARKEO 6530, ASIAN 6652)	<p>Kingship plays an outsize role in Asian countries today, in both democratic and authoritarian countries. Even in countries that abolished the monarchy, the legacy of kingship is very much at play. In this course we will study Asia's kingdoms, states, and empires, with attention to both tradition and present-day modern states. Focusing on kingship as both ideology and practice, we will study how states and monarchic traditions first came to be, including as Stranger-Kings, Buddhist monarchs, secondary state formation, local adaptations of foreign models, and more. We will examine examples such as China, from the ancient states and early empires to the legacy of empire there today; Cambodia and its Angkor empire modeled on Indian traditions; as well as Burma, Thailand, Japan, and other parts of Asia. Using readings, films, lectures and guest presentations, we will re-examine the role of kingship in Asia so as to enable a new understanding of both ancient, historical, and contemporary Asia.</p>										

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					UG	GR	UG	GR			
ASIAN 3367	Buddhism and its Religious Others in South and Southeast Asia	White, E	4	Fall	n/a	n/a	n/a	n/a	NO	YES	50%
(X-list: RELST 3367)	<p>This course examines how Buddhist identities, communities and self-understandings are constituted in part through moments of encounter with non-Buddhists. How do Buddhists respond to the challenge of incommensurable religious diversity? What social forces restrict or expand the horizons of intelligibility, tolerance and accommodation? Focusing on the modern era, we will explore missionary work and conversion, ritual and doctrinal borrowing, hybrid communities of religious belonging, interfaith and ecumenical dialogue, and politicized or violent inter-religious conflict. We will analyze how different Buddhist actors and institutions employ diverse strategies of boundary definition and negotiation in relation to various forms of religious distinction and difference. The goal is to understand how the communal, historical and religious self-understandings of Buddhists in contemporary South and Southeast Asia have been shaped by their complicated interactions with Christian, Hindu, Muslim, animist and other religious communities.</p>										
ASIAN 3376	Digital Asia	Fuhrmann, A	4	Spring	n/a	n/a	8	0	YES	YES	50%
(X-list: ASIAN 6676, FGSS 3376, FGSS 6676)	<p>New media remain central to ongoing struggles over the constitution of the public sphere in Asia. In high measure, censorship affects the Internet and visual media (including digital, independent cinema), and government agencies are particularly wary of the viral qualities of new media. Extensive state investment into Internet control is offset by the fact that the Internet remains a primary site of political dissent and organizing. New media and communications technologies further continue to engender novel forms of political expression and notions of collectivity. In the past few years activists and artists as well as mass publics have thus forged distinct modes of expression in and around new media that, while frequently evading state prohibition, nevertheless present incisive political critique. The course will examine features unique to digital media—such as the viral, mimetic, archival, and amplificatory properties of the Internet—and ask how politicized media make use of these features to intervene into contexts of censorship and occlusion. We will draw on Asian media contexts also to interrogate assumptions about progressive politics. Investigating the logics of contemporary digital media in relation to the field of political expression, the course complicates received notions of non-Western political public spheres as illiberal, or lagging behind a stage of political development posited as normative.</p>										
ASIAN 3385	Vietnamese History	Taylor, K	4	Fall	n/a	n/a	n/a	n/a	NO	YES	100%
(X-list: ASIAN 6685, HIST 3880, HIST 6880)	<p>This course is a survey of Vietnamese history from earliest times to the present. Major themes of study are geography, aesthetics, culture, religion, ideology, language, literature, society, government, warfare, politics, international relations, colonialism, revolution, modernity, and globalization. Students will have an opportunity to develop projects on topics of interest to them.</p>										
ASIAN 3394	The House and the World: Architecture of Asia	McGowan, K	4	Fall	n/a	n/a	n/a	n/a	NO	YES	80%
(X-list: ARTH 3855, VISST 3655)	<p>In many Asian societies, houses are regarded as having a vitality of their own. This course will examine the role of the house as a living organism in Asia. Houses also function as storehouses for material and immaterial wealth; artifacts such as textiles, jewelry, sculptures, and masks function within the house as ancestral heirlooms, conveying their own currents of life force, the power from which serving to blend with the vitality of the house. The indigenous architectural traditions of India, Vietnam, Thailand, Indonesia, and the Philippines will be examined. By studying the inhabited spaces of others, divining their technologies of construction and their applied symbolologies, students will be provided with powerful tools for examining the visual skills and sensibilities of other cultures.</p>										

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					UG	GR	UG	GR			
ASIAN 3396	Transnational Local: Southeast Asian History from the Eighteenth Century	Loos, T; Tagliacozzo, E	4	Spring	1	1	5	1	NO	YES	100%
(X-list: ASIAN 6696, HIST 3960, HIST 6960)	Surveys the modern history of Southeast Asia with special attention to colonialism, the Chinese diaspora, and socio-cultural institutions. Considers global transformations that brought "the West" into people's lives in Southeast Asia. Focuses on the development of the modern nation-state, but also questions the narrative by incorporating groups that are typically excluded. Assigns primary texts in translation.										
ASIAN 3397	Monsoon Kingdoms: Pre-Modern Southeast Asian History	Tagliacozzo, E	4	Fall	3	0	2	0	NO	YES	100%
(X-list: ASIAN 6697, HIST 3950, HIST 6950)	This course examines Southeast Asia's history from earliest times up until the mid-eighteenth century. The genesis of traditional kingdoms, the role of monumental architecture (such as Angkor in Cambodia and Borobodur in Indonesia), and the forging of maritime trade links across the region are all covered. Religion - both indigenous to Southeast Asia and the great imports of Hinduism, Buddhism, Christianity and Islam - are also surveyed in the various premodern polities that dotted Southeast Asia. This course questions the region's early connections with China, India, and Arabia, and asks what is indigenous about Southeast Asian history, and what has been borrowed over the centuries. Open to undergraduates, both majors and non-majors in History, and to graduate students, though with separate requirements.										
ASIAN 4401	Asian Studies Honors Course	Blackburn, A	Varies	Fall	0	0	0	0	YES	NO	100%
	Supervised reading and research on the problem selected for honors work.										
ASIAN 4401	Asian Studies Honors Course	Blackburn, A	Varies	Spring	0	0	0	0	YES	NO	100%
	Supervised reading and research on the problem selected for honors work.										
ASIAN 4401	Asian Studies Honors Course	Fuhrmann, A	Varies	Fall	n/a	n/a	0	0	YES	NO	100%
	Supervised reading and research on the problem selected for honors work.										
ASIAN 4401	Asian Studies Honors Course	Fuhrmann, A	Varies	Spring	0	0	0	0	YES	NO	100%
	Supervised reading and research on the problem selected for honors work.										

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					UG	GR	UG	GR			
ASIAN 4401	Asian Studies Honors Course	Formichi, C	Varies	Fall	0	0	n/a	n/a	YES	NO	100%
	Supervised reading and research on the problem selected for honors work.										
ASIAN 4401	Asian Studies Honors Course	Formichi, C	Varies	Spring	n/a	n/a	0	0	YES	NO	100%
	Supervised reading and research on the problem selected for honors work.										
ASIAN 4401	Asian Studies Honors Course	Taylor, K	Varies	Fall	0	0	0	0	YES	NO	100%
	Supervised reading and research on the problem selected for honors work.										
ASIAN 4401	Asian Studies Honors Course	Taylor, K	Varies	Spring	0	0	n/a	n/a	NO	NO	100%
	Supervised reading and research on the problem selected for honors work.										
ASIAN 4402	Asian Studies Honors: Senior Essay	Blackburn, A	Varies	Fall	0	0	0	0	YES	NO	100%
	The student, under faculty direction, prepares an honors essay.										
ASIAN 4402	Asian Studies Honors: Senior Essay	Blackburn, A	Varies	Spring	0	0	0	0	YES	NO	100%
	The student, under faculty direction, prepares an honors essay.										
ASIAN 4402	Asian Studies Honors: Senior Essay	Fuhrmann, A	Varies	Fall	n/a	n/a	0	0	YES	NO	100%
	The student, under faculty direction, prepares an honors essay.										
ASIAN 4402	Asian Studies Honors: Senior Essay	Fuhrmann, A	Varies	Spring	0	0	0	0	YES	NO	100%
	The student, under faculty direction, prepares an honors essay.										

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					UG	GR	UG	GR			
ASIAN 4402	Asian Studies Honors: Senior Essay	Formichi, C	Varies	Fall	0	0	n/a	n/a	YES	NO	100%
	The student, under faculty direction, prepares an honors essay.										
ASIAN 4402	Asian Studies Honors: Senior Essay	Formichi, C	Varies	Spring	n/a	n/a	0	0	YES	NO	100%
	The student, under faculty direction, prepares an honors essay.										
ASIAN 4402	Asian Studies Honors: Senior Essay	Taylor, K	Varies	Fall	0	0	0	0	YES	NO	100%
	The student, under faculty direction, prepares an honors essay.										
ASIAN 4402	Asian Studies Honors: Senior Essay	Taylor, K	Varies	Spring	0	0	n/a	n/a	NO	NO	100%
	The student, under faculty direction, prepares an honors essay.										
ASIAN 4403	Supervised Reading	Blackburn, A	Varies	Fall	0	0	0	0	YES	NO	100%
	Intensive reading under the direction of a member of the staff.										
ASIAN 4403	Supervised Reading	Fuhrmann, A	Varies	Fall	n/a	n/a	0	0	YES	NO	100%
	Intensive reading under the direction of a member of the staff.										
ASIAN 4403	Supervised Reading	Formichi, C	Varies	Fall	0	0	n/a	n/a	YES	NO	100%
	Intensive reading under the direction of a member of the staff.										
ASIAN 4403	Supervised Reading	Taylor, K	Varies	Fall	0	2	0	0	YES	NO	100%
	Intensive reading under the direction of a member of the staff.										

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					UG	GR	UG	GR			
ASIAN 4404	Supervised Reading	Blackburn, A	Varies	Spring	0	0	0	0	YES	NO	100%
	Intensive reading under the direction of a member of the staff.										
ASIAN 4404	Supervised Reading	Fuhrmann, A	Varies	Spring	0	0	0	0	YES	NO	100%
	Intensive reading under the direction of a member of the staff.										
ASIAN 4404	Supervised Reading	Formichi, C	Varies	Spring	n/a	n/a	0	0	YES	NO	100%
	Intensive reading under the direction of a member of the staff.										
ASIAN 4404	Supervised Reading	McGowan, K	Varies	Spring	1	0	n/a	n/a	NO	NO	100%
	Intensive reading under the direction of a member of the staff.										
ASIAN 4404	Supervised Reading	Taylor, K	Varies	Spring	0	0	n/a	n/a	NO	NO	100%
	Intensive reading under the direction of a member of the staff.										
ASIAN 4413	Religion and Politics In Southeast Asia	Willford, A	4	Spring	n/a	n/a	1	1	NO	YES	100%
(X-list: ANTHR 4513, ANTHR 7513, ASIAN 7713)	This course explores how religious beliefs and practices in Southeast Asia have been transformed by the combined forces of colonialism, nationalism, and globalization. By examining both diversity and resurgence in one of the world's most rapidly modernizing regions, we aim to understand the common economic, social, and political conditions that are contributing to the popularity of contemporary religious movements. At the same time, we also consider the unique ideological, theological, and cultural understandings behind different religions and movements. Through this process we also rethink conceptions of modernity.										

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					UG	GR	UG	GR			
ASIAN 4414	Politics, Violence, and the Study of Cambodia	Mertha, A	4	Spring	n/a	n/a	n/a	n/a	NO	YES	100%
(X-list: CAPS 4414, GOVT 4414)	<p>This seminar embraces three goals. The first is to trace the evolution of politics in Cambodia from its independence to the present day, paying special attention to the last days of the Sangkum (1968-1970), the Khmer Republic (1970-1975), and Democratic Kampuchea under the Khmer Rouge (1975-1979). We will explore several themes, including postcolonial politics, insurgencies and civil conflict, and geopolitics and proxy wars. The second goal is to focus on the role of violence in Cambodian politics, both in terms that can be generalized to and from other political contexts (i.e., the USSR, China, Rwanda) as well as terms that are primordially, if not uniquely, Cambodian. The third goal of the course is to map out and evaluate the epistemology of Cambodian studies, to discuss the arguments and debates that divide the field, and to discuss the impact of these controversies on our past and present understanding of Cambodia. No prior knowledge of Cambodia is required or assumed.</p>										
ASIAN 4416	Gender and Sexuality in Southeast Asia	Loos, T	4	Spring	n/a	n/a	2	0	NO	YES	100%
(X-list: ASIAN 6618, FGSS 4160, FGSS 6160, HIST 4160, HIST 6160, LGBT 4160, LGBT 6160)	<p>Students consider the relationships among colonialism and gender and sexual identity formation in Southeast Asia. Using material from a wide range of fields including anthropology and literature, the course complicates the simplistic East/West and male/female binary. Each year the course is offered, its emphasis shifts to adapt to changes in the fields of gender, sexuality and Asian Studies. It incorporates theoretical literature and content that is broader than that of Southeast Asia.</p>										
ASIAN 4423	The City: Asia	Fuhrmann, A	4	Spring	2	0	1	0	YES	YES	50%
(X-list: ASIAN 6623, FGSS 4504, FGSS 6504, PMA 4504)	<p>This course uses the lens of temporality to track transformations in notions of urban personhood and collective life engendered by recent trans-Asia economic shifts. We will develop tools that help unpack the spatial and cultural forms of density and the layered histories that define the contemporary urban fabric of cities such as Hanoi, Bangkok, Shanghai, and Hong Kong. The course combines the investigation of the cinemas and literatures of the region with the study of recent writing on cities from Asian studies, film studies, queer theory, urban studies, political theory, religious studies, cultural geography, literary theory, and anthropology.</p>										

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					UG	GR	UG	GR			
ASIAN 4424	Religion and Modernity: Buddhism in British Colonial South and Southeast Asia	Barua, D	3	Spring	n/a	n/a	n/a	n/a	NO	YES	50%
(X-list: ASIAN 6624, RELST 4424, RELST 6624)	By providing an opportunity to engage, explore and examine how local and global ideas and forces interact, this course examines the dynamic interactions between religion and modernity. It inquires how an Asian religion like Buddhism responded to the aspects of modernity i.e., rationality, science, historicism, secularism, mass migration etc. so that it connects with the West. Along with references to theoretical frameworks, original writings representative of modern Buddhist thoughts are examined. Moreover, a set of case studies illustrative of Buddhist and non-Buddhist conceptualizations of Buddhism that emerged in colonial India, Burma and Sri Lanka are discussed. They exemplify how a religion with ancient roots was capable of engaging in modern ideas, processes and projects not just by conceding to modernity but also by challenging and reconstructing it. We draw on studies and discourses of orientalism, colonialism and post-colonialism to help frame investigation of modern Buddhist projects in South and Southeast Asia.										
ASIAN 4425	Sexuality, Power, Belief: Thailand in Contrast	Fuhrmann, A	4	Spring	n/a	n/a	n/a	n/a	NO	YES	100%
(X-list: ASIAN 6625, FGSS 4415, FGSS 6625, LGBT 4425, LGBT 6625)	This course takes as its main cases narrative and visual representations of sexuality and desire in Thailand—as well as in the global imaginary of the country— and investigates these in regional and transnational comparison. Beginning with seminal historical cases, it moves to a focus on key questions regarding sexuality, embodiment, and desire and how these are linked to new modes of governance as well as to forms of belief in the contemporary public sphere. It brings Thai visual and print media materials into conversation with contemporary writing from feminist and queer theory, critical race studies, critiques of liberalism, Buddhist studies, visual studies, and affect theory. The course provides a rigorous introduction to critical approaches in gender and sexuality studies. Students have the opportunity to develop their own research projects that may focus also on different geographic regions.										
ASIAN 4434	Muslim Resistance in Asia	Formichi, C	4	Spring	n/a	n/a	n/a	n/a	YES	YES	25%
(X-list: ASIAN 6634, NES 4634, RELST 4434)	With sectarian conflicts and discussions on orthodoxy and heresy dominating the headlines, it becomes important to better understand the relationship between Muslim majorities and minorities. This seminar focuses on Shi'a Muslims, a minority group that has existed alongside the Sunni majority since the first century of Islam. Focusing on the Asian region (e.g. Pakistan, Central Asia, Indonesia) and its transnational connections to the Middle East and Iran, the course will examine the emergence of Shi'a Islam as well as its ongoing transformation in the realm of politics, ritual, literature, the arts and more.'										

Cornell Southeast Asia Program - Area Course List											
Course Listing	Course Title	Instructor	Units	Term	2016-17		2017-18		Offered 18-19	Inter-Disp.	% SEA
					UG	GR	UG	GR			
ASIAN 4442	Shadowplay: Asian Art and Performance	McGowan, K	4	Spring	n/a	n/a	n/a	n/a	NO	YES	75%
(X-list: ARTH 4852, ARTH 6852, ASIAN 6646, VISST 4852)	Shadowplay is a superb medium for storytelling. As with many performing arts in Asia, neither the highly stylized images of puppets, nor its musical, or linguistic complexity detract from its wide popularity. Why does an art that appears so obscure exercise such broad appeal? This seminar explores the playful and politically adept fluctuations of shadows across screens from India to Mainland and Island Southeast Asia. We will also briefly examine East Asian developments, particularly in China and Japan. In each of the countries where shadow theatre exists it has acquired its own repertory and a distinct technique and style of its own. This aesthetic has translated locally into paint, sculpture, architecture, cinema, and modern and contemporary installation art.										
ASIAN 4445	Performing Objects/Collecting Cultures	McGowan, K	4	Spring	n/a	n/a	2	0	NO	YES	50%
(X-list: ARTH 4851, ARTH 6851, ASIAN 6645, VISST 4851)	The twin phenomena of performing and collecting are as old as time, and both require an intense entanglement with things. This seminar examines the significance of objects and their related texts within the field of Art History and, indeed, more broadly as they are "performed" and "collected" (sometimes both initiatives occurring simultaneously) in Asian Art and Culture. Various performative and collective containments will be mapped as they transcend boundaries: temporal, spatial, cultural, intertextual, and disciplinary. Masked dances and their costume elements, clay pots, bronzes, serpentine daggers, musical instruments, embroidered story cloths, shadow puppets, flora, fauna, and film will be explored.										
ASIAN 4456	Dancing the Stone: Body, Memory, and Architecture	McGowan, K	4	Spring	n/a	n/a	n/a	n/a	NO	YES	75%
(X-list: ARTH 4858, ARTH 6858, ASIAN 6656, PMA 4358, VISST 4858)	This course examines the role of temples and their sculptural programs in South and Southeast Asia as creative stimuli for performative reenactments. Choreographic encounters between imagination and memory will be mapped as they occur at various points historically and politically in Java, Bali, Cambodia and India. Since architectural choreography implies the human body's inhabitation and experience of place, the nature of ritualized behavior and its relationship to performance and politics will be explored spatially, both in organizing experience and defining or redefining identity on colonial, national, and diasporic margins. Bringing back the haptic sense (i.e. of feeling and doing at the same time) students will have the unique opportunity to balance the demands of learning a Balinese traditional dance while exploring performance traditions in historical perspective.										

Cornell Southeast Asia Program - Area Course List											
Course Listing	Course Title	Instructor	Units	Term	2016-17		2017-18		Offered 18-19	Inter-Disp.	% SEA
					UG	GR	UG	GR			
ASIAN 4458	Peddlers, Pirates and Prostitutes: Subaltern Histories of Southeast Asia, 1800-1900	Tagliacozzo, E	4	Fall	n/a	n/a	n/a	n/a	NO	YES	100%
(X-list: ASIAN 6658, HIST 4490, HIST 6490)	Can the subaltern speak? This course will examine Southeast Asian History from “below” over the course of a single century, 1800-1900. The laboring histories of peddlers, “pirates” and prostitutes - all actors usually considered to be “marginal” to the state – will be under consideration. How do we look for clues to these peoples’ lives? Were there similarities in experience across disparate geographies? What did it mean to be an outlaw, “deviant,” or poor in colonial Southeast Asia? This course attempts to answer some of these questions. Open to students with broad interests in social and cultural history, subaltern studies, and Southeast Asia as a region.										
ASIAN 4462	Religion, Colonialism, and Nationalism in South and Southeast Asia	Blackburn, A	4	Fall	1	1	n/a	n/a	YES	YES	50%
(X-list: ASIAN 6662, RELST 4462)	Taught as a seminar, the course engages recent theoretical literature on the relations between religion, colonialism and nation formation. This theoretical literature is read in conjunction with historical and ethnographic materials from South and Southeast Asian contexts, which allow us to explore the intellectual promise and limitations of the theoretical work in question.										
ASIAN 4466	Buddhists & Muslims: Asian Interactions	Blackburn, A	4	Spring	n/a	n/a	n/a	n/a	YES	YES	25%
(X-list: ASIAN 6666, RELST 4465, RELST 6665)	In popular discourses, Buddhism and Islam are now often conceptualized as sharply contrasting religious traditions. Moreover, tensions between Buddhists and Muslims now feature strongly in some contemporary Asian social and political arenas. However, historically, interaction between Buddhism and Islam, and between Muslims and Buddhists, reveals many striking instances of co-presence, and interdependence in Asian contexts. For instance, Buddhists and Muslims shared pilgrimage sites and trade routes, sometimes facilitating the growth of one another’s religious communities. Moreover, the expansion of these religious traditions often involved comparable patterns of patronage and localization. We explore the co-presence of Buddhists and Muslims in Asia thematically, using case studies from diverse Asian locations, from late 1st millennium A.D. to the present day. In doing so, we will come to understand the distinctive post-colonial and later capitalist dynamics that contribute to Buddhist-Muslim political violence in Asia.										
ASIAN 4466	Religious Nationalism and Political Violence in South and Southeast Asia	White, E	4	Fall	n/a	n/a	n/a	n/a	NO	YES	50%
(X-list: ASIAN 6666, RELST 4466, RELST 6666)	This course examines how religious ideologies, practices and institutions have been politically mobilized in the public spheres of modern South and Southeast Asia. Divisive social conflict and communal violence have resulted from this mobilization, challenging conventional secular notions of national identity and political community. How have nationalist, developmental and democratic agendas in the post-colonial era contributed to the emergence of assertive, contentious religious identities? How have religious beliefs, communities, and historical memories been transformed by this mobilization? In what ways have these visions of religious nationalism transformed the political, economic and social dynamics of the post-colonial states of South and Southeast Asia? We will examine a variety of cases including Hindutva and communal violence in India, ethno-religious chauvinism and civil war in Sri Lanka, the Saffron Revolution and anti-Muslim campaigns in Burma, and religious insurgency in Thailand.										

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ASIAN 4475	China and Asian Security	Carlson, A	4	Fall	1	1	2	1	NO	YES	25%
(X-list: CAPS 4870, GOVT 4877, GOVT 6877)	This course focuses primarily on China's evolving role in both Asia and world politics. While China may not necessarily be the sole determinant of the type of security order that will prevail in Asia, it has a profound influence on the region and potentially on the global order as well. To gain an understanding of security issues in Asia today, the seminar attempts to come to terms with the evolving nature of China's foreign policy and national security strategies. The course then concentrates on the most influential academic work on China's foreign relations and national security policies that has been published since the end of the Cold War.										
ASIAN 4487	Threads of Consequence: Textiles in South and Southeast Asia	McGowan, K	4	Spring	n/a	n/a	n/a	n/a	YES	YES	50%
(X-list: ARTH 4855, ARTH 6855, ASIAN 6644, VISST 4855, VISST 6855)	This seminar explores how patterned cloths serve as a symbolic medium, functioning on multiple levels of understanding and communication. As spun, dyed, and woven threads of consequence, textiles can be seen to enter into all phases of social, economic, political, religious, and performance processes, often assuming unusual properties and attributes. As bearers of talismanic messages, signifiers of rank, and as the recipients of influences from maritime trade and touristic demand, textiles are read between the folds of complex exchange mechanisms in South and Southeast Asia.										
ASIAN 4492	Ocean: The Sea in Human History	Tagliacozzo, E	4	Spring	1	0	1	0	NO	YES	25%
(X-list: HIST 4922, HIST 6922)	This course focuses on the role of the oceans in human history, from earliest times to the present. It does so by moving both chronologically and topically through oceanic history, so that a number of important topics are covered. We start by looking at a number of different methodologies that may be useful in examining the sea, and then proceed to week-long reading sections on the sea in the ancient world, the Age of Discovery (European and non-European), and at the science of the sea. The second half of the course gets more geographic in focus: week-long sessions deliberate on individual oceans and the main themes that have driven them, covering the Atlantic, the Pacific, the Indian Ocean and the polar seas. Slavery, piracy, discovery, cultural transmission, nautics and science are a part of all of these stories, though in different ways. The course hopes to impart to students the overwhelmingly important role of the oceans in forging human history, both in the centuries that have past and in our modern world. Open to all students with an interest in the sea.										
ASIAN 4495	Special Topics in Education: Border-Crossing in Education: Burma	Duff, Bryan; McGowan, Kaja	4	Spring	n/a	n/a	n/a	n/a	NO	YES	100%
(X-list: EDUC 4940)	Ithaca is home to many immigrants and refugees, among them a large group from Myanmar (Burma) in southeast Asia. As they pursue education in the U.S., they navigate differences between educational norms here and cultural values embedded in schools in Myanmar and their home lives here. Explore this border-crossing through 1) weekly interaction with education students in Myanmar, 2) art projects with local students that expresses challenges and assets of border-crossing, 3) field trip to a Brooklyn high school renowned for its education of immigrants and refugees, and 4) texts and guest lectures from Myanmar experts There will also be weekly meetings with a local K-12 student, days can scheduled to work with students' schedules.										

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ASIAN 4498	Asian Political Economy	Pepinsky, T	4	Fall	n/a	n/a	0	1	NO	YES	25%
(X-list: GOVT 4194)	This seminar is an advanced introduction to political economy in contemporary South, Southeast, and East Asia. Our central task is to uncover the political underpinnings of economic performance across countries and over time. Along the way, we will address issues such as corruption and rent-seeking, the developmental state, class conflict, ethnic politics, reform and stagnation, and democracy.										
ASIAN 4499	Water: Art & Politics in Southeast Asia	McGowan, K	4	Fall	n/a	n/a	n/a	n/a	YES	YES	100%
(X-list: ARTH 4854, ARTH 6854, ASIAN 6699, VISST 4854, VISST 6854)	This seminar will focus on the significance of water –economic, religious, political, social –and its role in the art and architecture of Mainland and Island Southeast Asia, with particular focus on Cambodia and Indonesia. While India and China can be seen to provide aquatic themes and patterns for transformation, the emphasis in this course will focus on local ingenuity, how technologies of water use and control at ancient sites in Southeast Asia can be seen to shape vivid symbolologies, performing past and present. The course will be taught at the Herbert F. Johnson Museum with guest lectures presented by Visiting Scholar, Dr. Ea Darith.										
ASIAN 6600	Burma (Myanmar) Country Seminar	Fiskesjö, M	1	Spring	n/a	n/a	n/a	n/a	NO	NO	100%
(X-list: ASIAN 3300)	Burma (Myanmar) is rapidly gaining in importance, with political change on several fronts, following on decades of military rule, and a new openness to contacts with Western countries. This seminar is intended as an introduction to modern and historical Burma, and also as a new beginning in Cornell-Burma contacts. Through a series of guest presentations by experts from various academic fields and on a range of aspects, and also through critical readings about Burma, we will learn about history, religion, politics, ethnic minority issues, and more. The seminar is created for upper level undergraduates and graduate students and will provide an important starting point for comparativists, Asian studies students in different specializations, and all those in interdisciplinary studies interested Asia.										
ASIAN 6601	Seminar on Thailand	Loos, T	4	Fall	n/a	n/a	n/a	n/a	NO	YES	100%
(X-list: HIST 4870, HIST 6870)	This seminar about modern Thailand tackles the issues that dominate the political, socio-cultural, economic and historic landscape of Thailand. It will ask, through critical readings about Thailand, where this non-colonized country “fits” in the scholarship on (post) coloniality, globalization, and development. We focus on the classics and new scholarship on Thailand that spans the fields of the humanities and social sciences, including politics, history, religion, and anthropology. The seminar is created for upper level undergraduates and graduate students and will provide, through an in-depth look at Thailand, an important pivot point for comparativists and those in interdisciplinary studies examining countries in Asia and the developing world generally. (SC)										

Cornell Southeast Asia Program - Area Course List											
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ASIAN 6611	Performing Islam in Southeast Asia	Formichi, C	4	Fall	n/a	n/a	n/a	n/a	YES	YES	100%
(X-list: ASIAN 3311, NES 3511, RELST 3311)	What role does Islam take in the politics, history, arts and rituals of Southeast Asia? Structured as a seminar, this course takes you on a journey through Southeast Asia, home to almost a quarter of the global Muslim population, to explore how centuries of cultural mixing and layering have shaped the regions' religious outlook. How are local traditions and universal Islamic precepts reconciled? How is this manifested in the performative arts and rituals? How does Islam play out in governance and the law? How is Islam deployed in the transnational sphere? Previous knowledge of Islam is an advantage, but not a requisite to succeed in this course. Students will be introduced to the fundamentals of Islam as a religious system as well as a historical phenomenon throughout the course.										
ASIAN 6611	Performing Islam in Southeast Asia	Formichi, C	4	Spring	n/a	n/a	0	2	NO	YES	100%
(X-list: ASIAN 3311, NES 3511, RELST 3311)	What role does Islam take in the politics, history, arts and rituals of Southeast Asia? Structured as a seminar, this course takes you on a journey through Southeast Asia, home to almost a quarter of the global Muslim population, to explore how centuries of cultural mixing and layering have shaped the regions' religious outlook. How are local traditions and universal Islamic precepts reconciled? How is this manifested in the performative arts and rituals? How does Islam play out in governance and the law? How is Islam deployed in the transnational sphere? Previous knowledge of Islam is an advantage, but not a requisite to succeed in this course. Students will be introduced to the fundamentals of Islam as a religious system as well as a historical phenomenon throughout the course.										
ASIAN 6613	Southeast Asian Bibliography and Research Methods	Green, G	1	Spring	0	4	n/a	n/a	YES	NO	100%
	Covers practical bibliographical skills and research methods necessary to accomplish quality research in the field of Southeast Asian Studies. During the semester we will explore resources available at the Cornell University Libraries, those provided through Library subscription, and resources available elsewhere.										
ASIAN 6618	Gender and Sexuality in Southeast Asia	Loos, T	4	Spring	n/a	n/a	0	0	NO	YES	100%
(X-list: ASIAN 4416, FGSS 4160, FGSS 6160, HIST 4160, HIST 6160, LGBT 4160, LGBT 6160)	Students consider the relationships among colonialism and gender and sexual identity formation in Southeast Asia. Using material from a wide range of fields including anthropology and literature, the course complicates the simplistic East/West and male/female binary. Each year the course is offered, its emphasis shifts to adapt to changes in the fields of gender, sexuality and Asian Studies. It incorporates theoretical literature and content that is broader than that of Southeast Asia.										

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ASIAN 6620	Social Change and Population Processes in Asia	Williams, L	3	Fall	n/a	n/a	n/a	n/a	NO	YES	75%
(X-list: DSOC 6120)	This seminar will examine topics pertaining to population and social change in the broad context of Asia, although issues of importance in island and mainland Southeast Asia will be highlighted. We will discuss the linkages between population and development in historical perspective and address current policy priorities. Examples of specific topic areas covered in this course include population change and the environment; shifting fertility patterns and population policy; internal and international labor migration; and urbanization and urban and rural life. Evolving gendered norms in the family and broader social context are emphasized. Students will be expected to expand their reading and expertise in the areas that are of particular interest to them.										
ASIAN 6623	The City: Asia	Fuhrmann, A	4	Spring	0	5	0	3	YES	YES	50%
(X-list: ASIAN 4423, FGSS 4504, FGSS 6504, PMA 4504)	This course uses the lens of temporality to track transformations in notions of urban personhood and collective life engendered by recent trans-Asia economic shifts. We will develop tools that help unpack the spatial and cultural forms of density and the layered histories that define the contemporary urban fabric of cities such as Hanoi, Bangkok, Shanghai, and Hong Kong. The course combines the investigation of the cinemas and literatures of the region with the study of recent writing on cities from Asian studies, film studies, queer theory, urban studies, political theory, religious studies, cultural geography, literary theory, and anthropology.										
ASIAN 6624	Religion and Modernity: Buddhism in British Colonial South and Southeast Asia	Barua, D	3	Spring	n/a	n/a	n/a	n/a	NO	YES	50%
(X-list: ASIAN 4424, RELST 4424, RELST 6624)	By providing an opportunity to engage, explore and examine how local and global ideas and forces interact, this course examines the dynamic interactions between religion and modernity. It inquires how an Asian religion like Buddhism responded to the aspects of modernity i.e., rationality, science, historicism, secularism, mass migration etc. so that it connects with the West. Along with references to theoretical frameworks, original writings representative of modern Buddhist thoughts are examined. Moreover, a set of case studies illustrative of Buddhist and non-Buddhist conceptualizations of Buddhism that emerged in colonial India, Burma and Sri Lanka are discussed. They exemplify how a religion with ancient roots was capable of engaging in modern ideas, processes and projects not just by conceding to modernity but also by challenging and reconstructing it. We draw on studies and discourses of orientalism, colonialism and post-colonialism to help frame investigation of modern Buddhist projects in South and Southeast Asia.										

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ASIAN 6625	Sexuality, Power, Belief: Thailand in Contrast	Fuhrmann, A	4	Spring	n/a	n/a	n/a	n/a	NO	YES	100%
(X-list: ASIAN 4425, FGSS 4415, FGSS 6625, LGBT 4425, LGBT 6625)	<p>This course takes as its main cases narrative and visual representations of sexuality and desire in Thailand—as well as in the global imaginary of the country— and investigates these in regional and transnational comparison. Beginning with seminal historical cases, it moves to a focus on key questions regarding sexuality, embodiment, and desire and how these are linked to new modes of governance as well as to forms of belief in the contemporary public sphere. It brings Thai visual and print media materials into conversation with contemporary writing from feminist and queer theory, critical race studies, critiques of liberalism, Buddhist studies, visual studies, and affect theory. The course provides a rigorous introduction to critical approaches in gender and sexuality studies. Students have the opportunity to develop their own research projects that may focus also on different geographic regions.</p>										
ASIAN 6631	Gender and Sexuality in Southeast Asian Cinema	Fuhrmann, A	4	Fall	n/a	n/a	0	4	YES	YES	100%
(X-list: ASIAN 3331, FGSS 3331, FGSS 6331, LGBT 3331, LGBT 6331, PMA 3431, RELST 3331)	<p>Examines the new cinemas of Southeast Asia and their engagement with contemporary discourses of gender and sexuality. It pays special attention to the ways in which sexuality and gendered embodiment are at present linked to citizenship and other forms of belonging and to how the films draw on Buddhist and Islamic traditions of representation and belief. Focusing on globally circulating Southeast Asian films of the past 15 years, the course draws on current writings from feminism, Buddhist studies, affect theory, queer studies, postcolonial theory, and film studies to ask what new understandings of subjectivity might emerge from these cinemas and their political contexts. Films will be drawn from both mainstream and independent cinema and will include the work of directors such as Apichatpong Weerasethakul, Danny and Oxide Pang, Yau Ching, Thunskana Pansittivorakul, Garin Nugroho, and Jean-Jacques Annaud.</p>										
ASIAN 6634	Muslim Resistance in Asia	Formichi, C	4	Spring	n/a	n/a	n/a	n/a	YES	YES	25%
(X-list: ASIAN 4434, NES 4634, RELST 4434)	<p>With sectarian conflicts and discussions on orthodoxy and heresy dominating the headlines, it becomes important to better understand the relationship between Muslim majorities and minorities. This seminar focuses on Shi'a Muslims, a minority group that has existed alongside the Sunni majority since the first century of Islam. Focusing on the Asian region (e.g. Pakistan, Central Asia, Indonesia) and its transnational connections to the Middle East and Iran, the course will examine the emergence of Shi'a Islam as well as its ongoing transformation in the realm of politics, ritual, literature, the arts and more.'</p>										

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ASIAN 6644	Threads of Consequence: Textiles in South and Southeast Asia	McGowan, K	4	Spring	n/a	n/a	n/a	n/a	YES	YES	50%
(X-list: ARTH 4855, ARTH 6855, ASIAN 4487, VISST 4855, VISST 6855)	This seminar explores how patterned cloths serve as a symbolic medium, functioning on multiple levels of understanding and communication. As spun, dyed, and woven threads of consequence, textiles can be seen to enter into all phases of social, economic, political, religious, and performance processes, often assuming unusual properties and attributes. As bearers of talismanic messages, signifiers of rank, and as the recipients of influences from maritime trade and touristic demand, textiles are read between the folds of complex exchange mechanisms in South and Southeast Asia.										
ASIAN 6645	Performing Objects/Collecting Cultures	McGowan, K	4	Spring	n/a	n/a	0	1	NO	YES	50%
(X-list: ARTH 4851, ARTH 6851, ASIAN 4445, VISST 4851)	The twin phenomena of performing and collecting are as old as time, and both require an intense entanglement with things. This seminar examines the significance of objects and their related texts within the field of Art History and, indeed, more broadly as they are "performed" and "collected" (sometimes both initiatives occurring simultaneously) in Asian Art and Culture. Various performative and collective containments will be mapped as they transcend boundaries: temporal, spatial, cultural, intertextual, and disciplinary. Masked dances and their costume elements, clay pots, bronzes, serpentine daggers, musical instruments, embroidered story cloths, shadow puppets, flora, fauna, and film will be explored.										
ASIAN 6646	Shadowplay: Asian Art and Performance	McGowan, K	4	Spring	n/a	n/a	n/a	n/a	NO	YES	75%
(X-list: ARTH 4852, ARTH 6852, ASIAN 4442, VISST 4852)	Shadowplay is a superb medium for storytelling. As with many performing arts in Asia, neither the highly stylized images of puppets, nor its musical, or linguistic complexity detract from its wide popularity. Why does an art that appears so obscure exercise such broad appeal? This seminar explores the playful and politically adept fluctuations of shadows across screens from India to Mainland and Island Southeast Asia. We will also briefly examine East Asian developments, particularly in China and Japan. In each of the countries where shadow theatre exists it has acquired its own repertory and a distinct technique and style of its own. This aesthetic has translated locally into paint, sculpture, architecture, cinema, and modern and contemporary installation art.										

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ASIAN 6652	Kingship and State-Making in Asia	Fiskesjö, M	4	Spring	n/a	n/a	0	1	NO	YES	50%
(X-list: ANTHR 3520, ANTHR 6520, ARKEO 3520, ARKEO 6530, ASIAN 3362)	Kingship plays an outsize role in Asian countries today, in both democratic and authoritarian countries. Even in countries that abolished the monarchy, the legacy of kingship is very much at play. In this course we will study Asia's kingdoms, states, and empires, with attention to both tradition and present-day modern states. Focusing on kingship as both ideology and practice, we will study how states and monarchic traditions first came to be, including as Stranger-Kings, Buddhist monarchs, secondary state formation, local adaptations of foreign models, and more. We will examine examples such as China, from the ancient states and early empires to the legacy of empire there today; Cambodia and its Angkor empire modeled on Indian traditions; as well as Burma, Thailand, Japan, and other parts of Asia. Using readings, films, lectures and guest presentations, we will re-examine the role of kingship in Asia so as to enable a new understanding of both ancient, historical, and contemporary Asia.										
ASIAN 6656	Dancing the Stone: Body, Memory, and Architecture	McGowan, K	4	Spring	n/a	n/a	n/a	n/a	NO	YES	75%
(X-list: ARTH 4858, ARTH 6858, ASIAN 4456, PMA 4358, VISST 4858)	This course examines the role of temples and their sculptural programs in South and Southeast Asia as creative stimuli for performative reenactments. Choreographic encounters between imagination and memory will be mapped as they occur at various points historically and politically in Java, Bali, Cambodia and India. Since architectural choreography implies the human body's inhabitation and experience of place, the nature of ritualized behavior and its relationship to performance and politics will be explored spatially, both in organizing experience and defining or redefining identity on colonial, national, and diasporic margins. Bringing back the haptic sense (i.e. of feeling and doing at the same time) students will have the unique opportunity to balance the demands of learning a Balinese traditional dance while exploring performance traditions in historical perspective.										
ASIAN 6658	Peddlers, Pirates and Prostitutes: Subaltern Histories of Southeast Asia, 1800-1900	Tagliacozzo, E	4	Fall	n/a	n/a	n/a	n/a	NO	YES	100%
(X-list: ASIAN 4458, HIST 4490, HIST 6490)	Can the subaltern speak? This course will examine Southeast Asian History from "below" over the course of a single century, 1800-1900. The laboring histories of peddlers, "pirates" and prostitutes - all actors usually considered to be "marginal" to the state - will be under consideration. How do we look for clues to these peoples' lives? Were there similarities in experience across disparate geographies? What did it mean to be an outlaw, "deviant," or poor in colonial Southeast Asia? This course attempts to answer some of these questions. Open to students with broad interests in social and cultural history, subaltern studies, and Southeast Asia as a region.										
ASIAN 6662	Religion, Colonialism, and Nationalism in South and Southeast Asia	Blackburn, A	4	Fall	1	9	n/a	n/a	YES	YES	50%
(X-list: RELST 4462, ASIAN 4462)	Taught as a seminar, the course engages recent theoretical literature on the relations between religion, colonialism and nation formation. This theoretical literature is read in conjunction with historical and ethnographic materials from South and Southeast Asian contexts, which allow us to explore the intellectual promise and limitations of the theoretical work in question.										

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Course Listing	Course Title	Instructor	Units	Term	2016-17		2017-18		Offered 18-19	Inter-Disp.	% SEA
					UG	GR	UG	GR			
ASIAN 6666	Buddhists & Muslims: Asian Interactions	Blackburn, A	4	Spring	n/a	n/a	n/a	n/a	YES	YES	25%
(X-list: ASIAN 4466, RELST 4465, RELST 6665)	In popular discourses, Buddhism and Islam are now often conceptualized as sharply contrasting religious traditions. Moreover, tensions between Buddhists and Muslims now feature strongly in some contemporary Asian social and political arenas. However, historically, interaction between Buddhism and Islam, and between Muslims and Buddhists, reveals many striking instances of co-presence, and interdependence in Asian contexts. For instance, Buddhists and Muslims shared pilgrimage sites and trade routes, sometimes facilitating the growth of one another's religious communities. Moreover, the expansion of these religious traditions often involved comparable patterns of patronage and localization. We explore the co-presence of Buddhists and Muslims in Asia thematically, using case studies from diverse Asian locations, from late 1st millennium A.D. to the present day. In doing so, we will come to understand the distinctive post-colonial and later capitalist dynamics that contribute to Buddhist-Muslim political violence in Asia.										
ASIAN 6666	Religious Nationalism and Political Violence in South and Southeast Asia	White, E	4	Fall	n/a	n/a	n/a	n/a	NO	YES	50%
(X-list: ASIAN 4466, RELST 4466, RELST 6666)	This course examines how religious ideologies, practices and institutions have been politically mobilized in the public spheres of modern South and Southeast Asia. Divisive social conflict and communal violence have resulted from this mobilization, challenging conventional secular notions of national identity and political community. How have nationalist, developmental and democratic agendas in the post-colonial era contributed to the emergence of assertive, contentious religious identities? How have religious beliefs, communities, and historical memories been transformed by this mobilization? In what ways have these visions of religious nationalism transformed the political, economic and social dynamics of the post-colonial states of South and Southeast Asia? We will examine a variety of cases including Hindutva and communal violence in India, ethno-religious chauvinism and civil war in Sri Lanka, the Saffron Revolution and anti-Muslim campaigns in Burma, and religious insurgency in Thailand.										
ASIAN 6671	Seminar in Asian Literature and History	Taylor, K	4	Fall	n/a	n/a	n/a	n/a	YES	NO	100%
	This course offers graduate students an opportunity to consider ways to analyze texts, both modern and pre-modern, both literary and historiographical. The emphasis is on how narratives are constructed, how the form and content of narratives are related, and how narratives express unstated or hidden authorial intentions. Students will read books and essays on theories of narrative, translation, and ideological analysis. Students will discuss and write short essays about these readings. And students will write a research term paper based on study of a selected text or group of texts in an Asian language.										
ASIAN 6676	Digital Asia	Fuhrmann, A	4	Spring	n/a	n/a	0	2	YES	YES	50%
(X-list: ASIAN 3376, FGSS 3376, FGSS 6676)	New media remain central to ongoing struggles over the constitution of the public sphere in Asia. In high measure, censorship affects the Internet and visual media (including digital, independent cinema), and government agencies are particularly wary of the viral qualities of new media. Extensive state investment into Internet control is offset by the fact that the Internet remains a primary site of political dissent and organizing. New media and communications technologies further continue to engender novel forms of political expression and notions of collectivity. In the past few years activists and artists as well as mass publics have thus forged distinct modes of expression in and around new media that, while frequently evading state prohibition, nevertheless present incisive political critique. The course will examine features unique to digital media—such as the viral, mimetic, archival, and amplificatory properties of the Internet—and ask how politicized media make use of these features to intervene into contexts of censorship and occlusion. We will draw on Asian media contexts also to interrogate assumptions about progressive politics. Investigating the logics of contemporary digital media in relation to the field of political expression, the course complicates received notions of non-Western political public spheres as illiberal, or lagging behind a stage of political development posited as normative.										

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					UG	GR	UG	GR			
ASIAN 6682	Flux Navigations: Biopolitics and Urban Aesthetics in the Contemporary SE Asian City	Foster, J; Fuhrmann, A	4	Fall	n/a	n/a	n/a	n/a	NO	YES	100%
(X-list: ARCH 6308, SHUM 6308)	This course critically addresses accounts of Southeast Asia's port and delta metropolises as sites of economic and cultural transformation as part of recent power shifts in the region. It focuses on the socio-spatial problematics associated with collision between old and new forms of labor, capital, and governance in urban environments where the impacts of climate change are increasingly evident. Part of the Mellon Collaborative Studies in Architecture, Urbanism, and the Humanities, the seminar will be pedagogically linked to a parallel Expanded Practice Graduate Design Studio in Architecture whose goal is to explore meta-issues in global urbanism.										
ASIAN 6685	Vietnamese History	Taylor, K	4	Fall	n/a	n/a	n/a	n/a	NO	YES	100%
(X-list: ASIAN 3385, HIST 3880, HIST 6880)	This course is a survey of Vietnamese history from earliest times to the present. Major themes of study are geography, aesthetics, culture, religion, ideology, language, literature, society, government, warfare, politics, international relations, colonialism, revolution, modernity, and globalization. Students will have an opportunity to develop projects on topics of interest to them.										
ASIAN 6696	Transnational Local: Southeast Asian History from the Eighteenth Century	Loos, T; Tagliacozzo, E	4	Spring	0	2	0	4	NO	YES	100%
(X-list: ASIAN 3396, HIST 6960, HIST 3960)	Surveys the modern history of Southeast Asia with special attention to colonialism, the Chinese diaspora, and socio-cultural institutions. Considers global transformations that brought "the West" into people's lives in Southeast Asia. Focuses on the development of the modern nation-state, but also questions the narrative by incorporating groups that are typically excluded. Assigns primary texts in translation.										
ASIAN 6697	Monsoon Kingdoms: Pre-Modern Southeast Asian History	Tagliacozzo, E	4	Fall	0	5	0	3	NO	YES	100%
(X-list: ASIAN 3397, HIST 3950, HIST 6950)	This course examines Southeast Asia's history from earliest times up until the mid-eighteenth century. The genesis of traditional kingdoms, the role of monumental architecture (such as Angkor in Cambodia and Borobudur in Indonesia), and the forging of maritime trade links across the region are all covered. Religion - both indigenous to Southeast Asia and the great imports of Hinduism, Buddhism, Christianity and Islam - are also surveyed in the various premodern polities that dotted Southeast Asia. This course questions the region's early connections with China, India, and Arabia, and asks what is indigenous about Southeast Asian history, and what has been borrowed over the centuries. Open to undergraduates, both majors and non-majors in History, and to graduate students, though with separate requirements.										

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					UG	GR	UG	GR			
ASIAN 6699	Water: Art & Politics in Southeast Asia	McGowan, K	4	Fall	n/a	n/a	n/a	n/a	YES	YES	100%
(X-list: ARTH 4854, ARTH 6854, ASIAN 4499, VISST 4854, VISST 6854)	This seminar will focus on the significance of water –economic, religious, political, social –and its role in the art and architecture of Mainland and Island Southeast Asia, with particular focus on Cambodia and Indonesia. While India and China can be seen to provide aquatic themes and patterns for transformation, the emphasis in this course will focus on local ingenuity, how technologies of water use and control at ancient sites in Southeast Asia can be seen to shape vivid symbolologies, performing past and present. The course will be taught at the Herbert F. Johnson Museum with guest lectures presented by Visiting Scholar, Dr. Ea Darith.										
ASIAN 7703	Directed Research	Blackburn, A	Varies	Fall	0	1	0	0	YES	NO	100%
	Guided independent study for graduate students.										
ASIAN 7703	Directed Research	Fuhrmann, A	Varies	Fall	n/a	n/a	0	0	YES	NO	100%
	Guided independent study for graduate students.										
ASIAN 7703	Directed Research	Formichi, C	Varies	Fall	0	0	n/a	n/a	YES	NO	100%
	Guided independent study for graduate students.										
ASIAN 7703	Directed Research	Taylor, K	Varies	Fall	0	1	0	2	YES	NO	100%
	Guided independent study for graduate students.										
ASIAN 7704	Directed Research	Blackburn, A	Varies	Spring	0	1	0	0	YES	NO	100%
	Guided independent study for graduate students.										
ASIAN 7704	Directed Research	Fuhrmann, A	Varies	Spring	0	0	0	0	YES	NO	100%
	Guided independent study for graduate students.										

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					UG	GR	UG	GR			
ASIAN 7704	Directed Research	Formichi, C	Varies	Spring	n/a	n/a	0	0	YES	NO	100%
	Guided independent study for graduate students.										
ASIAN 7704	Directed Research	Taylor, K	Varies	Spring	0	0	n/a	n/a	NO	NO	100%
	Guided independent study for graduate students.										
ASIAN 7713	Religion and Politics In Southeast Asia	Willford, A	4	Spring	n/a	n/a	0	0	NO	YES	100%
(X-list: ANTHR 4513, ANTHR 7513, ASIAN 4413)	This course explores how religious beliefs and practices in Southeast Asia have been transformed by the combined forces of colonialism, nationalism, and globalization. By examining both diversity and resurgence in one of the world's most rapidly modernizing regions, we aim to understand the common economic, social, and political conditions that are contributing to the popularity of contemporary religious movements. At the same time, we also consider the unique ideological, theological, and cultural understandings behind different religions and movements. Through this process we also rethink conceptions of modernity.										
China and Asia-Pacific Studies (4)											
CAPS 1910	Introduction To Modern Asian History	Ghosh, D; Tagliacozzo, E	4	Fall	n/a	n/a	n/a	n/a	YES	YES	25%
(X-list: ASIAN 1191, HIST 1910)	This introductory course follows the history of Asia-Pacific from the nineteenth century to the present, focusing on the relations of China, India, Japan, South, and Southeast Asia. This course is intended for students wanting a broad historical overview of what makes Asia distinctive and important in the global economy and in world politics.										
CAPS 3434	Chinese Empire and the Cambodian Experience	Mertha, A	3	Wint.	n/a	n/a	2	0	NO	YES	100%
(X-list: ASIAN 3330, GOVT 3434)	This course examines the relationship between China Cambodia, going back a thousand years, but focusing primarily on two countries' differing experiences with colonialism, the Cold War, and the politics of the present day. It also traces the bilateral relationship between China and Cambodia, paying special attention on the Khmer Rouge era (1975-1979). The course assumes no prior knowledge of China or Cambodia, although it would be a good idea for students to do some reading in advance of the class. We will combine lectures, discussions and field research, culminating with a final exam at the end of the course. Most of the lectures and discussions will take place at Wat Damnak in Siem Reap, with field trips to Angkor, Phnom Penh, Phnom Kulen, Anlong Veng, and Kampong Chhnang.										

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					UG	GR	UG	GR			
CAPS 4414	Politics, Violence, and the Study of Cambodia	Mertha, A	4	Spring	n/a	n/a	n/a	n/a	NO	YES	100%
(X-list: ASIAN 4414, GOVT 4414)	<p>This seminar embraces three goals. The first is to trace the evolution of politics in Cambodia from its independence to the present day, paying special attention to the last days of the Sangkum (1968-1970), the Khmer Republic (1970-1975), and Democratic Kampuchea under the Khmer Rouge (1975-1979). We will explore several themes, including postcolonial politics, insurgencies and civil conflict, and geopolitics and proxy wars. The second goal is to focus on the role of violence in Cambodian politics, both in terms that can be generalized to and from other political contexts (i.e., the USSR, China, Rwanda) as well as terms that are primordially, if not uniquely, Cambodian. The third goal of the course is to map out and evaluate the epistemology of Cambodian studies, to discuss the arguments and debates that divide the field, and to discuss the impact of these controversies on our past and present understanding of Cambodia. No prior knowledge of Cambodia is required or assumed.</p>										
CAPS 4870	China and Asian Security	Carlson, A	4	Fall	0	0	3	0	NO	YES	25%
(X-list: ASIAN 4475, GOVT 4877, GOVT 6877)	<p>This course focuses primarily on China's evolving role in both Asia and world politics. While China may not necessarily be the sole determinant of the type of security order that will prevail in Asia, it has a profound influence on the region and potentially on the global order as well. To gain an understanding of security issues in Asia today, the seminar attempts to come to terms with the evolving nature of China's foreign policy and national security strategies. The course then concentrates on the most influential academic work on China's foreign relations and national security policies that has been published since the end of the Cold War.</p>										
City and Regional Planning (2)											
CRP 1101	The Global City	Beard, V	3	Spring	51	0	60	0	YES	NO	25%
	<p>This course introduces students to contemporary urbanization processes, patterns and trends with a focus on cities of the Global South. It examines the demographic, economic and historical processes that create cities. Attention is given to the role of the state, market, non-governmental actors and communities in shaping cities. The course investigates the most pressing problems facing cities. Possible topics may include poverty and inequality, access to shelter and infrastructure, and environmental degradation.</p>										
CRP 6792	Planning and Poverty in the Global South	Beard, V	3	Spring	n/a	n/a	3	5	NO	NO	25%
	<p>The course focuses on planning for poverty alleviation in the Global South. The course addresses the following questions: How is poverty defined and understood? What methods are available for measurement and evaluation? What are appropriate strategies, policies and programs to alleviate poverty? What are alternative approaches? To address these questions, the course critically examines three schools of thought that have dominated how we conceptualize, measure and alleviate poverty: poverty as economic deprivation, poverty in terms of well-being and basic human needs, and poverty as vulnerability and social exclusion.</p>										

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Comparative Literature (1)											
COML 1126	FWS: Comparative Arts and Media: Contemporary Southeast Asian Independent Cinemas	Wijaya, E	3	Fall	n/a	n/a	17	0	NO	NO	100%
	How do the independent cinemas of Southeast Asia circulate among global networks? What can cinema teach us about transnational modernity, global capitalism, and emerging forms of resistance in Southeast Asia today? Could the recent cinema of this dynamic, diverse region help us to imagine its possible futures, allow us to hear its ghosts? In this global cinema class we will focus on post-2010 festival-oriented films from maritime and mainland Southeast Asia, including the works of Anthony Chen, Davy Chou, Lav Diaz, Mattie Do, Phan Dang Di, Pimpaka Towira, and Midi Z. Exploring film's many forms, students will draw inspiration from analyzing cinematic craft as a repertoire of multi-sensory writing.										
Development Sociology (14)											
DSOC 4300	Human Migration: Internal and International	Williams, L	3	Spring	n/a	n/a	n/a	n/a	NO	NO	25%
(X-list: DSOC 6300)	This course analyzes the determinants and consequences of internal and international migration in 'developed' and 'developing' nations. Readings assess both motivations for migration and its consequences for individuals, families, communities, and nations. Public policy implications of the volume and composition of migration at both origin and destination are examined. Techniques to adequately measure migration flows and impacts are discussed.										
DSOC 4380	Population and Development	Williams, L	3	Fall	n/a	n/a	6	0	NO	NO	25%
(X-list: DSOC 6380)	This course examines major historical trends in human health and mortality, family formation, and migration. It explores the relationships between these processes and the social, economic, and cultural changes being experienced by diverse societies prior to, during, and following the onset of the demographic shifts. It considers public policy initiatives aimed at managing population size and distribution. Case studies from selected historical periods and geographic locations are presented.										
DSOC 6120	Social Change and Population Processes in Asia	Williams, L	3	Fall	n/a	n/a	n/a	n/a	NO	YES	75%
(X-list: ASIAN 6620)	This seminar will examine topics pertaining to population and social change in the broad context of Asia, although issues of importance in island and mainland Southeast Asia will be highlighted. We will discuss the linkages between population and development in historical perspective and address current policy priorities. Examples of specific topic areas covered in this course include population change and the environment; shifting fertility patterns and population policy; internal and international labor migration; and urbanization and urban and rural life. Evolving gendered norms in the family and broader social context are emphasized. Students will be expected to expand their reading and expertise in the areas that are of particular interest to them.										
DSOC 6150	Qualitative Research Methods	Williams, L	3	Spring	0	15	0	16	YES	NO	25%
	This seminar introduces students to a number of qualitative research methods in the social sciences. Discusses field observation, archival research, in-depth individual interviews, and focus group interviews. Assesses the strengths and weaknesses of various strategies of field research and consider a range of practical matters such as choice of research site (and sample where appropriate). Considers choice of research questions and issues of feasibility in research plans. Ethical considerations are highlighted. Students produce a full-length research proposal of their own by the course's end.										

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					UG	GR	UG	GR			
DSOC 6300	Human Migration: Internal and International	Williams, L	3	Spring	n/a	n/a	n/a	n/a	NO	NO	25%
(X-list: DSOC 4300)	This course analyzes the determinants and consequences of internal and international migration in 'developed' and 'developing' nations. Readings assess both motivations for migration and its consequences for individuals, families, communities, and nations. Public policy implications of the volume and composition of migration at both origin and destination are examined. Techniques to adequately measure migration flows and impacts are discussed.										
DSOC 6380	Population and Development	Williams, L	3	Fall	n/a	n/a	0	2	NO	NO	25%
(X-list: DSOC 4380)	This course examines major historical trends in human health and mortality, family formation, and migration. It explores the relationships between these processes and the social, economic, and cultural changes being experienced by diverse societies prior to, during, and following the onset of the demographic shifts. It considers public policy initiatives aimed at managing population size and distribution. Case studies from selected historical periods and geographic locations are presented.										
DSOC 7900	Graduate-Level Thesis Research	Williams, L	Varies	Fall	0	0	0	0	YES	NO	100%
	Thesis research for Ph.D. students only before "A" exam has been passed.										
DSOC 7900	Graduate-Level Thesis Research	Williams, L	Varies	Spring	0	0	0	0	YES	NO	100%
	Thesis research for Ph.D. students only before "A" exam has been passed.										
DSOC 8720	Development Sociology	Williams, L	Varies	Fall	0	0	0	0	YES	NO	100%
	Limited to master's and doctoral degree candidates with permission of the graduate field member concerned.										
DSOC 8720	Development Sociology	Williams, L	Varies	Spring	0	0	0	0	YES	NO	100%
	Limited to master's and doctoral degree candidates with permission of the graduate field member concerned.										
DSOC 8900	Master's Level Thesis Research	Williams, L	Varies	Fall	0	0	0	0	YES	NO	100%
	Thesis research for master's students.										

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					UG	GR	UG	GR			
DSOC 8900	Master's Level Thesis Research	Williams, L	Varies	Spring	0	0	0	0	YES	NO	100%
	Thesis research for master's students.										
DSOC 9900	Doctoral-Level Thesis Research	Williams, L	Varies	Fall	0	0	0	0	YES	NO	100%
	Thesis research for Ph.D. candidates after "A" exam has been passed.										
DSOC 9900	Doctoral-Level Thesis Research	Williams, L	Varies	Spring	0	0	0	0	YES	NO	100%
	Thesis research for Ph.D. candidates after "A" exam has been passed.										
Education (1)											
EDUC 4940	Special Topics in Education: Border-Crossing in Education: Burma	Duff, Bryan; McGowan, Kaja	4	Spring	n/a	n/a	n/a	n/a	NO	YES	100%
(X-list: ASIAN 4495)	Ithaca is home to many immigrants and refugees, among them a large group from Myanmar (Burma) in southeast Asia. As they pursue education in the U.S., they navigate differences between educational norms here and cultural values embedded in schools in Myanmar and their home lives here. Explore this border-crossing through 1) weekly interaction with education students in Myanmar, 2) art projects with local students that expresses challenges and assets of border-crossing, 3) field trip to a Brooklyn high school renowned for its education of immigrants and refugees, and 4) texts and guest lectures from Myanmar experts There will also be weekly meetings with a local K-12 student, days can scheduled to work with students' schedules.										
English (2)											
ENGL 2620	Introduction to Asian American Literature	Wong, S	4	Fall	2	0	n/a	n/a	NO	YES	25%
(X-list: AAS 2620, AMST 2626)	This course will introduce both a variety of writings by Asian North American authors and some critical issues concerning the production and reception of Asian American texts. Working primarily with novels, we will be asking questions about the relation between literary forms and the socio-historical context within which they take on their meanings, and about the historical formation of Asian American identities.										
ENGL 2620	Introduction to Asian American Literature	Wong, S	4	Spring	n/a	n/a	11	0	NO	YES	25%
(X-list: AAS 2620, AMST 2626)	This course will introduce both a variety of writings by Asian North American authors and some critical issues concerning the production and reception of Asian American texts. Working primarily with novels, we will be asking questions about the relation between literary forms and the socio-historical context within which they take on their meanings, and about the historical formation of Asian American identities.										

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					UG	GR	UG	GR			
Food Science (2)											
FDSC 4020	Agriculture in Developing Nations I	Parra, P; Pritts, M; Raman, K; Rizvi, S; Tucker, T	2	Fall	0	1	n/a	n/a	NO	YES	100%
(X-list: IARD 4020)	Acquaint students with the major issues and problems in international agriculture and rural development and to demonstrate how problems in development are being addressed in developing countries. The lectures/discussions establish the global and regional contexts for sustainable agricultural development and focus on development challenges in Asia through cases in Burma. This course may be taken as a stand-alone survey course in international agriculture and rural development. However, it is primarily a preparatory course for participants selected to participate in the spring-semester course IARD 6020/FDSC 6020, which includes a field trip to Myanmar during the January intersession.										
FDSC 6020	International Agriculture in Developing Nations	Coffman, R; Raman, K; Rizvi, S	3	Spring	0	1	n/a	n/a	NO	YES	100%
(X-list: IARD 6020)	The course is designed to provide students with an opportunity to observe agricultural development in Myanmar and to promote interdisciplinary exchange among faculty, staff, students and their Myanmar counterparts. A three-week field-study trip in January is followed by discussions, written projects, and oral presentations dealing with problems in food, agriculture, and livestock production in the context of social and economic conditions of Myanmar.										
Feminist, Gender, and Sexuality Studies (11)											
FGSS 3331	Gender and Sexuality in Southeast Asian Cinema	Fuhrmann, A	4	Fall	n/a	n/a	3	0	YES	YES	100%
*In F18, renamed FGSS 4451 (X-list: ASIAN 3331, ASIAN 6631, FGSS 6331, LGBT 3331, LGBT 6331, PMA 3431, RELST 3331)	Examines the new cinemas of Southeast Asia and their engagement with contemporary discourses of gender and sexuality. It pays special attention to the ways in which sexuality and gendered embodiment are at present linked to citizenship and other forms of belonging and to how the films draw on Buddhist and Islamic traditions of representation and belief. Focusing on globally circulating Southeast Asian films of the past 15 years, the course draws on current writings from feminism, Buddhist studies, affect theory, queer studies, postcolonial theory, and film studies to ask what new understandings of subjectivity might emerge from these cinemas and their political contexts. Films will be drawn from both mainstream and independent cinema and will include the work of directors such as Apichatpong Weerasethakul, Danny and Oxide Pang, Yau Ching, Thunskya Pansittivorakul, Garin Nugroho, and Jean-Jacques Annaud.										

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					UG	GR	UG	GR			
FGSS 3376	Digital Asia	Fuhrmann, A	4	Spring	n/a	n/a	2	0	YES	YES	50%
(X-list: ASIAN 3376, ASIAN 6676, FGSS 6676)	<p>New media remain central to ongoing struggles over the constitution of the public sphere in Asia. In high measure, censorship affects the Internet and visual media (including digital, independent cinema), and government agencies are particularly wary of the viral qualities of new media. Extensive state investment into Internet control is offset by the fact that the Internet remains a primary site of political dissent and organizing. New media and communications technologies further continue to engender novel forms of political expression and notions of collectivity. In the past few years activists and artists as well as mass publics have thus forged distinct modes of expression in and around new media that, while frequently evading state prohibition, nevertheless present incisive political critique. The course will examine features unique to digital media—such as the viral, mimetic, archival, and amplificatory properties of the Internet—and ask how politicized media make use of these features to intervene into contexts of censorship and occlusion. We will draw on Asian media contexts also to interrogate assumptions about progressive politics. Investigating the logics of contemporary digital media in relation to the field of political expression, the course complicates received notions of non-Western political public spheres as illiberal, or lagging behind a stage of political development posited as normative.</p>										
FGSS 3470	Asian American Women's History	Lau, C	4	Fall	n/a	n/a	n/a	n/a	NO	YES	25%
(X-list: AAS 3470, AMST 3470, HIST 3470)	<p>This course examines the experiences and representations of Asian American women from the mid-19th century to the present. It explores the lives and contexts of immigrant women and of women born in the U.S. Questions of identity and power are at the heart of this course as we investigate the intertwined nature of race, gender, and nation. We will also pay particular attention to the practice of history, seeking a better understanding of how scholars recover the history of a population rendered invisible by traditional methods and inquiries. Course materials include numerous primary sources in addition to scholarship from a variety of disciplines (history, literature, sociology, anthropology)</p>										
FGSS 4160	Gender and Sexuality in Southeast Asia	Loos, T	4	Spring	n/a	n/a	0	0	NO	YES	100%
(X-list: ASIAN 4416, ASIAN 6618, FGSS 6160, HIST 4160, HIST 6160, LGBT 4160, LGBT 6160)	<p>Students consider the relationships among colonialism and gender and sexual identity formation in Southeast Asia. Using material from a wide range of fields including anthropology and literature, the course complicates the simplistic East/West and male/female binary. Each year the course is offered, its emphasis shifts to adapt to changes in the fields of gender, sexuality and Asian Studies. It incorporates theoretical literature and content that is broader than that of Southeast Asia.</p>										

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FGSS 4415	Sexuality, Power, Belief: Thailand in Contrast	Fuhrmann, A	4	Spring	n/a	n/a	n/a	n/a	NO	YES	100%
(X-list: ASIAN 4425, ASIAN 6625, FGSS 6625, LGBT 4425, LGBT 6625)	<p>This course takes as its main cases narrative and visual representations of sexuality and desire in Thailand—as well as in the global imaginary of the country— and investigates these in regional and transnational comparison. Beginning with seminal historical cases, it moves to a focus on key questions regarding sexuality, embodiment, and desire and how these are linked to new modes of governance as well as to forms of belief in the contemporary public sphere. It brings Thai visual and print media materials into conversation with contemporary writing from feminist and queer theory, critical race studies, critiques of liberalism, Buddhist studies, visual studies, and affect theory. The course provides a rigorous introduction to critical approaches in gender and sexuality studies. Students have the opportunity to develop their own research projects that may focus also on different geographic regions.</p>										
FGSS 4504	The City: Asia	Fuhrmann, A	4	Spring	0	0	1	0	YES	YES	50%
(X-list: ASIAN 4423, ASIAN 6623, FGSS 6504, PMA 4504)	<p>This course uses the lens of temporality to track transformations in notions of urban personhood and collective life engendered by recent trans-Asia economic shifts. We will develop tools that help unpack the spatial and cultural forms of density and the layered histories that define the contemporary urban fabric of cities such as Hanoi, Bangkok, Shanghai, and Hong Kong. The course combines the investigation of the cinemas and literatures of the region with the study of recent writing on cities from Asian studies, film studies, queer theory, urban studies, political theory, religious studies, cultural geography, literary theory, and anthropology.</p>										
FGSS 6160	Gender and Sexuality in Southeast Asia	Loos, T	4	Spring	n/a	n/a	0	0	NO	YES	100%
(X-list: ASIAN 4416, ASIAN 6618, FGSS 4160, HIST 4160, HIST 6160, LGBT 4160, LGBT 6160)	<p>Students consider the relationships among colonialism and gender and sexual identity formation in Southeast Asia. Using material from a wide range of fields including anthropology and literature, the course complicates the simplistic East/West and male/female binary. Each year the course is offered, its emphasis shifts to adapt to changes in the fields of gender, sexuality and Asian Studies. It incorporates theoretical literature and content that is broader than that of Southeast Asia.</p>										

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Course Listing	Course Title	Instructor	Units	Term	2016-17		2017-18		Offered 18-19	Inter-Disp.	% SEA
					UG	GR	UG	GR			
FGSS 6625	Sexuality, Power, Belief: Thailand in Contrast	Fuhrmann, A	4	Spring	n/a	n/a	n/a	n/a	NO	YES	100%
(X-list: ASIAN 4425, ASIAN 6625, FGSS 4415, LGBT 4425, LGBT 6625)	<p>This course takes as its main cases narrative and visual representations of sexuality and desire in Thailand—as well as in the global imaginary of the country— and investigates these in regional and transnational comparison. Beginning with seminal historical cases, it moves to a focus on key questions regarding sexuality, embodiment, and desire and how these are linked to new modes of governance as well as to forms of belief in the contemporary public sphere. It brings Thai visual and print media materials into conversation with contemporary writing from feminist and queer theory, critical race studies, critiques of liberalism, Buddhist studies, visual studies, and affect theory. The course provides a rigorous introduction to critical approaches in gender and sexuality studies. Students have the opportunity to develop their own research projects that may focus also on different geographic regions.</p>										
FGSS 6331	Gender and Sexuality in Southeast Asian Cinema	Fuhrmann, A	4	Fall	n/a	n/a	3	0	YES	YES	100%
(X-list: ASIAN 3331, ASIAN 6631, FGSS 3331, LGBT 3331, LGBT 6331, PMA 3431, RELST 3331)	<p>Examines the new cinemas of Southeast Asia and their engagement with contemporary discourses of gender and sexuality. It pays special attention to the ways in which sexuality and gendered embodiment are at present linked to citizenship and other forms of belonging and to how the films draw on Buddhist and Islamic traditions of representation and belief. Focusing on globally circulating Southeast Asian films of the past 15 years, the course draws on current writings from feminism, Buddhist studies, affect theory, queer studies, postcolonial theory, and film studies to ask what new understandings of subjectivity might emerge from these cinemas and their political contexts. Films will be drawn from both mainstream and independent cinema and will include the work of directors such as Apichatpong Weerasethakul, Danny and Oxide Pang, Yau Ching, Thunskana Pansittivorakul, Garin Nugroho, and Jean-Jacques Annaud.</p>										
FGSS 6504	The City: Asia	Fuhrmann, A	4	Spring	0	0	0	1	YES	YES	50%
(X-list: ASIAN 4423, ASIAN 6623, FGSS 4504, PMA 4504)	<p>This course uses the lens of temporality to track transformations in notions of urban personhood and collective life engendered by recent trans-Asia economic shifts. We will develop tools that help unpack the spatial and cultural forms of density and the layered histories that define the contemporary urban fabric of cities such as Hanoi, Bangkok, Shanghai, and Hong Kong. The course combines the investigation of the cinemas and literatures of the region with the study of recent writing on cities from Asian studies, film studies, queer theory, urban studies, political theory, religious studies, cultural geography, literary theory, and anthropology.</p>										

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					UG	GR	UG	GR			
FGSS 6676	Digital Asia	Fuhrmann, A	4	Spring	n/a	n/a	0	0	YES	YES	50%
(X-list: ASIAN 3376, ASIAN 6676, FGSS 3376)	New media remain central to ongoing struggles over the constitution of the public sphere in Asia. In high measure, censorship affects the Internet and visual media (including digital, independent cinema), and government agencies are particularly wary of the viral qualities of new media. Extensive state investment into Internet control is offset by the fact that the Internet remains a primary site of political dissent and organizing. New media and communications technologies further continue to engender novel forms of political expression and notions of collectivity. In the past few years activists and artists as well as mass publics have thus forged distinct modes of expression in and around new media that, while frequently evading state prohibition, nevertheless present incisive political critique. The course will examine features unique to digital media—such as the viral, mimetic, archival, and amplificatory properties of the Internet—and ask how politicized media make use of these features to intervene into contexts of censorship and occlusion. We will draw on Asian media contexts also to interrogate assumptions about progressive politics. Investigating the logics of contemporary digital media in relation to the field of political expression, the course complicates received notions of non-Western political public spheres as illiberal, or lagging behind a stage of political development posited as normative.										
Government (14)											
GOVT 3434	Chinese Empire and the Cambodian Experience	Mertha, A	3	Wint.	n/a	n/a	7	0	NO	YES	100%
(X-list: ASIAN 3330, CAPS 3434)	This course examines the relationship between China Cambodia, going back a thousand years, but focusing primarily on two countries' differing experiences with colonialism, the Cold War, and the politics of the present day. It also traces the bilateral relationship between China and Cambodia, paying special attention on the Khmer Rouge era (1975-1979). The course assumes no prior knowledge of China or Cambodia, although it would be a good idea for students to do some reading in advance of the class. We will combine lectures, discussions and field research, culminating with a final exam at the end of the course. Most of the lectures and discussions will take place at Wat Damnak in Siem Reap, with field trips to Angkor, Phnom Penh, Phnom Kulen, Anlong Veng, and Kampong Chhnang.										
GOVT 3443	Southeast Asian Politics	Pepinsky, T	4	Spring	n/a	n/a	n/a	n/a	YES	YES	100%
(X-list: ASIAN 3334)	This course will give students the historical background and theoretical tools to understand the politics of Southeast Asia, one of the world's most diverse and fascinating regions. The first part of the course traces Southeast Asia's political development from the colonial period to the present day, examining common themes such as decolonization, state building, war and insurgency, ethnic relations, democratization, economic development, and nationalism. The second part of the course focuses on key issues in contemporary Southeast Asian politics, including political culture, representation and mass politics, globalization, regional politics, and civil violence. Our course will concentrate primarily but not exclusively on the six largest countries in the region-Burma, Indonesia, Malaysia, the Philippines, Thailand, and Vietnam-using the comparative method to understand variation across time, across countries, and within countries										
GOVT 4194	Asian Political Economy	Pepinsky, T	4	Fall	n/a	n/a	8	2	NO	YES	25%
(X-list: ASIAN 4498)	This seminar is an advanced introduction to political economy in contemporary South, Southeast, and East Asia. Our central task is to uncover the political underpinnings of economic performance across countries and over time. Along the way, we will address issues such as corruption and rent-seeking, the developmental state, class conflict, ethnic politics, reform and stagnation, and democracy.										

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Course Listing	Course Title	Instructor	Units	Term	2016-17		2017-18		Offered 18-19	Inter-Disp.	% SEA
					UG	GR	UG	GR			
GOVT 4414	Politics, Violence, and the Study of Cambodia	Mertha, A	4	Spring	n/a	n/a	n/a	n/a	NO	YES	100%
(X-list: ASIAN 4414, CAPS 4414)	<p>This seminar embraces three goals. The first is to trace the evolution of politics in Cambodia from its independence to the present day, paying special attention to the last days of the Sangkum (1968-1970), the Khmer Republic (1970-1975), and Democratic Kampuchea under the Khmer Rouge (1975-1979). We will explore several themes, including postcolonial politics, insurgencies and civil conflict, and geopolitics and proxy wars. The second goal is to focus on the role of violence in Cambodian politics, both in terms that can be generalized to and from other political contexts (i.e., the USSR, China, Rwanda) as well as terms that are primordially, if not uniquely, Cambodian. The third goal of the course is to map out and evaluate the epistemology of Cambodian studies, to discuss the arguments and debates that divide the field, and to discuss the impact of these controversies on our past and present understanding of Cambodia. No prior knowledge of Cambodia is required or assumed.</p>										
GOVT 4877	China and Asian Security	Carlson, A	4	Fall	4	3	6	0	NO	YES	25%
(X-list: ASIAN 4475, CAPS 4870, GOVT 6877)	<p>This course focuses primarily on China's evolving role in both Asia and world politics. While China may not necessarily be the sole determinant of the type of security order that will prevail in Asia, it has a profound influence on the region and potentially on the global order as well. To gain an understanding of security issues in Asia today, the seminar attempts to come to terms with the evolving nature of China's foreign policy and national security strategies. The course then concentrates on the most influential academic work on China's foreign relations and national security policies that has been published since the end of the Cold War.</p>										
GOVT 4999	Undergraduate Independent Study	Mertha, A	Varies	Fall	0	0	0	0	NO	NO	100%
	<p>One-on-one tutorial arranged by the student with a faculty member of his or her choosing. Open to government majors doing superior work, and it is the responsibility of the student to establish the research proposal and to find a faculty sponsor. Applicants for independent study must present a well-defined program of study that cannot be satisfied by pursuing courses in the regularly scheduled curriculum. No more than 4 credits of independent study may count toward fulfillment of the major. Students who elect to continue taking this course for more than one semester must select a new theme or subject each semester. Credit can be given only for work that results in a satisfactory amount of writing. Emphasis is on the capacity to subject a body of related readings to analysis and criticism. Keep in mind that independent study cannot be used to fulfill the seminar requirement. The application form for independent study is available in 210 White Hall and must be completed at the beginning of the semester in which the course is being taken.</p>										
GOVT 4999	Undergraduate Independent Study	Mertha, A	Varies	Spring	0	0	0	0	NO	NO	100%
	<p>One-on-one tutorial arranged by the student with a faculty member of his or her choosing. Open to government majors doing superior work, and it is the responsibility of the student to establish the research proposal and to find a faculty sponsor. Applicants for independent study must present a well-defined program of study that cannot be satisfied by pursuing courses in the regularly scheduled curriculum. No more than 4 credits of independent study may count toward fulfillment of the major. Students who elect to continue taking this course for more than one semester must select a new theme or subject each semester. Credit can be given only for work that results in a satisfactory amount of writing. Emphasis is on the capacity to subject a body of related readings to analysis and criticism. Keep in mind that independent study cannot be used to fulfill the seminar requirement. The application form for independent study is available in 210 White Hall and must be completed at the beginning of the semester in which the course is being taken.</p>										

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					UG	GR	UG	GR			
GOVT 4999	Undergraduate Independent Study	Pepinsky, T	Varies	Fall	0	0	0	0	YES	NO	100%
	<p>One-on-one tutorial arranged by the student with a faculty member of his or her choosing. Open to government majors doing superior work, and it is the responsibility of the student to establish the research proposal and to find a faculty sponsor. Applicants for independent study must present a well-defined program of study that cannot be satisfied by pursuing courses in the regularly scheduled curriculum. No more than 4 credits of independent study may count toward fulfillment of the major. Students who elect to continue taking this course for more than one semester must select a new theme or subject each semester. Credit can be given only for work that results in a satisfactory amount of writing. Emphasis is on the capacity to subject a body of related readings to analysis and criticism. Keep in mind that independent study cannot be used to fulfill the seminar requirement. The application form for independent study is available in 210 White Hall and must be completed at the beginning of the semester in which the course is being taken.</p>										
GOVT 4999	Undergraduate Independent Study	Pepinsky, T	Varies	Spring	1	0	3	0	YES	NO	100%
	<p>One-on-one tutorial arranged by the student with a faculty member of his or her choosing. Open to government majors doing superior work, and it is the responsibility of the student to establish the research proposal and to find a faculty sponsor. Applicants for independent study must present a well-defined program of study that cannot be satisfied by pursuing courses in the regularly scheduled curriculum. No more than 4 credits of independent study may count toward fulfillment of the major. Students who elect to continue taking this course for more than one semester must select a new theme or subject each semester. Credit can be given only for work that results in a satisfactory amount of writing. Emphasis is on the capacity to subject a body of related readings to analysis and criticism. Keep in mind that independent study cannot be used to fulfill the seminar requirement. The application form for independent study is available in 210 White Hall and must be completed at the beginning of the semester in which the course is being taken.</p>										
GOVT 7999	Independent Study	Mertha, A	Varies	Fall	0	0	0	0	NO	NO	100%
	<p>Individualized readings and research for graduate students. Topics, readings, and writing requirements are designed through consultation between the student and the instructor. Graduate students in government who are looking to use this as an option to fulfill their course requirements should check with their chairs to be certain that the program of study is acceptable for this purpose. Applications must be completed and signed by the instructor and by the chairs of their special committees. They are available from, and must be returned to, the graduate assistant in 212 White Hall.</p>										
GOVT 7999	Independent Study	Mertha, A	Varies	Spring	0	1	0	0	NO	NO	100%
	<p>Individualized readings and research for graduate students. Topics, readings, and writing requirements are designed through consultation between the student and the instructor. Graduate students in government who are looking to use this as an option to fulfill their course requirements should check with their chairs to be certain that the program of study is acceptable for this purpose. Applications must be completed and signed by the instructor and by the chairs of their special committees. They are available from, and must be returned to, the graduate assistant in 212 White Hall.</p>										

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					UG	GR	UG	GR			
GOVT 7999	Independent Study	Pepinsky, T	Varies	Fall	0	1	0	0	YES	NO	100%
	Individualized readings and research for graduate students. Topics, readings, and writing requirements are designed through consultation between the student and the instructor. Graduate students in government who are looking to use this as an option to fulfill their course requirements should check with their chairs to be certain that the program of study is acceptable for this purpose. Applications must be completed and signed by the instructor and by the chairs of their special committees. They are available from, and must be returned to, the graduate assistant in 212 White Hall.										
GOVT 7999	Independent Study	Pepinsky, T	Varies	Spring	0	1	0	0	YES	NO	100%
	Individualized readings and research for graduate students. Topics, readings, and writing requirements are designed through consultation between the student and the instructor. Graduate students in government who are looking to use this as an option to fulfill their course requirements should check with their chairs to be certain that the program of study is acceptable for this purpose. Applications must be completed and signed by the instructor and by the chairs of their special committees. They are available from, and must be returned to, the graduate assistant in 212 White Hall.										
GOVT 6877	China and Asian Security	Carlson, A	4	Fall	0	5	0	2	NO	YES	25%
(X-list: ASIAN 4475, CAPS 4870, GOVT 4877)	This course focuses primarily on China's evolving role in both Asia and world politics. While China may not necessarily be the sole determinant of the type of security order that will prevail in Asia, it has a profound influence on the region and potentially on the global order as well. To gain an understanding of security issues in Asia today, the seminar attempts to come to terms with the evolving nature of China's foreign policy and national security strategies. The course then concentrates on the most influential academic work on China's foreign relations and national security policies that has been published since the end of the Cold War.										
History (45)											
HIST 1137	FWS: The Vietnam War in Film	Townsend, R	3	Fall	n/a	n/a	n/a	n/a	NO	NO	100%
	The American experience in the Vietnam War resulted in the production of a large body of film dealing with the conflict, often in controversial terms and encompassing some of the most iconic films of American cinema, including Apocalypse Now (1979) and Platoon (1986). This course examines the cultural history of the Vietnam War through visual representation in commercial and documentary films. We will explore how these films inform popular understandings of the conflict, as well as discuss issues of race and gender as they emerged at the crosshairs of history and popular culture. Students will learn to think critically about film as a visual medium and, through writing assignments, how to move beyond mere description to analyze the content and meaning of the films										
HIST 1200	FWS: Writing History - Foreign Knowledge and Local Power in Early Asia	Reeder, M	3	Fall	17	0	n/a	n/a	NO	NO	40%
	How did the story of Jesus become a tool of revolutionaries, and ethnography a tool of empire? The stories of Jesus and Rama; technologies of mapping, writing, and art; new ways of thinking about gender and ethnicity—these were all, in one part of early modern Asia or another, seen as powerful forms of foreign knowledge. This course explores the relationships between these kinds of knowledge and power in South, Southeast, and East Asia from the fifteenth through the mid-nineteenth centuries. We will consider the agents of knowledge innovation: rulers, traders, missionaries, captive artisans, and even peasants. Guided by the instructor and assisted by classmates, students will experiment with different genres of writing about history, developing some of it from outline to polished prose										

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HIST 1200	FWS: Dare to Dream: A History of ASEAN	Vu, H	3	Spring	n/a	n/a	15	0	NO	NO	100%
	<p>Founded in 1967 as a loose grouping of five anti-Communist Southeast Asian states during the Cold War, the Association of Southeast Asian Nations (ASEAN) will turn 50 in 2017 with ten member states, four of which were or remain socialist. This course will explore the circumstances leading to the creation of ASEAN; its role in the Second and Third Indochina Wars; its expansion after the end of the Cold War; its response to “new” challenges including the 1997 Asian Financial Crisis, Islamic fundamentalism, and the rise of China; and its future prospects with the establishment of the ASEAN Economic Community in 2015. Students will gain a broad appreciation of the evolution of the political landscape and culture of Southeast Asia through these decades. Essays will respond to and analyze primary and secondary historical sources.</p>										
HIST 1402	FWS: Global Islam	Tagliacozzo, E	3	Fall	17	0	17	0	NO	NO	25%
	<p>In this course, we will examine Islam as a global phenomenon, both historically and in the contemporary world. We will spend time on the genesis of Islam in the Middle East, but then we will move across the Muslim world - to Africa, Turkey, Iran, Central-, East-, and Southeast Asia - to see how Islam looks across global boundaries. Through reading, class discussions, and frequent writing, students will try to flesh out the diversity of Islam within the central message of this world religion.</p>										
HIST 1750	Routes: Global Histories	Tagliacozzo, E	4	Spring	35	0	n/a	n/a	NO	NO	25%
	<p>This class focuses on trade in global history – arguably the single most important connective strand between people and societies over the course of human history. Trade has expanded human horizons from earliest known times to the present, and has linked disparate cultures in a centuries-long embrace for several millennia. Many of the things that we take for granted as being part and parcel of our day-to-day worlds are the result of these centuries of commerce, so much so that we see them now as "local" rather than hailing from distant shores. This class will try to disentangle some of these long histories, from Antiquity to the present, and show how the world was brought together in a weave of trade routes over the passage of the centuries. Our vantage will be resolutely global in studying these processes, crossing all continents and the "seven seas" in our wake.</p>										
HIST 1910	Introduction To Modern Asian History	Ghosh, D; Tagliacozzo, E	4	Fall	n/a	n/a	n/a	n/a	YES	YES	25%
(X-list: ASIAN 1191, CAPS 1910)	<p>This introductory course follows the history of Asia-Pacific from the nineteenth century to the present, focusing on the relations of China, India, Japan, South, and Southeast Asia. This course is intended for students wanting a broad historical overview of what makes Asia distinctive and important in the global economy and in world politics.</p>										

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HIST 1951	Foreign Policy as Subversion	Craib, R; Loos, T	4	Spring	n/a	n/a	37	0	NO	YES	50%
(X-list: AMST 1951, LATA 1951)	To what extent does the ideal of the US as a vanguard for democracy and freedom in the world match up with other aspects—military, economic, and humanitarian—of US foreign policy? This same question about the degree to which discourses and practices correspond might be asked of other countries, like the Soviet Union, China, and Britain, but this course examines the ways in which US foreign policy has been deployed over the course of the twentieth century and the ways those policies have been perceived and received by people living in Latin America and Southeast Asia. Particular case studies will be addressed stemming from the faculty's specializations (for example, Vietnam, Cambodia, Guatemala, and Chile) and the emphasis is on the role of the United States in Latin America and Southeast Asia. Prominent themes will include forms of subversion, from military muscle to economic coercion, and how and why they have changed over time; meanings of liberty, democracy, freedom, and sovereignty in different places and times; popular responses to policies and actions of foreign administrations; the relationships between sovereign states and transnational corporations; the uses and abuses of History in the formulation and justification of policy initiatives and in local responses to them; and the complexities involved in discerning internal and external forces in an increasingly transnational world.										
HIST 2001	Supervised Reading - Undergraduate	Loos, T	Varies	Fall	0	0	0	0	YES	NO	100%
	Independent Study based supervised reading with history faculty. Student must complete Independent Study Form with faculty supervisor for determining requirements and for permission to enroll through the online system (https://data.arts.cornell.edu/as-stus/indep_study_intro.cfm). Student then work with their faculty supervisor throughout the semester for successful completion and grading of the agreed upon requirements.										
HIST 2001	Supervised Reading - Undergraduate	Loos, T	Varies	Spring	0	0	0	0	YES	NO	100%
	Independent Study based supervised reading with history faculty. Student must complete Independent Study Form with faculty supervisor for determining requirements and for permission to enroll through the online system (https://data.arts.cornell.edu/as-stus/indep_study_intro.cfm). Student then work with their faculty supervisor throughout the semester for successful completion and grading of the agreed upon requirements.										
HIST 2001	Supervised Reading - Undergraduate	Tagliacozzo, E	Varies	Fall	0	0	0	0	YES	NO	100%
	Independent Study based supervised reading with history faculty. Student must complete Independent Study Form with faculty supervisor for determining requirements and for permission to enroll through the online system (https://data.arts.cornell.edu/as-stus/indep_study_intro.cfm). Student then work with their faculty supervisor throughout the semester for successful completion and grading of the agreed upon requirements.										
HIST 2001	Supervised Reading - Undergraduate	Tagliacozzo, E	Varies	Spring	0	0	0	0	NO	NO	100%
	Independent Study based supervised reading with history faculty. Student must complete Independent Study Form with faculty supervisor for determining requirements and for permission to enroll through the online system (https://data.arts.cornell.edu/as-stus/indep_study_intro.cfm). Student then work with their faculty supervisor throughout the semester for successful completion and grading of the agreed upon requirements.										

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					UG	GR	UG	GR			
HIST 2070	The Occidental Tourist: Travel Writing and History in Southeast Asia and Beyond	Loos, T	4	Fall	n/a	n/a	n/a	n/a	NO	YES	100%
(X-list: ASIAN 2206)	Travel can change our understanding of ourselves and the world. Throughout the course, we explore the connections between a writer's subjectivity and their experience of the world through their writing. We examine novels, diaries, short essays, and photographic collections by explorers, colonial officials, naturalists, and tourists who travel to and from Southeast Asia. To the extent we can, we also read works about Europe and America written by Southeast Asians. In addition to attending to a writer's subjectivity as it is produced through writing about others, we also consider the historical, political, and economic conditions that make travel possible. We will examine how travel writing is inflected with assumptions about the cultural values, race, class, and gender of both travelers and their domestic audience, on the one hand, and the people and places they write about, on the other. We will write about our own travel experiences and photos even as we critique the travel writing genre. The course ends by questioning the role of the internet in the future of tourism and travel in Southeast Asia.										
HIST 2280	Indian Ocean World	Tagliacozzo, E	3	Fall	n/a	n/a	n/a	n/a	NO	YES	25%
(X-list: ASIAN 2228)	This course looks at the many intersecting histories of the Indian Ocean. The Indian Ocean was the first oceanic basin that supported large-scale cross-cultural contact for mankind. These warm tropical waters saw peoples from East Africa, the Middle East, the Indian Sub-Continent and Southeast Asia all meet and mix over many centuries. The course will look at these histories of contact, spanning maritime studies, archaeological perspectives, winds and weather patterns (including the vital monsoons), religious migrations (including Buddhism, Christianity, and Islam), and the history of commerce (such as the Spice Trade). We will ask how the Indian Ocean became a crucial canvas for painting human history over vast, oceanic distances. Open to students interested in world history and its regional variants.										
HIST 2640	Introduction to Asian American History	Chang, D	4	Fall	14	0	n/a	n/a	YES	YES	25%
(X-list: AAS 2130, AMST 2640)	An introductory history of Chinese, Japanese, Asian Indians, Filipinos, and Koreans in the United States from the mid-nineteenth century to the 1990s. Major themes include racism and resistance, labor migration, community formation, imperialism, and struggles for equality.										
HIST 2890	The Vietnamese Wars: 1945-1990	Taylor, K	4	Fall	n/a	n/a	n/a	n/a	NO	YES	100%
(X-list: ASIAN 2298)	This course covers the three consecutive wars fought in Vietnam from 1945 to 1990 in which France, China, the US, and the USSR, among other countries, were directly involved. The course will endeavor to look at these wars from Vietnamese perspectives as well as from the perspectives of non-Vietnamese governments. One aspect of the course will be to contextualize these wars in the global arena of international relations and the foreign policies of various countries, in particular of the United States. Another aspect will be to see how Vietnamese understood what the wars were about. How and why the events of these wars have been remembered and forgotten in the different countries involved will also be addressed.										
HIST 3002	Supervised Research - Undergraduate	Loos, T	Varies	Fall	0	0	0	0	YES	NO	100%
	Independent Study based supervised research with a history faculty member. Student must complete an Independent Study form with a faculty supervisor to determine requirements and for permission. Students then work with their faculty supervisor throughout the semester for successful completion and grading of the agreed upon requirements.										

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					UG	GR	UG	GR			
HIST 3002	Supervised Research - Undergraduate	Loos, T	Varies	Spring	0	0	0	0	YES	NO	100%
	Independent Study based supervised research with a history faculty member. Student must complete an Independent Study form with a faculty supervisor to determine requirements and for permission. Students then work with their faculty supervisor throughout the semester for successful completion and grading of the agreed upon requirements.										
HIST 3002	Supervised Research - Undergraduate	Tagliacozzo, E	Varies	Fall	0	0	0	0	YES	NO	100%
	Independent Study based supervised research with a history faculty member. Student must complete an Independent Study form with a faculty supervisor to determine requirements and for permission. Students then work with their faculty supervisor throughout the semester for successful completion and grading of the agreed upon requirements.										
HIST 3002	Supervised Research - Undergraduate	Tagliacozzo, E	Varies	Spring	0	0	0	0	NO	NO	100%
	Independent Study based supervised research with a history faculty member. Student must complete an Independent Study form with a faculty supervisor to determine requirements and for permission. Students then work with their faculty supervisor throughout the semester for successful completion and grading of the agreed upon requirements.										
HIST 3312	What was the Vietnam War?	Taylor, K	4	Fall	n/a	n/a	6	3	YES	YES	100%
(X-list: ASIAN 3312)	If you have ever wondered what the Vietnam War was all about, how did it begin, how was it fought, why was it so controversial, why did the American people turn against it, why was it important, why were generations of American students taught the North Vietnamese version of the war, why the South Vietnamese allies of the United States were abandoned, and what happened to the Vietnamese and the Americans as a result of the war—then this class is for you! With fresh eyes and surprising insights, it will take you beyond the fashionable fictions and clichés to look at the twenty-five years during which the United States, through six presidential administrations, was involved in Vietnamese affairs (1950-1975). For decades, Americans have been meditating on "the lessons of the Vietnam War," but it turns out that neither was any lesson ever learned nor were the so-called "lessons" even plausibly related to actual events. Today, Americans continue to be taught myths about the Vietnam War. This course shows why these myths obstruct a realistic understanding of American history during the past half-century.										
HIST 3470	Asian American Women's History	Lau, C	4	Fall	n/a	n/a	n/a	n/a	NO	YES	25%
(X-list: AAS 3470, AMST 3470, FGSS 3470)	This course examines the experiences and representations of Asian American women from the mid-19th century to the present. It explores the lives and contexts of immigrant women and of women born in the U.S. Questions of identity and power are at the heart of this course as we investigate the intertwined nature of race, gender, and nation. We will also pay particular attention to the practice of history, seeking a better understanding of how scholars recover the history of a population rendered invisible by traditional methods and inquiries. Course materials include numerous primary sources in addition to scholarship from a variety of disciplines (history, literature, sociology, anthropology).										

Cornell Southeast Asia Program - Area Course List											
Course Listing	Course Title	Instructor	Units	Term	2016-17		2017-18		Offered 18-19	Inter-Disp.	% SEA
					UG	GR	UG	GR			
HIST 3515	The Asian American Middle Class	Lau, C	4	Spring	n/a	n/a	n/a	n/a	NO	YES	25%
(X-list: AAS 3515, AMST 3520)	The Asian American middle class is defined by having a certain level of education, bourgeoisie sets of manners, investment in home ownership, professional qualifications such as a doctor or an engineer, and participation in popular culture. This course takes a historical, cultural, and social perspective of the rise of the Asian American Middle Class from the late nineteenth century to the current day. How did Asian Americans become part of the American middle class? Did the middle class experience racism differently compared to the working class? And although many Asian Americans strived to belong to the middle class, what are the limits of middle-class Asian American politics and lifestyle? We will cover topics such as immigration, imperialism, family politics, second generation, popular culture, model minority, education, and suicides.										
HIST 3880	Vietnamese History	Taylor, K	4	Fall	n/a	n/a	n/a	n/a	NO	YES	100%
(X-list: ASIAN 3385, ASIAN 6685, HIST 6880)	This course is a survey of Vietnamese history from earliest times to the present. Major themes of study are geography, aesthetics, culture, religion, ideology, language, literature, society, government, warfare, politics, international relations, colonialism, revolution, modernity, and globalization. Students will have an opportunity to develop projects on topics of interest to them.										
HIST 3950	Monsoon Kingdoms: Pre-Modern Southeast Asian History	Tagliacozzo, E	4	Fall	18	0	14	1	NO	YES	100%
(X-list: ASIAN 3397, ASIAN 6697, HIST 6950)	This course examines Southeast Asia's history from earliest times up until the mid-eighteenth century. The genesis of traditional kingdoms, the role of monumental architecture (such as Angkor in Cambodia and Borobodur in Indonesia), and the forging of maritime trade links across the region are all covered. Religion - both indigenous to Southeast Asia and the great imports of Hinduism, Buddhism, Christianity and Islam - are also surveyed in the various premodern polities that dotted Southeast Asia. This course questions the region's early connections with China, India, and Arabia, and asks what is indigenous about Southeast Asian history, and what has been borrowed over the centuries. Open to undergraduates, both majors and non-majors in History, and to graduate students, though with separate requirements.										
HIST 3960	Transnational Local: Southeast Asian History from the Eighteenth Century	Loos, T; Tagliacozzo, E	4	Spring	0	0	7	1	NO	YES	100%
(X-list: ASIAN 3396, ASIAN 6696, HIST 6960)	Surveys the modern history of Southeast Asia with special attention to colonialism, the Chinese diaspora, and socio-cultural institutions. Considers global transformations that brought "the West" into people's lives in Southeast Asia. Focuses on the development of the modern nation-state, but also questions the narrative by incorporating groups that are typically excluded. Assigns primary texts in translation.										

Cornell Southeast Asia Program - Area Course List											
Course Listing	Course Title	Instructor	Units	Term	2016-17		2017-18		Offered 18-19	Inter-Disp.	% SEA
					UG	GR	UG	GR			
HIST 4160	Gender and Sexuality in Southeast Asia	Loos, T	4	Spring	n/a	n/a	3	0	NO	YES	100%
(X-list: ASIAN 4416, ASIAN 6618, FGSS 4160, FGSS 6160, HIST 6160, LGBT 4160, LGBT 6160)	Students consider the relationships among colonialism and gender and sexual identity formation in Southeast Asia. Using material from a wide range of fields including anthropology and literature, the course complicates the simplistic East/West and male/female binary. Each year the course is offered, its emphasis shifts to adapt to changes in the fields of gender, sexuality and Asian Studies. It incorporates theoretical literature and content that is broader than that of Southeast Asia.										
HIST 4490	Peddlers, Pirates and Prostitutes: Subaltern Histories of Southeast Asia, 1800-1900	Tagliacozzo, E	4	Fall	n/a	n/a	n/a	n/a	NO	YES	100%
(X-list: ASIAN 4458, ASIAN 6658, HIST 6490)	Can the subaltern speak? This course will examine Southeast Asian History from “below” over the course of a single century, 1800-1900. The laboring histories of peddlers, “pirates” and prostitutes - all actors usually considered to be “marginal” to the state – will be under consideration. How do we look for clues to these peoples’ lives? Were there similarities in experience across disparate geographies? What did it mean to be an outlaw, “deviant,” or poor in colonial Southeast Asia? This course attempts to answer some of these questions. Open to students with broad interests in social and cultural history, subaltern studies, and Southeast Asia as a region.										
HIST 4515	The Pacific Horizon	Craib, R; Tagliacozzo, E	4	Spring	n/a	n/a	n/a	n/a	NO	NO	25%
(X-list: HIST 6515)	This course will examine the many and Varies histories of the Pacific Ocean, or what we are calling here the “Pacific Horizon.” One of the instructors is a Latin Americanist and the other is an Asianist; between us we hope to conceptualize and frame some of the more important issues in the history of the vast ocean that connects these two places. The Pacific has been a vital field for “making History” over the past several thousand years; we will try to explore this process through ethno-astronomy, trade routes, exploration, migration, and many other phenomena.										
HIST 4870	Seminar on Thailand	Loos, T	4	Fall	n/a	n/a	n/a	n/a	NO	YES	100%
(X-list: ASIAN 6601, HIST 6870)	This seminar about modern Thailand tackles the issues that dominate the political, socio-cultural, economic and historic landscape of Thailand. It will ask, through critical readings about Thailand, where this non-colonized country “fits” in the scholarship on (post) coloniality, globalization, and development. We focus on the classics and new scholarship on Thailand that spans the fields of the humanities and social sciences, including politics, history, religion, and anthropology. The seminar is created for upper level undergraduates and graduate students and will provide, through an in-depth look at Thailand, an important pivot point for comparativists and those in interdisciplinary studies examining countries in Asia and the developing world generally. (SC)										

Cornell Southeast Asia Program - Area Course List											
Course Listing	Course Title	Instructor	Units	Term	2016-17		2017-18		Offered 18-19	Inter-Disp.	% SEA
					UG	GR	UG	GR			
HIST 4922	Ocean: The Sea in Human History	Tagliacozzo, E	4	Spring	13	0	7	1	NO	YES	25%
(X-list: ASIAN 4492, HIST 6922)	<p>This course focuses on the role of the oceans in human history, from earliest times to the present. It does so by moving both chronologically and topically through oceanic history, so that a number of important topics are covered. We start by looking at a number of different methodologies that may be useful in examining the sea, and then proceed to week-long reading sections on the sea in the ancient world, the Age of Discovery (European and non-European), and at the science of the sea. The second half of the course gets more geographic in focus: week-long sessions deliberate on individual oceans and the main themes that have driven them, covering the Atlantic, the Pacific, the Indian Ocean and the polar seas. Slavery, piracy, discovery, cultural transmission, nautics and science are a part of all of these stories, though in different ways. The course hopes to impart to students the overwhelmingly important role of the oceans in forging human history, both in the centuries that have past and in our modern world. Open to all students with an interest in the sea.</p>										
HIST 6160	Gender and Sexuality in Southeast Asia	Loos, T	4	Spring	n/a	n/a	0	3	NO	YES	100%
(X-list: ASIAN 4416, ASIAN 6618, FGSS 4160, FGSS 6160, HIST 4160, LGBT 4160, LGBT 6160)	<p>Students consider the relationships among colonialism and gender and sexual identity formation in Southeast Asia. Using material from a wide range of fields including anthropology and literature, the course complicates the simplistic East/West and male/female binary. Each year the course is offered, its emphasis shifts to adapt to changes in the fields of gender, sexuality and Asian Studies. It incorporates theoretical literature and content that is broader than that of Southeast Asia.</p>										
HIST 6163	Cambodia/Cambodge: Colonial and Postcolonial Histories	Loos, T	4	Spring	1	5	n/a	n/a	NO	NO	100%
	<p>This seminar about modern Cambodia tackles the issues that dominate the political, socio-cultural, religious and historic landscape of Cambodia. The dominance of the Khmer Rouge and imagery of Angkor in historical explanations of Cambodia is ripe for reconsideration. New histories and anthropologies must grapple with these two intensely related moments in Cambodian history even as they attempt to move beyond them. In this course, students will help select readings that help critique the dominance of these tropes. We may begin the course with a review of Penny Edwards, Cambodge and recent studies of Cambodia within French Indochina. Other readings might include: Alexander Hinton, Man or Monster: The Trial of a Khmer Rouge Torturer, Anne Hansen, Learning to Behave, and others.</p>										

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					UG	GR	UG	GR			
HIST 6490	Peddlers, Pirates and Prostitutes: Subaltern Histories of Southeast Asia, 1800-1900	Tagliacozzo, E	4	Fall	n/a	n/a	n/a	n/a	NO	YES	100%
(X-list: ASIAN 4458, ASIAN 6658, HIST 4490)	Can the subaltern speak? This course will examine Southeast Asian History from “below” over the course of a single century, 1800-1900. The laboring histories of peddlers, “pirates” and prostitutes - all actors usually considered to be “marginal” to the state – will be under consideration. How do we look for clues to these peoples’ lives? Were there similarities in experience across disparate geographies? What did it mean to be an outlaw, “deviant,” or poor in colonial Southeast Asia? This course attempts to answer some of these questions. Open to students with broad interests in social and cultural history, subaltern studies, and Southeast Asia as a region.										
HIST 6515	The Pacific Horizon	Craib, R; Tagliacozzo, E	4	Spring	n/a	n/a	n/a	n/a	NO	NO	25%
(X-list: HIST 4515)	This course will examine the many and Varies histories of the Pacific Ocean, or what we are calling here the “Pacific Horizon.” One of the instructors is a Latin Americanist and the other is an Asianist; between us we hope to conceptualize and frame some of the more important issues in the history of the vast ocean that connects these two places. The Pacific has been a vital field for “making History” over the past several thousand years; we will try to explore this process through ethno-astronomy, trade routes, exploration, migration, and many other phenomena.										
HIST 6870	Seminar on Thailand	Loos, T	4	Fall	n/a	n/a	n/a	n/a	NO	YES	100%
(X-list: ASIAN 6601, HIST 4870)	This seminar about modern Thailand tackles the issues that dominate the political, socio-cultural, economic and historic landscape of Thailand. It will ask, through critical readings about Thailand, where this non-colonized country “fits” in the scholarship on (post) coloniality, globalization, and development. We focus on the classics and new scholarship on Thailand that spans the fields of the humanities and social sciences, including politics, history, religion, and anthropology. The seminar is created for upper level undergraduates and graduate students and will provide, through an in-depth look at Thailand, an important pivot point for comparativists and those in interdisciplinary studies examining countries in Asia and the developing world generally. (SC)										
HIST 6880	Vietnamese History	Taylor, K	4	Fall	n/a	n/a	n/a	n/a	NO	YES	100%
(X-list: ASIAN 3385, ASIAN 6685, HIST 3880)	This course is a survey of Vietnamese history from earliest times to the present. Major themes of study are geography, aesthetics, culture, religion, ideology, language, literature, society, government, warfare, politics, international relations, colonialism, revolution, modernity, and globalization. Students will have an opportunity to develop projects on topics of interest to them.										

Cornell Southeast Asia Program - Area Course List											
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					UG	GR	UG	GR			
HIST 6922	Ocean: The Sea in Human History	Tagliacozzo, E	4	Spring	0	0	0	4	NO	YES	25%
(X-list: ASIAN 4492, HIST 4922)	This course focuses on the role of the oceans in human history, from earliest times to the present. It does so by moving both chronologically and topically through oceanic history, so that a number of important topics are covered. We start by looking at a number of different methodologies that may be useful in examining the sea, and then proceed to week-long reading sections on the sea in the ancient world, the Age of Discovery (European and non-European), and at the science of the sea. The second half of the course gets more geographic in focus: week-long sessions deliberate on individual oceans and the main themes that have driven them, covering the Atlantic, the Pacific, the Indian Ocean and the polar seas. Slavery, piracy, discovery, cultural transmission, nautics and science are a part of all of these stories, though in different ways. The course hopes to impart to students the overwhelmingly important role of the oceans in forging human history, both in the centuries that have past and in our modern world. Open to all students with an interest in the sea.										
HIST 6950	Monsoon Kingdoms: Pre-Modern Southeast Asian History	Tagliacozzo, E	4	Fall	0	3	1	3	NO	YES	100%
(X-list: ASIAN 3397, ASIAN 6697, HIST 3950)	This course examines Southeast Asia's history from earliest times up until the mid-eighteenth century. The genesis of traditional kingdoms, the role of monumental architecture (such as Angkor in Cambodia and Borobodur in Indonesia), and the forging of maritime trade links across the region are all covered. Religion - both indigenous to Southeast Asia and the great imports of Hinduism, Buddhism, Christianity and Islam - are also surveyed in the various premodern polities that dotted Southeast Asia. This course questions the region's early connections with China, India, and Arabia, and asks what is indigenous about Southeast Asian history, and what has been borrowed over the centuries. Open to undergraduates, both majors and non-majors in History, and to graduate students, though with separate requirements.										
HIST 6960	Transnational Local: Southeast Asian History from the Eighteenth Century	Loos, T; Tagliacozzo, E	4	Spring	0	4	0	5	NO	YES	100%
(X-list: ASIAN 3396, ASIAN 6696, HIST 3960)	Surveys the modern history of Southeast Asia with special attention to colonialism, the Chinese diaspora, and socio-cultural institutions. Considers global transformations that brought "the West" into people's lives in Southeast Asia. Focuses on the development of the modern nation-state, but also questions the narrative by incorporating groups that are typically excluded. Assigns primary texts in translation.										
HIST 8004	Supervised Reading	Loos, T	Varies	Fall	0	0	0	0	YES	NO	100%
	Independent Study based supervised reading with a history faculty/field member.										
HIST 8004	Supervised Reading	Loos, T	Varies	Spring	0	0	0	0	YES	NO	100%
	Independent Study based supervised reading with a history faculty/field member.										

Cornell Southeast Asia Program - Area Course List											
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					UG	GR	UG	GR			
HIST 8004	Supervised Reading	Tagliacozzo, E	Varies	Fall	0	0	0	0	YES	NO	100%
	Independent Study based supervised reading with a history faculty/field member.										
HIST 8004	Supervised Reading	Tagliacozzo, E	Varies	Spring	0	0	0	0	NO	NO	100%
	Independent Study based supervised reading with a history faculty/field member.										
HIST 8004	Supervised Reading	Taylor, K	Varies	Fall	0	0	0	0	YES	NO	100%
	Independent Study based supervised reading with a history faculty/field member.										
HIST 8004	Supervised Reading	Taylor, K	Varies	Spring	0	0	n/a	n/a	NO	NO	100%
	Independent Study based supervised reading with a history faculty/field member.										
International Agriculture and Rural Development (3)											
IARD 4020	Agriculture in Developing Nations I	Parra, P; Pritts, M; Raman, K; Rizvi, S; Tucker, T	2	Fall	16	11	n/a	n/a	NO	YES	100%
(X-list: FDSC 4020)	Acquaint students with the major issues and problems in international agriculture and rural development and to demonstrate how problems in development are being addressed in developing countries. The lectures/discussions establish the global and regional contexts for sustainable agricultural development and focus on development challenges in Asia through cases in Burma. This course may be taken as a stand-alone survey course in international agriculture and rural development. However, it is primarily a preparatory course for participants selected to participate in the spring-semester course IARD 6020/FDSC 6020, which includes a field trip to Myanmar during the January intersession.										
IARD 6020	International Agriculture in Developing Nations	Coffman, R; Raman, K; Rizvi, S	3	Spring	16	11	n/a	n/a	NO	YES	100%
(X-list: FDSC 6020)	The course is designed to provide students with an opportunity to observe agricultural development in Myanmar and to promote interdisciplinary exchange among faculty, staff, students and their Myanmar counterparts. A three-week field-study trip in January is followed by discussions, written projects, and oral presentations dealing with problems in food, agriculture, and livestock production in the context of social and economic conditions of Myanmar.										

Cornell Southeast Asia Program - Area Course List											
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					UG	GR	UG	GR			
IARD 7830	Farmer-Centered Research and Extension	Tucker, T	3	Spring	0	6	3	4	YES	NO	25%
	A comparative analysis of extension and research philosophies and educational approaches to sustainable agriculture and natural resource management using case studies from developing countries.										
Lesbian, Gay, Bisexual & Transgender Studies (6)											
LGBT 3331	Gender and Sexuality in Southeast Asian Cinema	Fuhrmann, A	4	Fall	n/a	n/a	0	0	YES	YES	100%
*In F18, renamed LGBT 4451 (X-list: ASIAN 3331, ASIAN 6631, FGSS 3331, FGSS 6331, LGBT 6331, PMA 3431, RELST 3331)	Examines the new cinemas of Southeast Asia and their engagement with contemporary discourses of gender and sexuality. It pays special attention to the ways in which sexuality and gendered embodiment are at present linked to citizenship and other forms of belonging and to how the films draw on Buddhist and Islamic traditions of representation and belief. Focusing on globally circulating Southeast Asian films of the past 15 years, the course draws on current writings from feminism, Buddhist studies, affect theory, queer studies, postcolonial theory, and film studies to ask what new understandings of subjectivity might emerge from these cinemas and their political contexts. Films will be drawn from both mainstream and independent cinema and will include the work of directors such as Apichatpong Weerasethakul, Danny and Oxide Pang, Yau Ching, Thunskana Pansittivorakul, Garin Nugroho, and Jean-Jacques Annaud.										

Cornell Southeast Asia Program - Area Course List											
Course Listing	Course Title	Instructor	Units	Term	2016-17		2017-18		Offered 18-19	Inter-Disp.	% SEA
					UG	GR	UG	GR			
LGBT 4160	Gender and Sexuality in Southeast Asia	Loos, T	4	Spring	n/a	n/a	1	0	NO	YES	100%
(X-list: ASIAN 4416, ASIAN 6618, FGSS 4160, FGSS 6160, HIST 4160, HIST 6160, LGBT 6160)	Students consider the relationships among colonialism and gender and sexual identity formation in Southeast Asia. Using material from a wide range of fields including anthropology and literature, the course complicates the simplistic East/West and male/female binary. Each year the course is offered, its emphasis shifts to adapt to changes in the fields of gender, sexuality and Asian Studies. It incorporates theoretical literature and content that is broader than that of Southeast Asia.										
LGBT 4425	Sexuality, Power, Belief: Thailand in Contrast	Fuhrmann, A	4	Spring	n/a	n/a	n/a	n/a	NO	YES	100%
(X-list: ASIAN 4425, ASIAN 6625, FGSS 4415, FGSS 6625, LGBT 6625)	This course takes as its main cases narrative and visual representations of sexuality and desire in Thailand—as well as in the global imaginary of the country— and investigates these in regional and transnational comparison. Beginning with seminal historical cases, it moves to a focus on key questions regarding sexuality, embodiment, and desire and how these are linked to new modes of governance as well as to forms of belief in the contemporary public sphere. It brings Thai visual and print media materials into conversation with contemporary writing from feminist and queer theory, critical race studies, critiques of liberalism, Buddhist studies, visual studies, and affect theory. The course provides a rigorous introduction to critical approaches in gender and sexuality studies. Students have the opportunity to develop their own research projects that may focus also on different geographic regions.										

Cornell Southeast Asia Program - Area Course List											
Course Listing	Course Title	Instructor	Units	Term	2016-17		2017-18		Offered 18-19	Inter-Disp.	% SEA
					UG	GR	UG	GR			
LGBT 6160	Gender and Sexuality in Southeast Asia	Loos, T	4	Spring	n/a	n/a	0	0	NO	YES	100%
(X-list: ASIAN 4416, ASIAN 6618, FGSS 4160, FGSS 6160, HIST 4160, HIST 6160, LGBT 4160)	Students consider the relationships among colonialism and gender and sexual identity formation in Southeast Asia. Using material from a wide range of fields including anthropology and literature, the course complicates the simplistic East/West and male/female binary. Each year the course is offered, its emphasis shifts to adapt to changes in the fields of gender, sexuality and Asian Studies. It incorporates theoretical literature and content that is broader than that of Southeast Asia.										
LGBT 6331	Gender and Sexuality in Southeast Asian Cinema	Fuhrmann, A	4	Fall	n/a	n/a	0	0	YES	YES	100%
(X-list: ASIAN 3331, ASIAN 6631, FGSS 3331, FGSS 6331, LGBT 3331, PMA 3431, RELST 3331)	Examines the new cinemas of Southeast Asia and their engagement with contemporary discourses of gender and sexuality. It pays special attention to the ways in which sexuality and gendered embodiment are at present linked to citizenship and other forms of belonging and to how the films draw on Buddhist and Islamic traditions of representation and belief. Focusing on globally circulating Southeast Asian films of the past 15 years, the course draws on current writings from feminism, Buddhist studies, affect theory, queer studies, postcolonial theory, and film studies to ask what new understandings of subjectivity might emerge from these cinemas and their political contexts. Films will be drawn from both mainstream and independent cinema and will include the work of directors such as Apichatpong Weerasethakul, Danny and Oxide Pang, Yau Ching, Thunskana Pansittivorakul, Garin Nugroho, and Jean-Jacques Annaud.										

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Course Listing	Course Title	Instructor	Units	Term	2016-17		2017-18		Offered 18-19	Inter-Disp.	% SEA
					UG	GR	UG	GR			
LGBT 6625	Sexuality, Power, Belief: Thailand in Contrast	Fuhrmann, A	4	Spring	n/a	n/a	n/a	n/a	NO	YES	100%
(X-list: ASIAN 4425, ASIAN 6625, FGSS 4415, FGSS 6625, LGBT 4425)	This course takes as its main cases narrative and visual representations of sexuality and desire in Thailand—as well as in the global imaginary of the country— and investigates these in regional and transnational comparison. Beginning with seminal historical cases, it moves to a focus on key questions regarding sexuality, embodiment, and desire and how these are linked to new modes of governance as well as to forms of belief in the contemporary public sphere. It brings Thai visual and print media materials into conversation with contemporary writing from feminist and queer theory, critical race studies, critiques of liberalism, Buddhist studies, visual studies, and affect theory. The course provides a rigorous introduction to critical approaches in gender and sexuality studies. Students have the opportunity to develop their own research projects that may focus also on different geographic regions.										
Latin American Studies (1)											
LATA 1951	Foreign Policy as Subversion	Craib, R; Loos, T	4	Spring	n/a	n/a	9	0	NO	YES	50%
(X-list: AMST 1951, HIST 1951)	To what extent does the ideal of the US as a vanguard for democracy and freedom in the world match up with other aspects—military, economic, and humanitarian—of US foreign policy? This same question about the degree to which discourses and practices correspond might be asked of other countries, like the Soviet Union, China, and Britain, but this course examines the ways in which US foreign policy has been deployed over the course of the twentieth century and the ways those policies have been perceived and received by people living in Latin America and Southeast Asia. Particular case studies will be addressed stemming from the faculty's specializations (for example, Vietnam, Cambodia, Guatemala, and Chile) and the emphasis is on the role of the United States in Latin America and Southeast Asia. Prominent themes will include forms of subversion, from military muscle to economic coercion, and how and why they have changed over time; meanings of liberty, democracy, freedom, and sovereignty in different places and times; popular responses to policies and actions of foreign administrations; the relationships between sovereign states and transnational corporations; the uses and abuses of History in the formulation and justification of policy initiatives and in local responses to them; and the complexities involved in discerning internal and external forces in an increasingly transnational world.										
Linguistics (13)											
LING 3390	Independent Study in Linguistics	Cohn, A	Varies	Fall	1	0	1	0	YES	YES	100%
	Independent study of linguistics topics not covered in regular curriculum for undergrads.										
LING 3390	Independent Study in Linguistics	Cohn, A	Varies	Spring	1	0	0	0	YES	YES	100%
	Independent study of linguistics topics not covered in regular curriculum for undergrads.										
LING 3390	Independent Study in Linguistics	Whitman, J	Varies	Fall	0	0	0	0	NO	YES	100%
	Independent study of linguistics topics not covered in regular curriculum for undergrads.										

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					UG	GR	UG	GR			
LING 3390	Independent Study in Linguistics	Whitman, J	Varies	Spring	0	0	n/a	n/a	YES	YES	100%
	Independent study of linguistics topics not covered in regular curriculum for undergrads.										
LING 4493	Honors Thesis Research	Cohn, A	3	Fall	n/a	n/a	0	0	YES	YES	100%
	Directed honors thesis research for students working on an honors thesis, taken with the student's honors thesis chair or other committee member.										
LING 4493	Honors Thesis Research	Whitman, J	3	Fall	1	0	0	0	NO	YES	100%
	Directed honors thesis research for students working on an honors thesis, taken with the student's honors thesis chair or other committee member.										
LING 4494	Honors Thesis Research	Cohn, A	3	Spring	0	0	n/a	n/a	YES	YES	100%
	Directed honors thesis research for students working on an honors thesis, taken with the student's honors thesis chair or other committee member.										
LING 4494	Honors Thesis Research	Whitman, J	3	Spring	0	0	n/a	n/a	YES	YES	100%
	Directed honors thesis research for students working on an honors thesis, taken with the student's honors thesis chair or other committee member.										
LING 6606	Historical Syntax	Whitman, J	4	Fall	n/a	n/a	0	14	NO	YES	25%
	A course on change in language structure, beginning with an overview of widely attested types of syntactic change and proceeding to an introduction of current theoretical treatments. Topics covered include grammaticalization, word order, and the interplay between morphological and syntactic change. Assumes a basic background in syntax.										
LING 7701	Directed Research	Cohn, A	Varies	Fall	n/a	n/a	0	0	YES	YES	100%
	An independent study for graduate students.										
LING 7701	Directed Research	Whitman, J	Varies	Fall	0	3	0	0	NO	YES	100%
	An independent study for graduate students.										

Cornell Southeast Asia Program - Area Course List											
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					UG	GR	UG	GR			
LING 7702	Directed Research	Cohn, A	Varies	Spring	0	1	0	5	YES	YES	100%
	An independent study for graduate students.										
LING 7702	Directed Research	Whitman, J	Varies	Spring	0	1	n/a	n/a	YES	YES	100%
	An independent study for graduate students.										
Music (5)											
MUSIC 1341	Gamelan in Indonesian History and Culture	Miller, C	3	Fall	5	0	13	0	YES	YES	100%
(X-list: ASIAN 2245, VISST 2744)	This course combines hands-on instruction in gamelan, Indonesia's most prominent form of traditional music, and the academic study of the broader range of music found in contemporary Indonesia, including Western-oriented and hybrid popular forms. Students thus engage with music directly, and use it as a lens to examine the myriad social and cultural forces that shape it, and that are shaped by it.										
MUSIC 3610	Cornell Gamelan Ensemble	Miller, C	1	Fall	3	2	3	1	YES	NO	100%
	Study and performance mostly of traditional Javanese gamelan music. Group rehearsal once a week in preparation for one concert. Individual instruction is offered as necessary; those wishing to learn advanced techniques should also enroll in MUSIC 4641 - Advanced Instruction in Gamelan.										
MUSIC 3610	Cornell Gamelan Ensemble	Miller, C	1	Spring	2	2	2	1	YES	NO	100%
	Study and performance mostly of traditional Javanese gamelan music. Group rehearsal once a week in preparation for one concert. Individual instruction is offered as necessary; those wishing to learn advanced techniques should also enroll in MUSIC 4641 - Advanced Instruction in Gamelan.										
MUSIC 4641	Advanced Instruction in Gamelan	Miller, C	1	Fall	0	0	1	0	YES	NO	100%
	Concentrated instruction for students in advanced techniques of performance on Indonesian gamelan instruments.										
MUSIC 4641	Advanced Instruction in Gamelan	Miller, C	1	Spring	0	0	0	0	YES	NO	100%
	Concentrated instruction for students in advanced techniques of performance on Indonesian gamelan instruments.										

Cornell Southeast Asia Program - Area Course List											
Course Listing	Course Title	Instructor	Units	Term	2016-17		2017-18		Offered 18-19	Inter-Disp.	% SEA
					UG	GR	UG	GR			
Near Eastern Studies (5)											
NES 2649	Controversy and Debate in Islam	Formichi, C	4	Fall	6	0	n/a	n/a	NO	YES	40%
(X-list: ASIAN 2247, RELST 2247)	Whether it is politics, society, the law, sexuality, popular culture or minorities' rights, the media are saturated with news on Islam. This course introduces topical issues in Islam as a religious, historical, cultural and political phenomenon. We will discuss this religion's manifold interpretations and investigate its multiple manifestations across the globe, giving special attention to Asia (from Iran to China, Indonesia, Afghanistan, India, Thailand, etc.). Key themes include religious devotion, the arts, Islamic law, gender, statehood, jihad, and sectarianism. No previous knowledge of Islam is required as the course covers the fundamentals of Islam as a religious system as well as a historical phenomenon.										
NES 2649	Controversy and Debate in Islam	Formichi, C	4	Spring	n/a	n/a	5	0	YES	YES	40%
(X-list: ASIAN 2247, RELST 2247)	Whether it is politics, society, the law, sexuality, popular culture or minorities' rights, the media are saturated with news on Islam. This course introduces topical issues in Islam as a religious, historical, cultural and political phenomenon. We will discuss this religion's manifold interpretations and investigate its multiple manifestations across the globe, giving special attention to Asia (from Iran to China, Indonesia, Afghanistan, India, Thailand, etc.). Key themes include religious devotion, the arts, Islamic law, gender, statehood, jihad, and sectarianism. No previous knowledge of Islam is required as the course covers the fundamentals of Islam as a religious system as well as a historical phenomenon.										
NES 3511	Performing Islam in Southeast Asia	Formichi, C	4	Fall	n/a	n/a	n/a	n/a	YES	YES	100%
(X-list: ASIAN 3311, ASIAN 6611, RELST 3311)	What role does Islam take in the politics, history, arts and rituals of Southeast Asia? Structured as a seminar, this course takes you on a journey through Southeast Asia, home to almost a quarter of the global Muslim population, to explore how centuries of cultural mixing and layering have shaped the regions' religious outlook. How are local traditions and universal Islamic precepts reconciled? How is this manifested in the performative arts and rituals? How does Islam play out in governance and the law? How is Islam deployed in the transnational sphere? Previous knowledge of Islam is an advantage, but not a requisite to succeed in this course. Students will be introduced to the fundamentals of Islam as a religious system as well as a historical phenomenon throughout the course.										
NES 3511	Performing Islam in Southeast Asia	Formichi, C	4	Spring	n/a	n/a	0	0	NO	YES	100%
(X-list: ASIAN 3311, ASIAN 6611, RELST 3311)	What role does Islam take in the politics, history, arts and rituals of Southeast Asia? Structured as a seminar, this course takes you on a journey through Southeast Asia, home to almost a quarter of the global Muslim population, to explore how centuries of cultural mixing and layering have shaped the regions' religious outlook. How are local traditions and universal Islamic precepts reconciled? How is this manifested in the performative arts and rituals? How does Islam play out in governance and the law? How is Islam deployed in the transnational sphere? Previous knowledge of Islam is an advantage, but not a requisite to succeed in this course. Students will be introduced to the fundamentals of Islam as a religious system as well as a historical phenomenon throughout the course.										

Cornell Southeast Asia Program - Area Course List											
Course Listing	Course Title	Instructor	Units	Term	2016-17		2017-18		Offered 18-19	Inter-Disp.	% SEA
					UG	GR	UG	GR			
NES 4634	Muslim Resistance in Asia	Formichi, C	4	Spring	n/a	n/a	n/a	n/a	YES	YES	25%
(X-list: ASIAN 4434, ASIAN 6634, RELST 4434)	With sectarian conflicts and discussions on orthodoxy and heresy dominating the headlines, it becomes important to better understand the relationship between Muslim majorities and minorities. This seminar focuses on Shi'a Muslims, a minority group that has existed alongside the Sunni majority since the first century of Islam. Focusing on the Asian region (e.g. Pakistan, Central Asia, Indonesia) and its transnational connections to the Middle East and Iran, the course will examine the emergence of Shi'a Islam as well as its ongoing transformation in the realm of politics, ritual, literature, the arts and more.										
Natural Resources (14)											
NTRES 4000	Global Citizenship and Sustainability: Community-Based Research Methods in Southeast Asia	Allred, S	2	Fall	n/a	n/a	n/a	n/a	YES	NO	100%
	In the academic year 2018-19, the trip will be in Borneo, Malaysia. This course is the mandatory pre-departure course before the three-week long trip to Southeast Asia (Thailand or Malaysia). The Fall course provides students with the foundations of the social, cultural, and environmental aspects of flooding and climate change in Southeast Asia (Thailand or Malaysia), along with trip preparation relating to conflict resolution, leadership and team work development. There will be a 3-week intensive community-based research trip to Southeast Asia (Thailand or Malaysia) during the Winter Break. The Spring course provides space for students to reflect on students' learning from the trip, as it relates to global citizenship, climate adaptation, and preparation of a final research product to the community partner.										
NTRES 4940	Special Topics in Natural Resources: Conservation with Communities for One Health	Radcliffe, R; Rodewald, A	2	Spring	n/a	n/a	n/a	n/a	NO	NO	50%
	A preparatory course led by Robin Radcliffe and a cross-disciplinary team, for an Engaged Learning Program in partnership with the Jane Goodall Institute (JGI) and the Ujung Kulon National Park (UKNP), supported by Engaged Cornell and SEAP. This course integrates life sciences, social sciences, medical sciences, and the humanities to explore the concept of "One Health," the idea that the health of the environment, animals and people are all inextricably linked. The course provides a comprehensive framework that will enable students to critically examine their perspectives and expand their view of the world, skills that are essential to a career in interdisciplinary fields, such as the emerging fields of One Health, Planetary Health or Conservation Medicine. The course also serves as a preparatory course for a subset of students who will be selected for international field experiences in Indonesia and Africa to work with communities to conserve endangered rhinoceroses and great apes in partnership with Ujung Kulon National Park and the Jane Goodall Institute, respectively.										
NTRES 4940	Special Topics in Natural Resources: Global Citizens & Sustainability I	Allred, S	2	Fall	n/a	n/a	4	0	NO	NO	100%
	This course is the mandatory pre-departure course before the three-week long trip to Southeast Asia (Thailand or Malaysia). The Fall course provides students with the foundations of the social, cultural, and environmental aspects of flooding and climate change in Southeast Asia (Thailand or Malaysia), along with trip preparation relating to conflict resolution, leadership and team work development. There will be a 3-week intensive community-based research trip to Southeast Asia (Thailand or Malaysia) during the Winter Break. The Spring course provides space for students to reflect on students' learning from the trip, as it relates to global citizenship, climate adaptation, and preparation of a final research product to the community partner.										

Cornell Southeast Asia Program - Area Course List											
Course Listing	Course Title	Instructor	Units	Term	2016-17		2017-18		Offered 18-19	Inter-Disp.	% SEA
					UG	GR	UG	GR			
NTRES 4940	Special Topics in Natural Resources: Global Citizens & Sustainability II	Allred, S	2	Spring	n/a	n/a	4	0	NO	NO	100%
	This course is the mandatory post-departure course after the three-week long trip to Southeast Asia (Thailand or Malaysia). The Fall course provides students with the foundations of the social, cultural, and environmental aspects of flooding and climate change in Southeast Asia (Thailand or Malaysia), along with trip preparation relating to conflict resolution, leadership and team work development. There will be a 3-week intensive community-based research trip to Southeast Asia (Thailand or Malaysia) during the Winter Break. The Spring course provides space for students to reflect on students' learning from the trip, as it relates to global citizenship, climate adaptation, and preparation of a final research product to the community partner.										
NTRES 4990	Undergraduate Research in Borneo	Allred, S	2	Spring	n/a	n/a	n/a	n/a	YES	NO	100%
	In the academic year 2018-19, the trip will be in Borneo, Malaysia. This course is the mandatory post-departure course after the three-week long trip to Southeast Asia (Thailand or Malaysia). The Fall course provides students with the foundations of the social, cultural, and environmental aspects of flooding and climate change in Southeast Asia (Thailand or Malaysia), along with trip preparation relating to conflict resolution, leadership and team work development. There will be a 3-week intensive community-based research trip to Southeast Asia (Thailand or Malaysia) during the Wint. Break. The Spring course provides space for students to reflect on students' learning from the trip, as it relates to global citizenship, climate adaptation, and preparation of a final research product to the community partner.										
NTRES 5900	Professional Projects - M.P.S.	Allred, S	Varies	Spring	n/a	n/a	n/a	n/a	YES	NO	100%
	For M.P.S. graduate students working on professional master's projects.										
NTRES 6970	Graduate Individual Study in Natural Resources	Allred, S	Varies	Fall	n/a	n/a	n/a	n/a	YES	NO	100%
	Study of topics in natural resources more advanced than, or different from, other courses. Subject matter depends on interests of students and availability of staff.										
NTRES 6970	Graduate Individual Study in Natural Resources	Allred, S	Varies	Spring	n/a	n/a	n/a	n/a	YES	NO	100%
	Study of topics in natural resources more advanced than, or different from, other courses. Subject matter depends on interests of students and availability of staff.										
NTRES 7900	Graduate-Level Thesis Research	Allred, S	Varies	Fall	n/a	n/a	n/a	n/a	YES	NO	100%
	Thesis research for Ph.D. students only before "A" exam has been passed.										
NTRES 7900	Graduate-Level Thesis Research	Allred, S	Varies	Spring	n/a	n/a	n/a	n/a	YES	NO	100%
	Thesis research for Ph.D. students only before "A" exam has been passed.										

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					UG	GR	UG	GR			
NTRES 8900	Master's Thesis Research	Allred, S	Varies	Fall	n/a	n/a	n/a	n/a	YES	NO	100%
	Thesis research for master's students.										
NTRES 8900	Master's Thesis Research	Allred, S	Varies	Spring	n/a	n/a	n/a	n/a	YES	NO	100%
	Thesis research for master's students.										
NTRES 9900	Doctoral-Level Thesis Research	Allred, S	Varies	Fall	n/a	n/a	n/a	n/a	YES	NO	100%
	Thesis research for Ph.D. candidates after "A" exam has been passed.										
NTRES 9900	Doctoral-Level Thesis Research	Allred, S	Varies	Spring	n/a	n/a	n/a	n/a	YES	NO	100%
	Thesis research for Ph.D. candidates after "A" exam has been passed.										
Performing and Media Arts (3)											
PMA 3431	Gender and Sexuality in Southeast Asian Cinema	Fuhrmann, A	4	Fall	n/a	n/a	1	0	YES	YES	100%
*In F18, renamed PMA 4451 (X-list: ASIAN 3331, ASIAN 6631, FGSS 3331, FGSS 6331, LGBT 3331, LGBT 6331, RELST 3331)	Examines the new cinemas of Southeast Asia and their engagement with contemporary discourses of gender and sexuality. It pays special attention to the ways in which sexuality and gendered embodiment are at present linked to citizenship and other forms of belonging and to how the films draw on Buddhist and Islamic traditions of representation and belief. Focusing on globally circulating Southeast Asian films of the past 15 years, the course draws on current writings from feminism, Buddhist studies, affect theory, queer studies, postcolonial theory, and film studies to ask what new understandings of subjectivity might emerge from these cinemas and their political contexts. Films will be drawn from both mainstream and independent cinema and will include the work of directors such as Apichatpong Weerasethakul, Danny and Oxide Pang, Yau Ching, Thunskana Pansittivorakul, Garin Nugroho, and Jean-Jacques Annaud.										

Cornell Southeast Asia Program - Area Course List											
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					UG	GR	UG	GR			
PMA 4358	Dancing the Stone: Body, Memory, and Architecture	McGowan, K	4	Spring	n/a	n/a	n/a	n/a	NO	YES	75%
(X-list: ARTH 4858, ARTH 6858, ASIAN 4456, ASIAN 6656, VISST 4858)	This course examines the role of temples and their sculptural programs in South and Southeast Asia as creative stimuli for performative reenactments. Choreographic encounters between imagination and memory will be mapped as they occur at various points historically and politically in Java, Bali, Cambodia and India. Since architectural choreography implies the human body's inhabitation and experience of place, the nature of ritualized behavior and its relationship to performance and politics will be explored spatially, both in organizing experience and defining or redefining identity on colonial, national, and diasporic margins. Bringing back the haptic sense (i.e. of feeling and doing at the same time) students will have the unique opportunity to balance the demands of learning a Balinese traditional dance while exploring performance traditions in historical perspective.										
PMA 4504	The City: Asia	Fuhrmann, A	4	Spring	0	0	1	0	YES	YES	50%
(X-list: ASIAN 4423, ASIAN 6623, FGSS 4504, FGSS 6504)	This course uses the lens of temporality to track transformations in notions of urban personhood and collective life engendered by recent trans-Asia economic shifts. We will develop tools that help unpack the spatial and cultural forms of density and the layered histories that define the contemporary urban fabric of cities such as Hanoi, Bangkok, Shanghai, and Hong Kong. The course combines the investigation of the cinemas and literatures of the region with the study of recent writing on cities from Asian studies, film studies, queer theory, urban studies, political theory, religious studies, cultural geography, literary theory, and anthropology.										
Religious Studies (18)											
RELST 2247	Controversy and Debate in Islam	Formichi, C	4	Fall	3	0	n/a	n/a	NO	YES	40%
(X-list: ASIAN 2247, NES 2649)	Whether it is politics, society, the law, sexuality, popular culture or minorities' rights, the media are saturated with news on Islam. This course introduces topical issues in Islam as a religious, historical, cultural and political phenomenon. We will discuss this religion's manifold interpretations and investigate its multiple manifestations across the globe, giving special attention to Asia (from Iran to China, Indonesia, Afghanistan, India, Thailand, etc.). Key themes include religious devotion, the arts, Islamic law, gender, statehood, jihad, and sectarianism. No previous knowledge of Islam is required as the course covers the fundamentals of Islam as a religious system as well as a historical phenomenon.										
RELST 2247	Controversy and Debate in Islam	Formichi, C	4	Spring	n/a	n/a	3	0	YES	YES	40%
(X-list: ASIAN 2247, NES 2649)	Whether it is politics, society, the law, sexuality, popular culture or minorities' rights, the media are saturated with news on Islam. This course introduces topical issues in Islam as a religious, historical, cultural and political phenomenon. We will discuss this religion's manifold interpretations and investigate its multiple manifestations across the globe, giving special attention to Asia (from Iran to China, Indonesia, Afghanistan, India, Thailand, etc.). Key themes include religious devotion, the arts, Islamic law, gender, statehood, jihad, and sectarianism. No previous knowledge of Islam is required as the course covers the fundamentals of Islam as a religious system as well as a historical phenomenon.										

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					UG	GR	UG	GR			
RELST 2255	Religion and Society in Asia	Formichi, C	3	Fall	n/a	n/a	n/a	n/a	NO	YES	25%
(X-list: ASIAN 2255)	Asia, in its territorial expanse, hosts believers of all religions, from Hinduism to Judaism, from Islam to Shinto, Christianity, Buddhism and more. In this course you will be exposed to the Varied landscape of Asia's religious realities, gaining an understanding of religions' development and interaction with local societies, cultures, and politics. We will explore a variety of case studies covering a selection of themes: the relationships between religion and: national identities, politics, gender, and natural disasters; the status of minorities; the impact of colonialism, and religious mixing; the emergence of 'syncretic' practices and concerns for orthodoxy. Overall we will aim at developing the analytical tools needed to understand how the nexuses between state, society, and religion affect contemporary Asia.										
RELST 2261	Indian Ocean Buddhism	Blackburn, A	3	Fall	n/a	n/a	n/a	n/a	YES	YES	50%
(X-list: ASIAN 2261)	Long before the steamship, the airplane, the iPad and Snapchat, Buddhist monks, merchants, pilgrims and adventurers created a Buddhist network across the space of the Indian Ocean, including much of what we now refer to as southern China, India, Sri Lanka, and Southeast Asia. Why did Buddhist travelers leave their homes for other corners of the Buddhist world? What texts, religious rituals, and magical talismans did they carry? How did mobile persons and things create a Buddhist tradition? Today, Indian Ocean Buddhism is strongly connected to economy and politics, as well as devotion. How did Buddhism, politics, and economy become intertwined? How does Buddhism relate to nationalism?										
RELST 2299	Buddhism	Boucher, D	3	Fall	n/a	n/a	14	0	YES	YES	25%
(X-list: ASIAN 2299)	This course will explore the Buddhist tradition from its origins in ancient India to its migrations throughout Asia and eventually to the West. The first part of the course will deal with Indian Buddhism: the Buddha, the principal teachings and practices of his early followers, and new developments in spiritual orientation. We will then turn to the transmission of Buddhism to Sri Lanka and Southeast Asia, where at least one of the early schools has been preserved. Next we will look at Mahayana Buddhism as it moves north and east, encompassing China, Japan, and Tibet. While much of the course will be devoted to developments in traditional times, we will also look at some of the ways Buddhist cultures have responded to modernity.										
RELST 3309	Temple in the World: Buddhism in Contemporary South and Southeast Asia	Blackburn, A	3	Spring	4	0	3	0	YES	YES	50%
(X-list: ASIAN 3309)	How do Buddhists live out their philosophies and ethics? What are the spaces of ritual, devotion, meditation, education, and politics? How do Buddhist practices and affiliations satisfy aesthetic and emotional needs and build social networks? This course explores the unfolding of Buddhist life in contemporary South and Southeast Asia, in locations such as Burma/Myanmar, Thailand, India, Sri Lanka, Malaysia, Vietnam, and Cambodia.										

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Course Listing	Course Title	Instructor	Units	Term	2016-17		2017-18		Offered 18-19	Inter-Disp.	% SEA
					UG	GR	UG	GR			
RELST 3311	Performing Islam in Southeast Asia	Formichi, C	4	Fall	n/a	n/a	n/a	n/a	YES	YES	100%
(X-list: ASIAN 3311, ASIAN 6611, NES 3511)	What role does Islam take in the politics, history, arts and rituals of Southeast Asia? Structured as a seminar, this course takes you on a journey through Southeast Asia, home to almost a quarter of the global Muslim population, to explore how centuries of cultural mixing and layering have shaped the regions' religious outlook. How are local traditions and universal Islamic precepts reconciled? How is this manifested in the performative arts and rituals? How does Islam play out in governance and the law? How is Islam deployed in the transnational sphere? Previous knowledge of Islam is an advantage, but not a requisite to succeed in this course. Students will be introduced to the fundamentals of Islam as a religious system as well as a historical phenomenon throughout the course.										
RELST 3311	Performing Islam in Southeast Asia	Formichi, C	4	Spring	n/a	n/a	0	0	NO	YES	100%
(X-list: ASIAN 3311, ASIAN 6611, NES 3511)	What role does Islam take in the politics, history, arts and rituals of Southeast Asia? Structured as a seminar, this course takes you on a journey through Southeast Asia, home to almost a quarter of the global Muslim population, to explore how centuries of cultural mixing and layering have shaped the regions' religious outlook. How are local traditions and universal Islamic precepts reconciled? How is this manifested in the performative arts and rituals? How does Islam play out in governance and the law? How is Islam deployed in the transnational sphere? Previous knowledge of Islam is an advantage, but not a requisite to succeed in this course. Students will be introduced to the fundamentals of Islam as a religious system as well as a historical phenomenon throughout the course.										
RELST 3331	Gender and Sexuality in Southeast Asian Cinema	Fuhrmann, A	4	Fall	n/a	n/a	0	0	YES	YES	100%
*In F18, this class will be renamed RELST 4451 (X-list: ASIAN 3331, ASIAN 6631, FGSS 3331, FGSS 6331, LGBT 3331, LGBT 6331, PMA 3431)	Examines the new cinemas of Southeast Asia and their engagement with contemporary discourses of gender and sexuality. It pays special attention to the ways in which sexuality and gendered embodiment are at present linked to citizenship and other forms of belonging and to how the films draw on Buddhist and Islamic traditions of representation and belief. Focusing on globally circulating Southeast Asian films of the past 15 years, the course draws on current writings from feminism, Buddhist studies, affect theory, queer studies, postcolonial theory, and film studies to ask what new understandings of subjectivity might emerge from these cinemas and their political contexts. Films will be drawn from both mainstream and independent cinema and will include the work of directors such as Apichatpong Weerasethakul, Danny and Oxide Pang, Yau Ching, Thunskas Pansittivorakul, Garin Nugroho, and Jean-Jacques Annaud.										

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					UG	GR	UG	GR			
RELST 3367	Buddhism and its Religious Others in South and Southeast Asia	White, E	4	Fall	n/a	n/a	n/a	n/a	NO	YES	50%
(X-list: ASIAN 3367)	<p>This course examines how Buddhist identities, communities and self-understandings are constituted in part through moments of encounter with non-Buddhists. How do Buddhists respond to the challenge of incommensurable religious diversity? What social forces restrict or expand the horizons of intelligibility, tolerance and accommodation? Focusing on the modern era, we will explore missionary work and conversion, ritual and doctrinal borrowing, hybrid communities of religious belonging, interfaith and ecumenical dialogue, and politicized or violent inter-religious conflict. We will analyze how different Buddhist actors and institutions employ diverse strategies of boundary definition and negotiation in relation to various forms of religious distinction and difference. The goal is to understand how the communal, historical and religious self-understandings of Buddhists in contemporary South and Southeast Asia have been shaped by their complicated interactions with Christian, Hindu, Muslim, animist and other religious communities.</p>										
RELST 4424	Religion and Modernity: Buddhism in British Colonial South and Southeast Asia	Barua, D	3	Spring	n/a	n/a	n/a	n/a	NO	YES	50%
(X-list: ASIAN 4424, ASIAN 6624, RELST 6624)	<p>By providing an opportunity to engage, explore and examine how local and global ideas and forces interact, this course examines the dynamic interactions between religion and modernity. It inquires how an Asian religion like Buddhism responded to the aspects of modernity i.e., rationality, science, historicism, secularism, mass migration etc. so that it connects with the West. Along with references to theoretical frameworks, original writings representative of modern Buddhist thoughts are examined. Moreover, a set of case studies illustrative of Buddhist and non-Buddhist conceptualizations of Buddhism that emerged in colonial India, Burma and Sri Lanka are discussed. They exemplify how a religion with ancient roots was capable of engaging in modern ideas, processes and projects not just by conceding to modernity but also by challenging and reconstructing it. We draw on studies and discourses of orientalism, colonialism and post-colonialism to help frame investigation of modern Buddhist projects in South and Southeast Asia.</p>										
RELST 4434	Muslim Resistance in Asia	Formichi, C	4	Spring	n/a	n/a	n/a	n/a	YES	YES	25%
(X-list: ASIAN 4434, ASIAN 6634, NES 4634)	<p>With sectarian conflicts and discussions on orthodoxy and heresy dominating the headlines, it becomes important to better understand the relationship between Muslim majorities and minorities. This seminar focuses on Shi'a Muslims, a minority group that has existed alongside the Sunni majority since the first century of Islam. Focusing on the Asian region (e.g. Pakistan, Central Asia, Indonesia) and its transnational connections to the Middle East and Iran, the course will examine the emergence of Shi'a Islam as well as its ongoing transformation in the realm of politics, ritual, literature, the arts and more.'</p>										
RELST 4462	Religion, Colonialism, and Nationalism in South and Southeast Asia	Blackburn, A	4	Fall	1	0	n/a	n/a	YES	YES	50%
(X-list: ASIAN 4462, ASIAN 6662)	<p>Taught as a seminar, the course engages recent theoretical literature on the relations between religion, colonialism and nation formation. This theoretical literature is read in conjunction with historical and ethnographic materials from South and Southeast Asian contexts, which allow us to explore the intellectual promise and limitations of the theoretical work in question.</p>										

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					UG	GR	UG	GR			
RELST 4465	Buddhists & Muslims: Asian Interactions	Blackburn, A	4	Spring	n/a	n/a	n/a	n/a	YES	YES	25%
(X-list: ASIAN 4466, ASIAN 6666, RELST 6665)	In popular discourses, Buddhism and Islam are now often conceptualized as sharply contrasting religious traditions. Moreover, tensions between Buddhists and Muslims now feature strongly in some contemporary Asian social and political arenas. However, historically, interaction between Buddhism and Islam, and between Muslims and Buddhists, reveals many striking instances of co-presence, and interdependence in Asian contexts. For instance, Buddhists and Muslims shared pilgrimage sites and trade routes, sometimes facilitating the growth of one another's religious communities. Moreover, the expansion of these religious traditions often involved comparable patterns of patronage and localization. We explore the co-presence of Buddhists and Muslims in Asia thematically, using case studies from diverse Asian locations, from late 1st millennium A.D. to the present day. In doing so, we will come to understand the distinctive post-colonial and later capitalist dynamics that contribute to Buddhist-Muslim political violence in Asia.										
RELST 4466	Religious Nationalism and Political Violence in South and Southeast Asia	White, E	4	Fall	n/a	n/a	n/a	n/a	NO	YES	50%
(X-list: ASIAN 4466, ASIAN 6666, RELST 6666)	This course examines how religious ideologies, practices and institutions have been politically mobilized in the public spheres of modern South and Southeast Asia. Divisive social conflict and communal violence have resulted from this mobilization, challenging conventional secular notions of national identity and political community. How have nationalist, developmental and democratic agendas in the post-colonial era contributed to the emergence of assertive, contentious religious identities? How have religious beliefs, communities, and historical memories been transformed by this mobilization? In what ways have these visions of religious nationalism transformed the political, economic and social dynamics of the post-colonial states of South and Southeast Asia? We will examine a variety of cases including Hindutva and communal violence in India, ethno-religious chauvinism and civil war in Sri Lanka, the Saffron Revolution and anti-Muslim campaigns in Burma, and religious insurgency in Thailand.										
RELST 6624	Religion and Modernity: Buddhism in British Colonial South and Southeast Asia	Barua, D	3	Spring	n/a	n/a	n/a	n/a	NO	YES	50%
(X-list: ASIAN 4424, ASIAN 6624, RELST 4424)	By providing an opportunity to engage, explore and examine how local and global ideas and forces interact, this course examines the dynamic interactions between religion and modernity. It inquires how an Asian religion like Buddhism responded to the aspects of modernity i.e., rationality, science, historicism, secularism, mass migration etc. so that it connects with the West. Along with references to theoretical frameworks, original writings representative of modern Buddhist thoughts are examined. Moreover, a set of case studies illustrative of Buddhist and non-Buddhist conceptualizations of Buddhism that emerged in colonial India, Burma and Sri Lanka are discussed. They exemplify how a religion with ancient roots was capable of engaging in modern ideas, processes and projects not just by conceding to modernity but also by challenging and reconstructing it. We draw on studies and discourses of orientalism, colonialism and post-colonialism to help frame investigation of modern Buddhist projects in South and Southeast Asia.										
RELST 6665	Buddhists & Muslims: Asian Interactions	Blackburn, A	4	Spring	n/a	n/a	n/a	n/a	YES	YES	25%
(X-list: ASIAN 4466, ASIAN 6666, RELST 4465)	In popular discourses, Buddhism and Islam are now often conceptualized as sharply contrasting religious traditions. Moreover, tensions between Buddhists and Muslims now feature strongly in some contemporary Asian social and political arenas. However, historically, interaction between Buddhism and Islam, and between Muslims and Buddhists, reveals many striking instances of co-presence, and interdependence in Asian contexts. For instance, Buddhists and Muslims shared pilgrimage sites and trade routes, sometimes facilitating the growth of one another's religious communities. Moreover, the expansion of these religious traditions often involved comparable patterns of patronage and localization. We explore the co-presence of Buddhists and Muslims in Asia thematically, using case studies from diverse Asian locations, from late 1st millennium A.D. to the present day. In doing so, we will come to understand the distinctive post-colonial and later capitalist dynamics that contribute to Buddhist-Muslim political violence in Asia.										

PR/Award # P015A180109

Cornell Southeast Asia Program - Area Course List											
Course Listing	Course Title	Instructor	Units	Term	2016-17		2017-18		Offered 18-19	Inter-Disp.	% SEA
					UG	GR	UG	GR			
RELST 6666	Religious Nationalism and Political Violence in South and Southeast Asia	White, E	4	Fall	n/a	n/a	n/a	n/a	NO	YES	50%
(X-list: ASIAN 4466, ASIAN 6666, RELST 4466)	This course examines how religious ideologies, practices and institutions have been politically mobilized in the public spheres of modern South and Southeast Asia. Divisive social conflict and communal violence have resulted from this mobilization, challenging conventional secular notions of national identity and political community. How have nationalist, developmental and democratic agendas in the post-colonial era contributed to the emergence of assertive, contentious religious identities? How have religious beliefs, communities, and historical memories been transformed by this mobilization? In what ways have these visions of religious nationalism transformed the political, economic and social dynamics of the post-colonial states of South and Southeast Asia? We will examine a variety of cases including Hindutva and communal violence in India, ethno-religious chauvinism and civil war in Sri Lanka, the Saffron Revolution and anti-Muslim campaigns in Burma, and religious insurgency in Thailand.										
Society for the Humanities (1)											
SHUM 6308	Flux Navigations: Biopolitics and Urban Aesthetics in the Contemporary SE Asian City	Foster, J; Fuhrmann, A	4	Fall	n/a	n/a	n/a	n/a	NO	YES	100%
(X-list: ASIAN 6682, ARCH 6308)	This course critically addresses accounts of Southeast Asia's port and delta metropolises as sites of economic and cultural transformation as part of recent power shifts in the region. It focuses on the socio-spatial problematics associated with collision between old and new forms of labor, capital, and governance in urban environments where the impacts of climate change are increasingly evident. Part of the Mellon Collaborative Studies in Architecture, Urbanism, and the Humanities, the seminar will be pedagogically linked to a parallel Expanded Practice Graduate Design Studio in Architecture whose goal is to explore meta-issues in global urbanism.										
Visual Studies (9)											
VISST 2744	Gamelan in Indonesian History and Culture	Miller, C	3	Fall	0	0	0	0	YES	YES	100%
(X-list: ASIAN 2245, MUSIC 1341)	This course combines hands-on instruction in gamelan, Indonesia's most prominent form of traditional music, and the academic study of the broader range of music found in contemporary Indonesia, including Western-oriented and hybrid popular forms. Students thus engage with music directly, and use it as a lens to examine the myriad social and cultural forces that shape it, and that are shaped by it.										
VISST 2805	Introduction to Material Worlds: Trade and the Arts of Asia	McGowan, K; Pan, A	4	Fall	2	0	n/a	n/a	YES	YES	50%
(X-list: ASIAN 2285, ARTH 2805)	Trade in and to Asia proved to be a key force in creating our modern "globalized" world. The Indian Ocean and the China Seas converged on Southeast Asia, where a cosmopolitan array of ships from every shore plied their trade, set sail, and returned with the monsoon winds. People, goods, and ideas also traveled on camelback across the undulating contours of the Gobi Desert, connecting India, the Near East and Central Asia with China, Korea, and Japan. This course introduces students to the raw ingredients of things in motion, poised interactively in time and space, as material worlds collide. Wood, bamboo, bronze, clay, earthenware, ink, spices, textiles and tea - students will navigate sites of encounter at the Herbert F. Johnson Museum from pre modern to the present.										

Cornell Southeast Asia Program - Area Course List											
Course Listing	Course Title	Instructor	Units	Term	2016-17		2017-18		Offered 18-19	Inter-Disp.	% SEA
					UG	GR	UG	GR			
VISST 3655	The House and the World: Architecture of Asia	McGowan, K	4	Fall	n/a	n/a	n/a	n/a	NO	YES	80%
(X-list: ARTH 3855, ASIAN 3394)	In many Asian societies, houses are regarded as having a vitality of their own. This course will examine the role of the house as a living organism in Asia. Houses also function as storehouses for material and immaterial wealth; artifacts such as textiles, jewelry, sculptures, and masks function within the house as ancestral heirlooms, conveying their own currents of life force, the power from which serving to blend with the vitality of the house. The indigenous architectural traditions of India, Vietnam, Thailand, Indonesia, and the Philippines will be examined. By studying the inhabited spaces of others, divining their technologies of construction and their applied symbologies, students will be provided with powerful tools for examining the visual skills and sensibilities of other cultures.										
VISST 3696	The Arts of Southeast Asia	McGowan, K	4	Spring	n/a	n/a	1	0	YES	YES	100%
(X-list: ARTH 3850, ASIAN 3350)	The arts of Southeast Asia are studied in their social context, since in traditional societies creative processes are often mapped on the sequence of events that compose human lives. We will be looking particularly at the gendered ways in which bodies are mapped on the land, and how these various framings are often reflected in the unique relationships that emerge between works of art and textual sources.										
VISST 4607	The Museum and the Object	Klimaszewski, C; Finley, C	4	Fall	0	0	n/a	n/a	NO	YES	25%
(X-list: ARTH 4107)	Gives advanced students the opportunity to work directly with original objects from the collection in the Herbert F. Johnson Museum. Focuses on art and connoisseurship by questioning the ways quality is determined in works of art. Topics include methods of attribution, fakes and forgeries, techniques and media, restoration and conservation, art education and theories of perception. Session leaders include the curatorial staff of the art museum.										
VISST 4851	Performing Objects/Collecting Cultures	McGowan, K	4	Spring	n/a	n/a	0	0	NO	YES	50%
(X-list: ARTH 4851, ARTH 6851, ASIAN 4445, ASIAN 6645)	The twin phenomena of performing and collecting are as old as time, and both require an intense entanglement with things. This seminar examines the significance of objects and their related texts within the field of Art History and, indeed, more broadly as they are "performed" and "collected" (sometimes both initiatives occurring simultaneously) in Asian Art and Culture. Various performative and collective containments will be mapped as they transcend boundaries: temporal, spatial, cultural, intertextual, and disciplinary. Masked dances and their costume elements, clay pots, bronzes, serpentine daggers, musical instruments, embroidered story cloths, shadow puppets, flora, fauna, and film will be explored.										

Cornell Southeast Asia Program - Area Course List											
Course Listing	Course Title	Instructor	Units	Term	2016-17		2017-18		Offered 18-19	Inter-Disp.	% SEA
					UG	GR	UG	GR			
VISST 4852	Shadowplay: Asian Art and Performance	McGowan, K	4	Spring	n/a	n/a	n/a	n/a	NO	YES	75%
(X-list: ARTH 4852, ARTH 6852, ASIAN 4442, ASIAN 6646)	Shadowplay is a superb medium for storytelling. As with many performing arts in Asia, neither the highly stylized images of puppets, nor its musical, or linguistic complexity detract from its wide popularity. Why does an art that appears so obscure exercise such broad appeal? This seminar explores the playful and politically adept fluctuations of shadows across screens from India to Mainland and Island Southeast Asia. We will also briefly examine East Asian developments, particularly in China and Japan. In each of the countries where shadow theatre exists it has acquired its own repertory and a distinct technique and style of its own. This aesthetic has translated locally into paint, sculpture, architecture, cinema, and modern and contemporary installation art.										
VISST 4854	Water: Art & Politics in Southeast Asia	McGowan, K	4	Fall	n/a	n/a	n/a	n/a	YES	YES	100%
(X-list: ARTH 4854, ARTH 6854, ASIAN 4499, ASIAN 6699, VISST 6854)	This seminar will focus on the significance of water –economic, religious, political, social –and its role in the art and architecture of Mainland and Island Southeast Asia, with particular focus on Cambodia and Indonesia. While India and China can be seen to provide aquatic themes and patterns for transformation, the emphasis in this course will focus on local ingenuity, how technologies of water use and control at ancient sites in Southeast Asia can be seen to shape vivid symbologies, performing past and present. The course will be taught at the Herbert F. Johnson Museum with guest lectures presented by Visiting Scholar, Dr. Ea Darith.										
VISST 4855	Threads of Consequence: Textiles in South and Southeast Asia	McGowan, K	4	Spring	n/a	n/a	n/a	n/a	YES	YES	50%
(X-list: ARTH 4855, ARTH 6855, ASIAN 4487, ASIAN 6644, VISST 6855)	This seminar explores how patterned cloths serve as a symbolic medium, functioning on multiple levels of understanding and communication. As spun, dyed, and woven threads of consequence, textiles can be seen to enter into all phases of social, economic, political, religious, and performance processes, often assuming unusual properties and attributes. As bearers of talismanic messages, signifiers of rank, and as the recipients of influences from maritime trade and touristic demand, textiles are read between the folds of complex exchange mechanisms in South and Southeast Asia.										

Cornell Southeast Asia Program - Area Course List											
Course Listing	Course Title	Instructor	Units	Term	2016-17		2017-18		Offered 18-19	Inter-Disp.	% SEA
					UG	GR	UG	GR			
VISST 4858	Dancing the Stone: Body, Memory, and Architecture	McGowan, K	4	Spring	n/a	n/a	n/a	n/a	NO	YES	75%
(X-list: ARTH 4858, ARTH 6858, ASIAN 4456, ASIAN 6656, PMA 4358)	<p>This course examines the role of temples and their sculptural programs in South and Southeast Asia as creative stimuli for performative reenactments. Choreographic encounters between imagination and memory will be mapped as they occur at various points historically and politically in Java, Bali, Cambodia and India. Since architectural choreography implies the human body's inhabitation and experience of place, the nature of ritualized behavior and its relationship to performance and politics will be explored spatially, both in organizing experience and defining or redefining identity on colonial, national, and diasporic margins. Bringing back the haptic sense (i.e. of feeling and doing at the same time) students will have the unique opportunity to balance the demands of learning a Balinese traditional dance while exploring performance traditions in historical perspective.</p>										
VISST 4860	Working Hot: Exploring Art Beyond Representation	Klimaszewski, C; McGowan, K	4	Fall	n/a	n/a	n/a	n/a	NO	YES	25%
(X-list: ARTH 4860, ARTH 6860)	<p>The sizzling hiss of white-hot iron plunged in water, the slap and punch required to put a hole in a solid wad of clay on a kick-wheel, the whirring of a drop spindle in motion. Can we capture or theorize the creative process? What happens in the heat of the moment when artists engage with their materials? This seminar, part of the Johnson Museum of Art's Mellon Foundation initiative, will explore the terrains of art beyond representation. Engaging art production with museum practice, the course will be taught by associate professor, Kaja M. McGowan, and associate director & Ames Curator of Education, Cathy Rosa Klimaszewski. Classes will be held at the museum, and in a number of designated workshops where artists engage in the heat of the moment.</p>										
VISST 4857	Producing Cloth Cultures	Alexandridis, A; McGowan, K	4	Spring	n/a	n/a	n/a	n/a	NO	YES	25%
(X-list: ARTH 4856, ARTH 6856)	<p>It is a fundamental part of human activity to dress or cover one's body and environment. While the symbolic significance of such clothing has long been recognized, the activity of producing fabric itself deserves more attention. By this we do not only mean the various techniques and technological devices involved in spinning, weaving, stitching, or sewing, but also the analogical activities and metaphors they entailed. What stories did they tell? How did their connection to writing, remembering, lovemaking, or ruling one's kingdom, to name but a few examples, play out metaphorically in cloth? And how did fabrics depend on or transform the transmission of techniques, fashions and motives, but also gender, concepts of the body or the built environment?</p>										

Cornell Southeast Asia Program - Area Course List											
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					UG	GR	UG	GR			
VISST 6854	Water: Art & Politics in Southeast Asia	McGowan, K	4	Fall	n/a	n/a	n/a	n/a	YES	YES	100%
(X-list: ARTH 4854, ARTH 6854, ASIAN 4499, ASIAN 6699, VISST 4854)	This seminar will focus on the significance of water –economic, religious, political, social –and its role in the art and architecture of Mainland and Island Southeast Asia, with particular focus on Cambodia and Indonesia. While India and China can be seen to provide aquatic themes and patterns for transformation, the emphasis in this course will focus on local ingenuity, how technologies of water use and control at ancient sites in Southeast Asia can be seen to shape vivid symbologies, performing past and present. The course will be taught at the Herbert F. Johnson Museum with guest lectures presented by Visiting Scholar, Dr. Ea Darith.										
VISST 6855	Threads of Consequence: Textiles in South and Southeast Asia	McGowan, K	4	Spring	n/a	n/a	n/a	n/a	YES	YES	50%
(X-list: ARTH 4855, ARTH 6855, ASIAN 4487, ASIAN 6644, VISST 4855)	This seminar explores how patterned cloths serve as a symbolic medium, functioning on multiple levels of understanding and communication. As spun, dyed, and woven threads of consequence, textiles can be seen to enter into all phases of social, economic, political, religious, and performance processes, often assuming unusual properties and attributes. As bearers of talismanic messages, signifiers of rank, and as the recipients of influences from maritime trade and touristic demand, textiles are read between the folds of complex exchange mechanisms in South and Southeast Asia.										

Cornell Southeast Asia Program - Language Course List										
Course Listing	Course Title	Instructor	Units	Term	2016-17		2017-18		Offered 18-19	% SEA
					UG	GR	UG	GR		
Burmese (8)										
BURM 1121	Elementary Burmese I	Khaing, Y	4	Fall	1	2	2	0	YES	100%
	A thorough grounding is given in all language skills: listening, speaking, reading, and writing.									
BURM 1122	Elementary Burmese II	Khaing, Y	4	Spring	1	1	2	0	YES	100%
	A thorough grounding is given in all language skills: listening, speaking, reading, and writing.									
BURM 2201	Intermediate Burmese I	Khaing, Y	3	Fall	0	0	0	3	YES	100%
	Continuing instruction in Burmese. For consolidating and extending skills acquired at the elementary level in both spoken and written Burmese, and for strengthening the understanding of literary Burmese.									
BURM 2202	Intermediate Burmese II	Khaing, Y	3	Spring	0	0	0	3	YES	100%
	Continuing instruction in Burmese. For consolidating and extending skills acquired at the elementary level in both spoken and written Burmese, and for strengthening the understanding of literary Burmese.									
BURM 3301	Advanced Burmese I	Khaing, Y	3	Fall	0	4	0	1	YES	100%
	For further development of listening skills in Burmese with emphasis on enriching vocabulary, strengthening grammatical competence, and understanding various genres and styles of written Burmese, such as articles on current events, anecdotes, short stories, etc.									
BURM 3302	Advanced Burmese II	Khaing, Y	3	Spring	0	4	0	1	YES	100%
	For further development of listening skills in Burmese with emphasis on enriching vocabulary, strengthening grammatical competence, and understanding various genres and styles of written Burmese, such as articles on current events, anecdotes, short stories, etc.									
BURM 4431	Directed Study	Khaing, Y	Varies	Fall	1	3	0	2	YES	100%
	Intended for advanced language study.									
BURM 4432	Directed Study	Khaing, Y	Varies	Spring	0	3	0	1	YES	100%
	Intended for advanced language study.									

Cornell Southeast Asia Program - Language Course List

Course Listing	Course Title	Instructor	Units	Term	2016-17		2017-18		Offered 18-19	% SEA
					UG	GR	UG	GR		
Indonesian (11)										
INDO 1100	Elements of Indonesian Language and Culture	Pandin, J	1	Fall	5	0	6	0	YES	100%
	This course is designed for students with no previous knowledge of Indonesian language who expect to participate in university programs in Indonesian-speaking areas of the world. Students will learn enough phrases to be able to handle very simple interactions and express very simple needs. The class will be run mostly in Indonesian language. Emphasis will be on behaving appropriately in Indonesian settings, with regard to language use and other behavior. Through out-of-class readings, students will also gain an understanding of the history and current place of Indonesian in Southeast Asia.									
INDO 1100	Elements of Indonesian Language and Culture	Pandin, J	1	Spring	4	2	7	4	YES	100%
	This course is designed for students with no previous knowledge of Indonesian language who expect to participate in university programs in Indonesian-speaking areas of the world. Students will learn enough phrases to be able to handle very simple interactions and express very simple needs. The class will be run mostly in Indonesian language. Emphasis will be on behaving appropriately in Indonesian settings, with regard to language use and other behavior. Through out-of-class readings, students will also gain an understanding of the history and current place of Indonesian in Southeast Asia.									
INDO 1121	Elementary Indonesian I	Pandin, J	4	Fall	4	3	3	3	YES	100%
	Gives a thorough grounding in basic speaking, listening, reading and writing skills.									
INDO 1122	Elementary Indonesian II	Pandin, J	4	Spring	1	2	1	3	YES	100%
	Gives a thorough grounding in basic speaking, listening, reading and writing skills.									
INDO 2201	Intermediate Indonesian I	Pandin, J	3	Fall	3	2	1	2	YES	100%
	Develops all four skills: reading, writing, speaking, and listening comprehension.									
INDO 2202	Intermediate Indonesian II	Pandin, J	3	Spring	2	2	1	1	YES	100%
	Develops all four skills: reading, writing, speaking, and listening comprehension.									
INDO 3301	Advanced Indonesian I	Pandin, J	3	Fall	1	0	0	4	YES	100%
	Practical language course on an advanced level in which students read and discuss selected materials on issues of their academic interests, write essays, and make oral presentations.									

Cornell Southeast Asia Program - Language Course List

Course Listing	Course Title	Instructor	Units	Term	2016-17		2017-18		Offered 18-19	% SEA
					UG	GR	UG	GR		
INDO 3302	Advanced Indonesian II	Pandin, J	3	Spring	1	0	1	4	YES	100%
	Practical language course on an advanced level in which students read and discuss selected materials on issues of their academic interests, write essays, and make oral presentations.									
INDO 3316	Indonesian Foreign Language Across the Curriculum (FLAC)	Kurniawan, O	1	Fall	1	1	n/a	n/a	NO	100%
	Topic: Monsoon Kingdoms: Pre-Modern SEAsian History. This 1-credit optional course aims to expand the students' vocabulary, and advance their speaking and reading skills as well as enhance their knowledge and deepen their cultural understanding by attaching to non-language courses throughout the University. Conducted in Indonesian.									
INDO 4431	Directed Study	Pandin, J	Varies	Fall	2	0	0	0	YES	100%
	Intended for advanced language study.									
INDO 4432	Directed Study	Pandin, J	Varies	Spring	1	0	1	0	YES	100%
	Intended for advanced language study.									
Khmer (19)										
KHMER 1100	Elements of Khmer Language and Culture	Phan, H	1	Fall	n/a	n/a	20	1	YES	100%
	The course will introduce basic Khmer /Cambodian language and culture to anyone with interest in the subject matter, those planning to travel to Cambodia, heritage students, etc.									
KHMER 1121	Elementary Khmer I	Phan, H	4	Fall	3	1	1	1	YES	100%
	Gives a thorough grounding in speaking and reading.									
KHMER 1121	Elementary Khmer I	Phan, H	4	Spring	0	0	1	0	YES	100%
	Gives a thorough grounding in speaking and reading.									
KHMER 1122	Elementary Khmer II	Phan, H	4	Fall	1	0	0	0	YES	100%
	Gives a thorough grounding in speaking and reading.									

Cornell Southeast Asia Program - Language Course List

Course Listing	Course Title	Instructor	Units	Term	2016-17		2017-18		Offered 18-19	% SEA
					UG	GR	UG	GR		
KHMER 1122	Elementary Khmer II	Phan, H	4	Spring	3	1	0	1	YES	100%
	Gives a thorough grounding in speaking and reading.									
KHMER 2201	Intermediate Khmer Reading I	Phan, H	3	Fall	0	1	3	0	YES	100%
	Continuing instruction in spoken and written Khmer. Intermediate level of reading Khmer.									
KHMER 2201	Intermediate Khmer Reading I	Phan, H	3	Spring	0	0	1	1	YES	100%
	Continuing instruction in spoken and written Khmer. Intermediate level of reading Khmer.									
KHMER 2202	Intermediate Khmer Reading II	Phan, H	3	Fall	0	0	0	0	YES	100%
	Continuing instruction in spoken and written Khmer. Intermediate level of reading Khmer.									
KHMER 2202	Intermediate Khmer Reading II	Phan, H	3	Spring	0	1	3	0	YES	100%
	Continuing instruction in spoken and written Khmer. Intermediate level of reading Khmer.									
KHMER 2203	Intermediate Khmer Composition and Conversation I	Phan, H	3	Fall	0	0	0	0	YES	100%
	Intermediate Composition and Conversation will give a thorough grounding in language skills in two main areas: writing and speaking. The writing section introduces students to upper-level complex sentence structures and rigorously engages students in upper-level conversation.									
KHMER 2203	Intermediate Khmer Composition and Conversation I	Phan, H	3	Spring	0	0	n/a	n/a	YES	100%
	Intermediate Composition and Conversation will give a thorough grounding in language skills in two main areas: writing and speaking. The writing section introduces students to upper-level complex sentence structures and rigorously engages students in upper-level conversation.									

Cornell Southeast Asia Program - Language Course List

Course Listing	Course Title	Instructor	Units	Term	2016-17		2017-18		Offered	% SEA
					UG	GR	UG	GR	18-19	
KHMER 2204	Intermediate Khmer Composition and Conversation II	Phan, H	3	Fall	0	0	0	0	YES	100%
	Intermediate Composition and Conversation will give a thorough grounding in language skills in two main areas: writing and speaking. The writing section introduces students to upper-level complex sentence structures and rigorously engages students in upper-level conversation.									
KHMER 2204	Intermediate Khmer Composition and Conversation II	Phan, H	3	Spring	0	0	n/a	n/a	YES	100%
	Intermediate Composition and Conversation will give a thorough grounding in language skills in two main areas: writing and speaking. The writing section introduces students to upper-level complex sentence structures and rigorously engages students in upper-level conversation.									
KHMER 3301	Advanced Khmer I	Phan, H	4	Fall	0	1	0	0	YES	100%
	Continuing instruction in spoken and written Khmer; emphasis on enlarging vocabulary, increasing reading speed, and reading various genres and styles of prose.									
KHMER 3301	Advanced Khmer I	Phan, H	4	Spring	0	0	0	0	YES	100%
	Continuing instruction in spoken and written Khmer; emphasis on enlarging vocabulary, increasing reading speed, and reading various genres and styles of prose.									
KHMER 3302	Advanced Khmer II	Phan, H	4	Fall	0	2	0	1	YES	100%
	Continuing instruction in spoken and written Khmer; emphasis on enlarging vocabulary, increasing reading speed, and reading various genres and styles of prose.									
KHMER 3302	Advanced Khmer II	Phan, H	4	Spring	0	0	0	0	YES	100%
	Continuing instruction in spoken and written Khmer; emphasis on enlarging vocabulary, increasing reading speed, and reading various genres and styles of prose.									

Cornell Southeast Asia Program - Language Course List										
Course Listing	Course Title	Instructor	Units	Term	2016-17		2017-18		Offered 18-19	% SEA
					UG	GR	UG	GR		
KHMER 4431	Directed Study	Phan, H	Varies	Fall	0	0	0	1	YES	100%
	Intended for advanced language study.									
KHMER 4432	Directed Study	Phan, H	Varies	Spring	0	2	0	1	YES	100%
	Intended for advanced language study.									
Tagalog (Filipino) (10)										
TAG 1100	Elements of Tagalog (Filipino) Language and Culture	Savella, M	1	Fall	10	1	3	0	YES	100%
	The course will introduce very basic functional uses of Tagalog (Filipino) language and elements of Filipino culture to interested students like heritage learners and those who are planning to travel briefly to the Philippines to participate in a short project or study abroad program in the country.									
TAG 1100	Elements of Tagalog (Filipino) Language and Culture	Savella, M	1	Spring	n/a	n/a	13	0	YES	100%
	The course will introduce very basic functional uses of Tagalog (Filipino) language and elements of Filipino culture to interested students like heritage learners and those who are planning to travel briefly to the Philippines to participate in a short project or study abroad program in the country.									
TAG 1121	Elementary Tagalog (Filipino) I	Savella, M	4	Fall	5	1	7	1	YES	100%
	Gives a thorough grounding in basic speaking and listening skills with an introduction to reading and writing.									
TAG 1122	Elementary Tagalog (Filipino) II	Savella, M	4	Spring	2	1	4	1	YES	100%
	Gives a thorough grounding in basic speaking and listening skills with an introduction to reading and writing.									
TAG 2201	Intermediate Tagalog (Filipino) I	Savella, M	3	Fall	2	1	1	0	YES	100%
	Develops all four skills: reading, writing, speaking, and comprehension.									
TAG 2202	Intermediate Tagalog (Filipino) II	Savella, M	3	Spring	2	1	1	0	YES	100%
	Develops all four skills: reading, writing, speaking, and comprehension.									

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Course Listing	Course Title	Instructor	Units	Term	2016-17		2017-18		Offered 18-19	% SEA
					UG	GR	UG	GR		
TAG 3301	Advanced Tagalog (Filipino) I	Savella, M	3	Fall	2	1	2	1	YES	100%
	Continuing instruction on conversational skills but with emphasis on reading and writing. Selected core readings in contemporary Tagalog literature are used, but students, in consultation with the instructor, may select some of the reading materials.									
TAG 3302	Advanced Tagalog (Filipino) II	Savella, M	3	Spring	2	1	0	1	YES	100%
	Continuing instruction on conversational skills but with emphasis on reading and writing. Selected core readings in contemporary Tagalog literature are used, but students, in consultation with the instructor, may select some of the reading materials.									
TAG 4431	Directed Study	Savella, M	Varies	Fall	0	0	3	1	YES	100%
	Intended for advanced language study.									
TAG 4432	Directed Study	Savella, M	Varies	Spring	1	0	3	0	YES	100%
	Intended for advanced language study.									
Thai (14)										
THAI 1100	Elements of Thai Language and Culture	Jagacinski, N	1	Fall	0	0	7	0	YES	100%
	THAI 1100 introduces basic spoken Thai and various aspects of Thai culture for short-term visitors. Through active, participatory learning this course cultivates a working knowledge of the Thai language and develops a cultural "intuition" that is meaningful and functional for achieving a smooth transition and successful experience in Thailand. This course is for students who are personally interested in Thai culture as well as those participating in university projects in Thailand.									
THAI 1100	Elements of Thai Language and Culture	Jagacinski, N	1	Spring	6	1	2	0	YES	100%
	THAI 1100 introduces basic spoken Thai and various aspects of Thai culture for short-term visitors. Through active, participatory learning this course cultivates a working knowledge of the Thai language and develops a cultural "intuition" that is meaningful and functional for achieving a smooth transition and successful experience in Thailand. This course is for students who are personally interested in Thai culture as well as those participating in university projects in Thailand.									

Cornell Southeast Asia Program - Language Course List

Course Listing	Course Title	Instructor	Units	Term	2016-17		2017-18		Offered 18-19	% SEA
					UG	GR	UG	GR		
THAI 1121	Elementary Thai I	Jagacinski, N	4	Fall	0	2	7	0	YES	100%
	Gives a thorough grounding in all the language skills: listening, speaking, reading, and writing.									
THAI 1122	Elementary Thai II	Jagacinski, N	4	Spring	0	2	4	0	YES	100%
	Gives a thorough grounding in all the language skills: listening, speaking, reading, and writing.									
THAI 2201	Intermediate Thai I	Jagacinski, N	3	Fall	4	1	1	2	YES	100%
	Continuing instruction in spoken and written Thai.									
THAI 2202	Intermediate Thai II	Jagacinski, N	3	Spring	1	2	1	2	YES	100%
	Continuing instruction in spoken and written Thai.									
THAI 2203	Intermediate Thai Composition & Conversation I	Jagacinski, N	3	Fall	0	0	0	0	YES	100%
	Intermediate instruction in spoken and written grammar and reading comprehension.									
THAI 2204	Intermediate Thai Composition & Conversation II	Jagacinski, N	3	Spring	0	0	0	0	YES	100%
	Intermediate instruction in spoken and written grammar and reading comprehension.									
THAI 3301	Advanced Thai I	Jagacinski, N	4	Fall	0	0	1	0	YES	100%
	Selected readings in Thai writings in various fields.									
THAI 3302	Advanced Thai II	Jagacinski, N	4	Spring	0	0	0	0	YES	100%
	Selected readings in Thai writings in various fields.									

Cornell Southeast Asia Program - Language Course List

Course Listing	Course Title	Instructor	Units	Term	2016-17		2017-18		Offered 18-19	% SEA
					UG	GR	UG	GR		
THAI 3303	Thai Literature I	Jagacinski, N	4	Fall	0	0	0	0	YES	100%
	Reading of significant novels, short stories, and poetry written since 1850.									
THAI 3304	Thai Literature II	Jagacinski, N	4	Spring	0	0	0	0	YES	100%
	Reading of significant novels, short stories, and poetry written since 1850.									
THAI 4431	Directed Study	Jagacinski, N	Varies	Fall	0	0	0	0	YES	100%
	Intended for advanced language study.									
THAI 4432	Directed Study	Jagacinski, N	Varies	Spring	0	0	0	0	YES	100%
	Intended for advanced language study.									
Vietnamese (9)										
VIET 1100	Elements of Vietnamese Language and Culture	Tranviet, T	1	Fall	11	0	4	2	YES	100%
	This course is designed to complement students participating in short-term study abroad programs to Vietnam or anyone wishing to gain some basic Vietnamese language skills and learn various elements of Vietnamese culture.									
VIET 1121	Elementary Vietnamese I	Tranviet, T	4	Fall	6	2	4	2	YES	100%
	Gives a thorough grounding in all language skills: listening, speaking, reading, and writing.									
VIET 1122	Elementary Vietnamese II	Tranviet, T	4	Spring	4	2	3	0	YES	100%
	Gives a thorough grounding in all language skills: listening, speaking, reading, and writing.									
VIET 2201	Intermediate Vietnamese I	Tranviet, T	3	Fall	0	0	3	0	YES	100%
	Continuing instruction in spoken and written Vietnamese.									

Cornell Southeast Asia Program - Language Course List										
Course Listing	Course Title	Instructor	Units	Term	2016-17		2017-18		Offered	% SEA
					UG	GR	UG	GR	18-19	
VIET 2202	Intermediate Vietnamese II	Tranviet, T	3	Spring	0	0	0	1	YES	100%
	Continuing instruction in spoken and written Vietnamese.									
VIET 3301	Advanced Vietnamese I	Tranviet, T	3	Fall	2	1	1	1	YES	100%
	Continuing instruction in spoken and written Vietnamese. Introduction to reading newspapers; the course emphasizes on enlarging vocabulary and increasing reading speed by reading various genres and styles of prose.									
VIET 3302	Advanced Vietnamese II	Tranviet, T	3	Spring	0	1	1	1	YES	100%
	Continuing instruction in spoken and written Vietnamese. Introduction to reading newspapers; the course emphasizes on enlarging vocabulary and increasing reading speed by reading various genres and styles of prose.									
VIET 4431	Directed Study	Tranviet, T	Varies	Fall	0	0	0	0	YES	100%
	Intended for advanced language study.									
VIET 4432	Directed Study	Tranviet, T	Varies	Spring	0	0	0	0	YES	100%
	Intended for advanced language study.									

Diverse Perspectives and Wide Range of Views in Funded Activities

Since Ezra Cornell and A.D. White joined forces to "found an institution where any person can find instruction in any study," Cornell has been at the forefront of higher education in providing an inclusive community for women and men of all backgrounds, beliefs, and ethnicities. Inherent in Cornell's value system is a commitment to a culture of inquiry, an appreciation of multiple perspectives, and an obligation to creating a climate that doesn't just tolerate different perspectives but treasures them, inspiring our community to become more effective citizens of the world as they embrace the multiplicity of experience.

Cornell's Statement on Diversity and Inclusiveness ensures "that the composition of our community and leadership reflects the composition of the broader society" and "that faculty, staff, students and administration have access to the knowledge and conceptual frameworks required to think critically about human diversity." Cornell's diversity planning initiative, "Toward New Destinations" deepens and reinvigorates the university's commitment to creating and sustaining an inclusive campus community.

ECIS programming responds to current events and issues that have a significant impact on international studies such as the cybersecurity, the future of Iranian policy, or gender equality and the empowerment of women. The public programming around these initiatives invite diverse perspectives and debate. In addition, the Bartels World Affairs Fellowship brings prominent and often controversial international leaders to Cornell to discuss major issues of global concern as well as his or her own personal experience in international public service.

SEAP supports these projects and values, especially the significance of providing the knowledge and conceptual frameworks required to think critically about human diversity, in the classroom, among faculty, in Outreach, and in public programming. For example, Taylor teaches a course on the Vietnam War which is structured around opposing views of U.S. involvement in Vietnam. Loos' course on U.S. foreign policy in SEA and Latin America assigned readings from diverse political perspectives regarding U.S. global economic, political and military policies and actions. As part of this course, Loos also invites outside speakers, who often also give public talks, such as a law professor critical of U.S. policy in Guantanamo Bay and a political science professor who served in U.S. army intelligence in Vietnam and worked for the Rand Corporation. Tagliacozzo directs Comparative Muslim Societies, which invites speakers from across the political spectrum, and supported SEAP's series of public events in 2017-18 to help the public understand the range of views and beliefs at play in the Rohingya crisis in Myanmar.

Blackburn's new course on "Buddhists and Muslims: Asian Interactions" delves into the complex intersections of religion and politics and helps students move beyond their stereotypes. SEAP faculty members encourage inclusiveness, bridge-building, and genuine, critical and informed dialogue in the classroom by engaging and mediating all perspectives. This is done through assigned readings, discussion topics, invited speakers, and films and documentaries that stem from multiple political perspectives. To promote these interactions, SEAP (through the Asian Studies Department admissions process) encourages acceptance of Foreign Area Officers as well as applicants from SEA because of the greater potential for life experience that differs from the normative Cornell student focusing on SEA.

Government Service in Areas of National Need and Other Employment Sectors

Established in 1950 in the Cold War era, Cornell's Southeast Asia Program has trained experts in areas and languages critical to U.S. foreign policy, defense, and other strategic needs. Today, Southeast Asia's porous borders and large Muslim populations, especially in Indonesia, and rising tensions in the South China Sea have made it again an area of concern in U.S. foreign relations. Its strategic position between India and China also make SEA key to U.S. economic policies. SEAPs 68-year commitment to studying the region, its culture and its languages regardless of the mercurial political context makes it a national resource.

As a continuous Title VI Center since 1958, SEAP sustains the U.S. government's capacity to engage astutely with SEA by providing the stable institutional infrastructure that supports the training of experts. SEAP serves the public good by graduating advanced linguistic and area knowledge experts who can respond to national need. SEAP generates this knowledge and resource capacity in the following ways: 1) It is the only US university that provides 4 levels of instruction in six major national SEAn languages designated as priority LCTLs, and also provides access to Lao, Arabic, Hindi, Dutch, and Tamil either by tutorial or via video-conference; 2) Over 40 faculty from the liberal arts and professional schools train future leaders in the cultural, historical, economic and political aspects of the region and respond, along with staff, to inquiries from the federal and state government; 3) SEAP is a founding member of the AORCs in Cambodia and Indonesia and is taking part in efforts to establish an AORC in Myanmar; 4) SEAP Outreach introduces the region and its languages to local K-12 school students, partners with schools of education and community colleges to internationalize curriculum, and offers trainings for educators on global themes such as Islam, refugee issues, and global resource needs; 5) SEAP faculty include members from the sciences and professional schools and FLAS fellowships are regularly awarded to graduate students in the professional schools; 6) The Echols Library Collection on SEA is the world's largest and most comprehensive. It serves as a repository of last resort and is a valuable resource to scholars nationally and internationally; and 7) SEAP publishes SEAn language textbooks and monographs, including the only journal exclusively on Indonesia, and makes downloads of many of its publications accessible *gratis*.

The outcomes of SEAPs training reveal its long-term success in meeting national needs. Of the 244 alumni respondents to a survey, 51% of alumni work in post-secondary education, including 12 who teach in six SEA NRCs. Several others teach FSOs or in US military academies, while others are employed in post-secondary education overseas, including the most important universities in SEA, Japan, Great Britain and Australia. Current placement data show 10% of U.S. SEAP alumni surveyed are employed in the U.S. Federal and State government in, for example, the US State Dept., Defense Dept., and intelligence agencies. In addition, 11% work for NGOs and non-profit employers such as foundations, development organizations, and the UN, while approximately 7% work in the for-profit sector, ensuring regional expertise through their positions in private companies and corporations. Our visiting fellows, alumni and faculty have provided testimony to Congress. And finally, CU and SEAP regularly host high-level SEA delegations and Humphrey Fellows, most recently fellows from Laos, Indonesia, Burma, Thailand, Vietnam and the Philippines. These international exchanges help meet US national interests and strategic needs.

FY 2018 PROFILE FORM

NATIONAL RESOURCE CENTERS | CFDA 84.015A

FOREIGN LANGUAGE AND AREA STUDIES FELLOWSHIPS | CFDA 84.015B

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

Type of Application (check all that apply)

- Comprehensive National Resource Center
- Undergraduate National Resource Center
- Foreign Language and Area Studies Fellowships

Federal Funds Requested

NRC Request

Year 1: 270,332 Year 2: 270,772 Year 3: 270,632 Year 4: 270,744

FLAS Request

Year 1: 301,500 Year 2: 301,500 Year 3: 301,500 Year 4: 301,500

Type of Applicant

- Single institution Cornell University Southeast Asia Program
- Consortium of institutions
 - Lead _____
 - Partner 1 _____
 - Partner 2 _____
 - Partner 3 _____

NRC (Center, Institute, Program) Focus

An application may focus on a single country or on a world area or on international studies or the international aspects of contemporary issues or topics (see 34 CFR Part 656, §656.4)

- | | |
|--|--|
| <input type="checkbox"/> AFRICA | <input type="checkbox"/> MIDDLE EAST |
| <input type="checkbox"/> CANADA | <input type="checkbox"/> PACIFIC ISLANDS |
| <input type="checkbox"/> EAST ASIA/PAN ASIA | <input type="checkbox"/> RUSSIA, EASTERN EUROPE, EURASIA |
| <input type="checkbox"/> EUROPE | <input type="checkbox"/> SOUTH ASIA |
| <input type="checkbox"/> INTERNATIONAL | <input checked="" 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.

Bengali, Hindi, Malayalam, Tamil, Telugu, Urdu

CORNELL UNIVERSITY SOUTHEAST ASIA PROGRAM

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Cornell University Southeast Asia Program

Acronym List for all Narratives and Appendices

A	AAP	College of Architecture, Art & Planning	
	ABD	All But Dissertation	
	ACTFL	American Center for Teaching Foreign Languages	
	AIFIS	American Institute for Indonesian Studies	
	AORC	American Overseas Research Center	
	AP	Absolute Priority	
	A&S	College of Arts and Sciences	
	ASK	Advanced Summer Khmer	
	ASL	American Sign Language	
	AY	Academic Year	
C	CALS	College of Agriculture and Life Sciences	
	CCIF	Community College Internationalization Fellows	
	CIEE	Council on International Educational Exchange	
	CIPA	Cornell Institute for Public Affairs	
	CKS	Center for Khmer Studies	
	CLTL	Consortium for Language Teaching and Learning	
	CMIP	Cornell Modern Indonesia Project	
	CORMOSEA	Committee on Research Materials on Southeast Asia	
	COIL	Collaborative Online International Learning	
	COTI	Consortium for the Teaching of Indonesian	
	COTSEAL	Consortium of Teachers of Southeast Asian Languages	
	CP	NRC Competitive Priority	
	CRP	City and Regional Planning	
	CSEAS	Center for Southeast Asian Studies	
	CTI	Center for Teaching Innovation	
	CU	Cornell University	
	CV	Curriculum Vitae	
	E	EAB	External Advisory Board
		ECIS	Einaudi Center for International Studies
F	FAFSA	Free Application for Federal Student Aid	
	FAR	Faculty Associates in Research (SEAP's regional faculty network)	
	FCP	FLAS Program Competitive Priority	
	FIP	FLAS Program Invitational Priority	
	FLAC	Foreign Languages Across the Curriculum	
	FLAS	Foreign Language and Area Studies	
	FLTA	Foreign Language Teaching Assistant	
	FSO	Foreign Service Officer	

	FTE	Full-time Equivalency
	FWS	First-Year Writing Seminar
G	GA	Graduate Assistant
	GEFF	Global Education Faculty Fellows
	GEPA	General Education Provisions Act
	GPA	Grade Point Average
I	ILR	College of Industrial Labor and Relations
	IRRI	International Rice Research Institute
	ISEAS	Institute for Southeast Asian Studies
	ISSI	International Summer Studies Institute
L	LRC	Language Resource Center
	LCTL	Less Commonly Taught Languages
M	MA	Master of Arts
	MAT	Masters of Arts in Teaching
	MOA	Memorandum of Agreement
	MSI	Minority-Serving Institution
	MCC	Monroe Community College
N	NGO	Non-Governmental Organization
	NRC	National Resource Center
	NSF	National Science Foundation
O	OADI	Office of Academic Diversity Initiatives
	OCC	Onondaga Community College
	OPI	Oral Proficiency Interview
P	PhD	Doctorate of Philosophy
	PI	Principal Investigator
	PMF	Performance Measure Form
	PSC	Public Service Center
S	S	South
	SAP	South Asia Program
	SE	Southeast
	SEA	Southeast Asia
	SEADL	SEA Digital Library
	SEALC	Southeast Asia Language Council
	SEAM	SEA Materials
	SEAn	Southeast Asian
	SEAP	Southeast Asia Program
	SEARG	Southwest Asia Research Group
	SEASSI	Southeast Asian Summer Studies Institute
	SIT	School for International Training
SUNY	State University of New York	
T	TA	Teaching Assistant

	TC3	Tompkins Cortland Community College
	TEEAL	The Essential Electronic Agriculture Library
U	UG	Undergraduate
	UN	United Nations
	US	United States
	USDE	United States Department of Education
W	WWF	World Wildlife Fund

Key to Priority Abbreviations for Budget and Timeline - Southeast Asia Program Cornell University		
Abbreviation	Priority	Priority Description
AP1	Absolute Priority 1	Applications that provide 1) an explanation of how the activities funded by the grant will reflect diverse perspectives and a wide range of views and generate debate on world religions and international affairs; and 2) a description of how the applicant will encourage government service in areas of national need, as identified by the Secretary, as well as in areas of need in the education, business, and non-profit sectors.
AP2	Absolute Priority 2	Applications that provide for teacher training activities on the language, languages, area studies, or thematic focus of the Center.
CP1	NRC Competitive Preference Priority 1	Applications that propose significant and sustained collaborative activities with one or more Minority-Serving Institutions (MSIs) and/or with one or more community colleges. These activities must be designed to incorporate international, intercultural, or global dimensions into the curriculum of the MSIs or community colleges, and to improve foreign language, area, and intercultural studies or international business instruction at the MSIs or community colleges. If an applicant institution is an MSI or community college, that institution may propose intra-campus collaborative activities instead of, or in addition to, collaborative activities with other MSIs or community colleges.
CP2	NRC Competitive Preference Priority 2	Applications that propose collaborative activities units such as schools or colleges of education, schools of liberal arts and science, post-baccalaureate teacher education programs, teacher education programs, and teacher preparation programs on and off the NRC campus. These collaborative activities are designed to support the integration of an international, intercultural, or global dimension and world languages into teacher education, and/or to promote preparation and credentialing of more foreign language teachers in less commonly taught languages (LCTLs) for which there is a demand for additional teachers to meet existing and expected future kindergarten through grade 12 language program needs.
FP1	FLAS Program Competitive Preference Priority 1	Applications that propose to give preference when awarding fellowships to undergraduate students, graduate students, or both, who demonstrate financial need as indicated by the students' expected family contribution, as determined under part F of title of the HEA. This need determination will be based on the students' financial circumstances and not on other aid. The applicant must describe how it will ensure that all fellows who receive such preference show potential for high academic achievement based on such indices as grade point average, class ranking, or similar measures that the institution may determine.
FP2	FLAS Program Competitive Preference Priority 2	Applications that propose to award at least 25 percent of academic year FLAS fellowships in modern foreign languages other than French, German, and Spanish.

Budget Narrative File(s)

* **Mandatory Budget Narrative Filename:**

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

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BUDGET EXECUTIVE SUMMARY

NRC and FLAS Budget Summary For Southeast Asia Program - Cornell University Period August 15, 2018 - August

ACTIVITIES OF SE ASIA PROGRAM AT CORNELL UNIVERSITY	Project Yr One 2018-19	Project Yr Two 2019-20
LANGUAGE TRAINING		
Language Teaching Salaries & Benefits Academic Year (50% Burmese, Khmer, & Tagalog)	\$118,870	\$122,800
Language Materials for Curriculum Development	\$1,800	\$1,800
Travel for Language Instructors - Pedagogy Training at collaborative COTSEAL workshops	\$4,600	\$1,740
Language Consortium Support for SEASSI and Lao at SEASSI	\$6,000	\$6,000
Support for COTSEAL Language Pedagogy Workshops	\$500	\$500
Language Pedagogy Innovation Stipends	\$5,000	\$4,000
<i>Total Request for Language Program</i>	<i>\$136,770</i>	<i>\$136,840</i>
BUILDING INTERNATIONAL PARTNERSHIPS and STUDY ABROAD		
Travel for SEAP faculty to meet with potential partners in SEA to build linkages and study abroad programs	\$7,000	\$6,000
Travel for faculty and graduate students from SEA to participate in academic exchanges, conferences at Cornell	\$2,000	\$4,000
Start-up costs for new Study Abroad Programs in SEA	\$5,000	\$0
<i>Total Request for International Partnerships and Study Abroad</i>	<i>\$14,000</i>	<i>\$10,000</i>
K-12, POST-SECONDARY, & MEDIA OUTREACH		
SEAP Communications and Outreach Coordinator (Salary and Benefits)	\$41,800	\$43,180
Post-Secondary Outreach Coordinator (Salary and Benefits)	\$21,247	\$21,950
Graduate Student Assistant-Afterschool Language Program	\$3,750	\$3,750
Outreach Communications Assistant and Podcast Producer	\$6,210	\$5,760
Outreach Travel	\$2,085	\$2,085
K-12, Post Secondary & Media Supplies	\$1,745	\$1,050
K-12 Other (International Studies Summer Institute-ISSI)	\$3,600	\$3,600
Post Secondary Outreach Other (Community College and Education Faculty Fellows Programs, work with partners)	\$9,400	\$14,300
Business, Community and Media Outreach (Other)	\$3,700	\$2,200
<i>Total Request for Outreach Program</i>	<i>\$93,537</i>	<i>\$97,875</i>
NRC AND FLAS EVALUATION		
External Evaluator	\$6,000	\$6,000
<i>Total Request for Evaluation</i>	<i>\$6,000</i>	<i>\$6,000</i>
Total NRC Direct Costs	\$250,307	\$250,715
Indirect Costs	\$20,025	\$20,057
Total NRC Funds Requested	\$270,332	\$270,772
FLAS FELLOWSHIPS		
FLAS Graduate Students Academic Year Fellowship (8)	\$264,000	\$264,000
FLAS Graduate Students Summer Fellowships (3)	\$22,500	\$22,500
FLAS Undergraduate Student Summer Fellowships (2)	\$15,000	\$15,000
TOTAL FLAS REQUESTED	\$301,500	\$301,500
Grand Total NRC and FLAS Request	\$571,832	\$572,272

DETAILED BUDGET REQUEST - SOUTHEAST ASIA PROGRAM - CORNELL UNIVERSITY
NRC Budget for the Period August 15, 2018 through August 14, 2022 (Current USDE Title VI Awards PO15A140113 &

Item	Activity	Project Yr One 2018-19	Project Yr Two 2019-20	Project Yr Three 2020-21	Project Yr Four 2021-22	Narrative Reference
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Key: Absolute Priority (AP), Competitive Priority (CP), Invitational Priority (IP), FLAS Competitive (FCP), FLAS Invitational Priority (FLIP), Summer Institute (SEASSI), International Studies Summer Institute (ISSI)

SALARIES						
Projected Salary Improvement Program		3%	3%	3%	3%	
Projected Benefit Costs		34.9%	35.3%	35.7%	35.7%	
ADMNISTRATIVE SALARIES						
1	Abigail C. Cohn, Director 25% of 100% Professor Linguistics - Serves as Principal Investigator for NRC and FLAS Grants	\$0	\$0	\$0	\$0	Pg. 8, 10
2	Thamora Fishel, Associate Director 25% of 100% FTE - Responsible for FLAS administration and PMF supervision	\$0	\$0	\$0	\$0	Pg. 10-11
3	James Nagy, Administrative Assistant 25% of 100% FTE - Responsible for IRIS reporting coordination and data management	\$0	\$0	\$0	\$0	Pg. 11
4	Sub-Total - Administrative Salaries	\$0	\$0	\$0	\$0	
LANGUAGE INSTRUCTION SALARIES						
5	Yu Yu Khaing, Burmese Lecturer 50% of a 100% FTE (100% effort) - Teaches Burmese, an Invitational Priority language for FLAS at three levels & directed studies Associated Benefits - \$8,959 yr1; \$9,334 yr2; \$9723 yr3; \$10,014 yr4	\$25,671	\$26,441	\$27,235	\$28,052	Pg. 31-35
6	Hannah Phan, Khmer Senior Lecturer 50% of 100% FTE (100% effort) - Teaches Khmer, an Invitational Priority language for FLAS at three levels & directed studies Associated Benefits-\$10,794 yr1; \$11,245 yr2; \$11,713 yr3;\$12,065 yr4	\$30,928	\$31,856	\$32,812	\$33,796	Pg. 31-35
7	Maria Thess Savella, Tagalog (Filipino) Senior Lecturer 50% of 100% FTE (100% effort)- Teaches Tagalog, an Invitational Priority language for FLAS at three levels & directed studies Associated Benefits-\$11,000 yr1; \$11,460 yr2; \$11,937 yr3;\$12,295yr4	\$31,518	\$32,464	\$33,438	\$34,441	Pg. 31-35
8	Sub-Total Language Teaching Salaries - Academic Year	\$88,117	\$90,761	\$93,485	\$96,289	
OUTREACH SALARIES						
9	Brenna Fitzgerald, Communications and Outreach Coordinator 50% of 100% FTE (100% effort) - Responsible for development and oversight of SEAP communications and all collaborative international K-12 teacher training, resources and afterschool language program Associated Benefits-\$10,814yr 1;\$11,265 yr 2;\$11,735yr 3;\$12,088yr 4	\$30,986	\$31,915	\$32,873	\$33,859	Pg. 4-6, 11

DETAILED BUDGET REQUEST - SOUTHEAST ASIA PROGRAM - CORNELL UNIVERSITY
NRC Budget for the Period August 15, 2018 through August 14, 2022 (Current USDE Title VI Awards PO15A140113 &

Item	Activity	Project Yr One 2018-19	Project Yr Two 2019-20	Project Yr Three 2020-21	Project Yr Four 2021-22	Narrative Reference
10	Post-Secondary Outreach Coordinator 50% of 50% FTE- (100% effort) shared with South Asia NRC. Responsible for coordinating partnerships and programming with community colleges and schools of education Associated Benefits- \$5,497 yr 1; \$5,727 yr 2; \$5,965 yr 3; \$6,144 yr 4	\$15,750	\$16,223	\$16,709	\$17,210	Pg. 5-6, 11
11	Sub-Total Outreach Salaries	\$46,736	\$48,138	\$49,582	\$51,069	
12	TOTAL SALARIES	\$134,853	\$138,899	\$143,067	\$147,358	
BENEFITS						
13	TOTAL ASSOCIATED BENEFITS @ 34.9% yr 1, 35.3 yr 2 and 35.7% yrs 3-4 IDENTIFIED BY POSITION ABOVE IN CONSEQUITIVE YEARS (Salaries and Benefits for faculty and staff are provided without regard to gender, race, national origin, color, disability or age.)	\$47,064	\$49,031	\$51,073	\$52,606	
TRAVEL						
LANGUAGE INSTRUCTOR TRAVEL						
14	Travel for Language Lecturers to COTSEAL Pedagogy Workshops a. Spring 2019: 25th COTSEAL Conference with concurrent COTI and GUAVA meetings at University of Washington, Seattle- RT airfare for 4 lecturers x \$850, plus shared accomodations \$100 per day for 3 days x 4 lecturers	\$4,600				Pg. 31-35
15	b. Fall 2019: 5-day ACTFL Oral Proficiency workshop at University of Wisconsin, Madison- RT airfare for 2 lecturers x \$580 (possibly hosted with Luce funding, including travel for 2)		\$1,160			
16	c. Spring 2020: Oral Proficiency Collaborative Guidelines Follow-up working group at University of Wisconsin, Madison- RT airfare for 1 lecturers x \$580		\$580			
17	d. Fall 2020: Heritage Language/Project Based Workshop at UCLA - RT airfare for 2 lecturers x \$700			\$1,400		
18	e. Spring 2020: Writing/Publication Workshop for language teaching professionals at UCLA - RT airfare for 2 lecturers x \$700			\$1,400		
19	f. Fall 2021: 3-day ACTFL Reading and Listening Proficiency Assessment workshop at N. Illinois University, DeKalb - RT airfare for 3 lecturers x \$770				\$2,310	
20	g. Spring 2022: ACTFL Reading and Listening Proficiency Guidelines Follow-up working group at Michigan State University, Lansing - RT airfare for 1 lecturer x \$770 (possibly hosted with Luce funding, including travel for 2)				\$770	
21	Sub-Total Language Lecturer Travel	\$4,600	\$1,740	\$2,800	\$3,080	

DETAILED BUDGET REQUEST - SOUTHEAST ASIA PROGRAM - CORNELL UNIVERSITY
NRC Budget for the Period August 15, 2018 through August 14, 2022 (Current USDE Title VI Awards PO15A140113 &

Item	Activity	Project Yr One 2018-19	Project Yr Two 2019-20	Project Yr Three 2020-21	Project Yr Four 2021-22	Narrative Reference
OUTREACH TRAVEL						
22	Travel for staff to meet with Community College partners RT trip to TC3=24mi, MCC=187mi, OCC=112 Total: 323 miles x4	\$704	\$704	\$704	\$704	Pg. 41-43, 19
23	Travel for staff to meet with School of Education partners RT trip to SUNY Cortland=48mi, Syracuse Univ=112mi, SUNY Buffalo 304mi Total= 464 x 4 @ .545/mi	\$1,012	\$1,012	\$1,012	\$1,012	Pg. 41-44, 19
24	Travel for faculty and graduate students to present at partner institutions Average of 500 miles/year @ \$.545/mi	\$273	\$273	\$273	\$273	Pg. 19
25	After School Language Project Bus passes for volunteer language instructors to travel to local schools \$3/pass	\$96	\$96	\$96	\$96	Pg. 41-42
26	Sub-Total Outreach Travel	\$2,085	\$2,085	\$2,085	\$2,085	
TRAVEL for BUILDING INTERNATIONAL PARTNERSHIPS and STUDY ABROAD						
27	Travel for SEAP faculty to meet with potential partners in Southeast Asia to build linkages and partnerships with educational institutions-Partial travel (portion of RT airfare on US carrier) for 1-2 faculty member per year to various destinations in Southeast Asia	\$2,000	\$1,000	\$1,000	\$1,000	Pg. 18, 24
28	Travel for SEAP faculty to meet with potential partners in Southeast Asia to explore sites and logistics, and pilot new undergraduate study abroad programs- partial RT airfare for 2 on US carrier, plus in country travel and expenses; 2x\$1500 RT airfare to Yangon, \$750 for lodging, and \$1250 per diem yr 1; 2x\$1500 RT to Makassar, \$750 for lodging, and \$1250 per diem yr 2	\$5,000	\$5,000	\$0	\$0	Pg. 18, 24
29	Sub-Total Faculty International Travel	\$7,000	\$6,000	\$1,000	\$1,000	
30	TOTAL TRAVEL	\$13,685	\$9,825	\$5,885	\$6,165	
SUPPLIES						
LANGUAGE CURRICULUM SUPPLIES						
31	Burmese - to strengthen Burmese program and develop language curriculum including software, audio recordings and visual material from Myanmar, authentic vernacular texts, eg. newspapers, magazines, TV and film clips, etc. that can be disaggregated and used for curriculum development and instruction	\$800	\$800	\$400	\$400	Pg. 16-17, 31-35
32	Khmer - purchase supplies to enhance the teaching of Khmer at all levels: Books, CDs, and DVDs	\$200	\$200	\$200	\$200	Pg. 31-35
33	Tagalog/Filipino - purchase supplies to enhance the teaching of Tagalog/Filipino at all levels: Books, CDs, and DVDs	\$200	\$200	\$200	\$200	
34	Indonesian - purchase supplies to enhance the teaching of Indonesian at all levels: Books, CDs, and DVDs	\$200	\$200	\$200	\$200	

DETAILED BUDGET REQUEST - SOUTHEAST ASIA PROGRAM - CORNELL UNIVERSITY
NRC Budget for the Period August 15, 2018 through August 14, 2022 (Current USDE Title VI Awards PO15A140113 &

Item	Activity	Project Yr One 2018-19	Project Yr Two 2019-20	Project Yr Three 2020-21	Project Yr Four 2021-22	Narrative Reference
35	Thai - purchase supplies to enhance the teaching of Thai at all levels: Books, CDs, and DVDs	\$200	\$200	\$200	\$200	Pg. 31-35
36	Vietnamese - purchase supplies to enhance the teaching of Vietnamese at all levels: Books, CDs, and DVDs	\$200	\$200	\$200	\$200	Pg. 31-35
37	<i>Sub-Total Language Materials Development</i>	<i>\$1,800</i>	<i>\$1,800</i>	<i>\$1,400</i>	<i>\$1,400</i>	
OUTREACH SUPPLIES						
SUPPLIES FOR K-12 OUTREACH ACTIVITIES						
38	International Studies Summer Institute Purchase of folders, flash drives, instructional resources, materials, name badges, etc.	\$200	\$200	\$200	\$200	Pg. 4, 41-42, 44
39	Afterschool Language Program Books, CDs, poster board and other materials for language instruction, hands-on crafts and other activities	\$200	\$200	\$200	\$200	Pg. 24, 41-42
40	Expand Culture Kits and Lending Library Purchase materials for continued development of hands-on culture kits with visuals and objects that can be used in K-12 classrooms, afterschool programs, and other activities: games, maps, CDs, clothes, toys, puppets from SE Asia and related lending library books and DVDs	\$250	\$250	\$250	\$250	Pg. 24, 41-42
41	<i>Sub-Total K-12 Outreach Supplies</i>	<i>\$650</i>	<i>\$650</i>	<i>\$650</i>	<i>\$650</i>	
SUPPLIES FOR POST-SECONDARY OUTREACH						
42	Materials for Community College and School of Education Faculty Workshops Handouts and resource materials for both SEA-specific and collaborative thematic global professional development workshops for community college and school of education faculty	\$300	\$300	\$300	\$300	Pg. 19, 41-44
43	<i>Sub-Total Post Secondary Outreach Supplies</i>	<i>\$300</i>	<i>\$300</i>	<i>\$300</i>	<i>\$300</i>	
SUPPLIES FOR MEDIA OUTREACH						
44	Production Supplies for "Gatty Lecture Rewind" Podcast Start-up: 3 microphones, cables, pop filters, headphones, Amp, mixer, headphone TRS cable, USB mic, recording software, portable recorder for production use in creating SEAP podcast of weekly lecture. Recurring: RSS Feed generating and hosting	\$795	\$100	\$100	\$100	Pg. 3, 26, 17-18, 44
45	<i>Sub-Total Media Outreach Supplies</i>	<i>\$795</i>	<i>\$100</i>	<i>\$100</i>	<i>\$100</i>	
46	TOTAL SUPPLIES	\$3,545	\$2,850	\$2,450	\$2,450	

DETAILED BUDGET REQUEST - SOUTHEAST ASIA PROGRAM - CORNELL UNIVERSITY
NRC Budget for the Period August 15, 2018 through August 14, 2022 (Current USDE Title VI Awards PO15A140113 &

Item	Activity	Project Yr One 2018-19	Project Yr Two 2019-20	Project Yr Three 2020-21	Project Yr Four 2021-22	Narrative Reference
OTHER						
OTHER FOR LANGUAGE PROGRAM						
47	Language Consortium support for SEASSI Funds for administrative support and language instruction at Southeast Asian Studies Summer Institute at U. of Wisconsin, Madison. This consortium coordinates an 8 week intensive summer language training program that equals a full academic year of credit. 3 levels of SE Asian languages in each of the six less commonly taught languages supported at Cornell (Burmese, Indonesian, Khmer, Tagalog, Thai, & Vietnamese) as well as Hmong, Javanese, Lao are taught. SEAP specifies that summer FLAS be used at SEASSI.	\$5,000	\$5,000	\$5,000	\$5,000	Pg. 16-17
48	Support for the teaching of Lao at SEASSI Funds to ensure that Lao is offered at SEASSI regardless of the enrollment at the cut-off date	\$1,000	\$1,000	\$1,000	\$1,000	Pg. 16-17
49	Support for COTSEAL Language Pedagogy Workshops Funds to contribute and pay for expenses such as speaker fees, printing costs, and participant accommodations at collaborative workshops	\$500	\$500	\$500	\$500	Pg. 16-17
50	Language Pedagogy Innovation Stipends Support curricular innovation and effort by SEA language lecturers at Cornell by providing stipends to those who pilot new curriculum or technology outside their standard course load. \$1000/semester for up to 2-3 lecturers	\$5,000	\$4,000	\$3,000	\$3,000	Pg. 16-17
51	<i>Sub-Total Language Program Other</i>	<i>\$11,500</i>	<i>\$10,500</i>	<i>\$9,500</i>	<i>\$9,500</i>	
OTHER FOR K-12 OUTREACH						
52	International Studies Summer Institute Teacher stipends (\$200/teacher x 15 to cover travel and other expenses) for collaborative K-12 teacher training.	\$3,000	\$3,000	\$3,000	\$3,000	Pg. 4, 41-42, 44
53	Speaker fees for ISSI presenters with focus on Southeast Asia (\$300 x 2)	\$600	\$600	\$600	\$600	Pg. 4, 41-42, 44
54	Graduate Student Assistant-Afterschool Language Program \$15 per hour (graduate student) for 250 hours (50% of 500) per year to work with the Public Service Center and Einaudi Center Programs to coordinate the Afterschool Language Program (No associated benefits)	\$3,750	\$3,750	\$3,750	\$3,750	Pg. 24, 41-42
55	<i>Sub-Total K-12 Outreach Other</i>	<i>\$7,350</i>	<i>\$7,350</i>	<i>\$7,350</i>	<i>\$7,350</i>	

DETAILED BUDGET REQUEST - SOUTHEAST ASIA PROGRAM - CORNELL UNIVERSITY
NRC Budget for the Period August 15, 2018 through August 14, 2022 (Current USDE Title VI Awards PO15A140113 &

Item	Activity	Project Yr One 2018-19	Project Yr Two 2019-20	Project Yr Three 2020-21	Project Yr Four 2021-22	Narrative Reference
OTHER FOR POST-SECONDARY OUTREACH						
56	Community College Internationalization Fellows Program Stipends for 4 community college faculty (out of 9 total, 3 from each partner institution) to develop and pilot an internationalization project with input and support from SEAP, SAP/SAC, and other fellows over the course of 2 years (\$1000/fellow)	\$1,000	\$1,500	\$1,000	\$500	Pg. 19, 41-43
57	Global Education Faculty Fellows Program Stipends for 4 education faculty (out of 9 total, 3 from each partner institution) to develop and pilot project to internationalize teacher preparation curriculum, with input and support from SEAP, SAP/SAC and other fellows over the course of 2 years (\$1000/fellow)	\$1,000	\$1,500	\$1,000	\$500	Pg. 19, 41-44
58	Faculty Curriculum Development Travel Grants for Southeast Asia Travel grants for 3 community college or education faculty partners (1 per year, starting in year 2) to travel to Southeast Asia (with pre-departure, in-country, and post-return support from SEAP) to develop a study abroad course, to meet with an international online teaching partner (eg. COIL program), or to enhance a project started as a partner faculty fellow	\$0	\$3,000	\$3,000	\$3,000	Pg. 19, 43-44
59	Faculty Development Workshops SEA-specific or collaborative global professional development workshops for community college and education faculty, tailored to interest of partner faculty	\$500	\$500	\$500	\$500	Pg. 19
60	Partner Institution Faculty Travel Travel reimbursements for 2-3 faculty partners to use resources and meet with faculty and use Southeast Asia library and museum resources at Cornell	\$300	\$600	\$600	\$600	Pg. 19
61	Southeast Asia Content for Community College and Schools of Education Speaker fees for 7-8 invited Southeast Asia-focused presenters per year at community colleges and schools of education	\$2,000	\$2,000	\$2,000	\$2,000	Pg. 19
62	Video Lectures on Southeast Asia For design, filming and editing of video lectures by SEAP faculty for use at partner institutions	\$4,000	\$4,000	\$0	\$0	Pg. 19
63	American Sign Language Interpreter (or other accessibility aid) 2 ASL interpreters are needed for a full-day workshop \$600/6hrs, 1-2 events per year	\$600	\$1,200	\$1,200	\$1,200	GEPA, Pg. 14
64	<i>Sub-Total Post Secondary Outreach Other</i>	<i>\$9,400</i>	<i>\$14,300</i>	<i>\$9,300</i>	<i>\$8,300</i>	

DETAILED BUDGET REQUEST - SOUTHEAST ASIA PROGRAM - CORNELL UNIVERSITY
NRC Budget for the Period August 15, 2018 through August 14, 2022 (Current USDE Title VI Awards PO15A140113 &

Item	Activity	Project Yr One 2018-19	Project Yr Two 2019-20	Project Yr Three 2020-21	Project Yr Four 2021-22	Narrative Reference
OTHER OUTREACH TO MEDIA, COMMUNITY AND BUSINESS						
65	Outreach Communications Student Assistant \$12 per hour (non-work study undergraduate student) for 300 hours per year to assist with website, social media, SEAP podcast, outreach newsletter, publicity materials, administrative tasks, and track media data for Outreach evaluation purposes. (No associated benefits)	\$3,600	\$3,600	\$3,600	\$3,600	Pg. 44
66	Podcast Producer for "Gatty Lecture Rewind" \$18 per hr (25 hours set-up and for 5 hours per episode x24 episodes/year) for a graduate student to coordinate pre-production, episode recording, and post-production editing and web broadcast of a podcast featuring short interviews with weekly speakers and their Gatty Lecture.(No associated benefits)	\$2,610	\$2,160	\$2,160	\$2,160	Pg. 17-18, 26, 44
67	Presentations on Global Competence and the Workforce Coordinate with regional businesses (e.g., Corning Inc.) to develop presentations for community colleges on the importance of global competence in the workforce	\$200	\$200	\$200	\$200	Pg. 41-42
68	Library, Festival, or Community Requested Program Fees for musicians, dancers, or other SEA performers for community events and presentations	\$500	\$500	\$500	\$500	Pg. 41-42
69	Artist in Residence: Darsono Hadiraharjo Fee for 2 month residency by Indonesian ethnomusicologist, experimental music composer, Javanese shadow puppeteer, and gamelan expert	\$3,000	\$0	\$0	\$0	Pg. 19
70	Visiting Artists/Musicians To contribute to outreach programming on and off campus	\$0	\$1,500	\$500	\$500	Pg. 19
71	<i>Sub-Total Business, Community and Media Outreach - Other</i>	<i>\$9,910</i>	<i>\$7,960</i>	<i>\$6,960</i>	<i>\$6,960</i>	
OTHER for BUILDING INTERNATIONAL PARTNERSHIPS and STUDY ABROAD						
72	Travel for faculty from partner institutions in Southeast Asia to Cornell to solidify partnerships, share research, and participate in academic exchange - RT airfare on a US carrier for 1 partner per year, starting in year 2	\$0	\$2,000	\$2,000	\$2,000	Pg. 18, 24
73	Travel for graduate student from partner institutions in Southeast Asia to Cornell to participate in SEAP Graduate Student Conference - RT airfare on a US carrier for 1 Southeast Asian graduate student per year	\$2,000	\$2,000	\$2,000	\$2,000	Pg. 18, 24

DETAILED BUDGET REQUEST - SOUTHEAST ASIA PROGRAM - CORNELL UNIVERSITY
NRC Budget for the Period August 15, 2018 through August 14, 2022 (Current USDE Title VI Awards PO15A140113 &

Item	Activity	Project Yr One 2018-19	Project Yr Two 2019-20	Project Yr Three 2020-21	Project Yr Four 2021-22	Narrative Reference
74	Start-up costs for new Study Abroad Programs in Southeast Asia Supplies, recruitment expenses, TA compensation, and other costs associated with piloting two new study abroad programs in Southeast Asia for undergraduates in winter or summer session of year 1 and year 2	\$5,000	\$0	\$5,000	\$0	Pg. 18, 24, 48, 50
75	Sub-Total Building Partnerships and Study Abroad - Other	\$7,000	\$4,000	\$9,000	\$4,000	
EVALUATION						
76	Professional Evaluation of Program Consultant to provide methodology for setting meaningful objectives (formative) and (summative) program evaluation for SEAPs project initiatives	\$6,000	\$6,000	\$6,000	\$6,000	Pg. 11, 14-21
77	TOTAL OTHER	\$51,160	\$50,110	\$48,110	\$42,110	
A	A. Total Salaries	\$134,853	\$138,899	\$143,067	\$147,358	
B	B. Total Benefits	\$47,064	\$49,031	\$51,073	\$52,606	
C	C. Total Travel	\$13,685	\$9,825	\$5,885	\$6,165	
D	D. Total Supplies	\$3,545	\$2,850	\$2,450	\$2,450	
E	E. Total Other	\$51,160	\$50,110	\$48,110	\$42,110	
	TOTAL DIRECT COSTS	\$250,307	\$250,715	\$250,585	\$250,689	
	TOTAL INDIRECT COSTS @ 8%	\$20,025	\$20,057	\$20,047	\$20,055	
	TOTAL FEDERAL NRC FUNDS REQUESTED	\$270,332	\$270,772	\$270,632	\$270,744	

DETAILED BUDGET REQUEST - SOUTHEAST ASIA PROGRAM - CORNELL UNIVERSITY
NRC Budget for the Period August 15, 2018 through August 14, 2022

FLAS Budget for the Period August 15, 2018 through August 14, 2022 (Current USDE Title VI Awards PO15A140113 & PO15A140114)

Item	Activity	Project Yr One 2018-19	Project Yr Two 2019-20	Project Yr Three 2020-21	Project Yr Four 2021-22	Narrative Referen
GRADUATE STUDENTS - ACADEMIC YEAR REQUESTS						
1	8 Institutional Tuition Awards @ \$18,000 ea At least one of these awards will be targeted to a professional school student at the intermediate or advanced level of an approved Southeast Asian language. After initial ranking based on merit, financial need will be taken into consideration in making awards.	\$144,000	\$144,000	\$144,000	\$144,000	Pg. 45-4
2	8 Subsistence Allowances @ \$15,000 ea At least one of these awards will be targeted to a professional school student at the intermediate or advanced level of an approved Southeast Asian language	\$120,000	\$120,000	\$120,000	\$120,000	Pg. 45-4
3	Sub-Total Graduate Students AY	\$264,000	\$264,000	\$264,000	\$264,000	
GRADUAE STUDENTS - SUMMER REQUESTS						
4	3 Institutional Tuition Awards @ \$5,000 ea For intensive summer language study at SEASSI or an approved SEA Language program abroad. At least one of these awards will be targeted to a professional school student. After initial ranking based on merit, financial need will be taken into consideration in making awards.	\$15,000	\$15,000	\$15,000	\$15,000	Pg. 45-4
5	3 Subsistence Allowances @ \$2,500 ea For intensive summer language study at SEASSI or an approved SEA Language program abroad. At least one of these awards will be targeted to a professional school student	\$7,500	\$7,500	\$7,500	\$7,500	Pg. 45-4
6	Sub-Total Graduate Students Summer	\$22,500	\$22,500	\$22,500	\$22,500	
7	TOTAL FLAS GRADUATE STUDENTS	\$286,500	\$286,500	\$286,500	\$286,500	
UNDERGRADUATE STUDENTS - SUMMER REQUESTS						
8	2 Institutional Tuition Awards @ \$5,000 ea To enable undergraduate students to continue their approved SEAn language acquisition at the intermediate or advanced level either in at SEASSI or at an approved intensive SEA Language program abroad. After initial ranking based on merit, financial need will be taken into consideration in making awards.	\$10,000	\$10,000	\$10,000	\$10,000	Pg. 45-4
9	2 Subsistence Allowances @ \$2,500ea To enable undergraduate students to continue their approved SEAn language acquisition at the intermediate or advanced level either in at SEASSI or at an approved intensive SEA Language program abroad	\$5,000	\$5,000	\$5,000	\$5,000	Pg. 45-4
10	Sub-Total Graduate Students Summer	\$15,000	\$15,000	\$15,000	\$15,000	
11	TOTAL FLAS UNDER GRADUATE STUDENTS	\$15,000	\$15,000	\$15,000	\$15,000	
12	GRANT TOTAL ALL FLAS	\$301,500	\$301,500	\$301,500	\$301,500	