

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 # P015A180116

Grants.gov Tracking#: GRANT12659878

OMB No. , Expiration Date:

Closing Date: Jun 25, 2018

PR/Award # P015A180116

****Table of Contents****

Form	Page
1. Application for Federal Assistance SF-424	e3
2. Standard Budget Sheet (ED 524)	e6
3. Assurances Non-Construction Programs (SF 424B)	e8
4. Disclosure Of Lobbying Activities (SF-LLL)	e10
5. ED GEPA427 Form	e11
Attachment - 1 (1243-GEPA statement.asia)	e12
6. Grants.gov Lobbying Form	e13
7. Dept of Education Supplemental Information for SF-424	e14
8. ED Abstract Narrative Form	e15
Attachment - 1 (1235-Abstract Asia UMN)	e16
9. Project Narrative Form	e17
Attachment - 1 (1244-Asian NRC UMN Narrative-Title Page-Acronyms-Contents)	e18
10. Other Narrative Form	e72
Attachment - 1 (1236-Profile.asia)	e73
Attachment - 2 (1237-Diverse Perspectives Asia NRC UMN)	e74
Attachment - 3 (1238-National Need Asia NRC UMN)	e75
Attachment - 4 (1239-Appendix I CVs Position Description Asian NRC UMN)	e77
Attachment - 5 (1240-Appendix II Course List Asian Studies UMN)	e256
Attachment - 6 (1241-Appendix III PMFs Asia)	e303
Attachment - 7 (1242-Appendix IV Asia with Combined letters)	e308
11. Budget Narrative Form	e311
Attachment - 1 (1234-Budget and Match Asian Studies NRC UMN)	e312

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:

- ☐ Preapplication
☒ Application
☐ Changed/Corrected Application

* 2. Type of Application:

- ☒ New
☐ Continuation
☐ Revision

* If Revision, select appropriate letter(s):

* Other (Specify):

* 3. Date Received:

06/25/2018

4. Applicant Identifier:

5a. Federal Entity Identifier:

5b. Federal Award Identifier:

State Use Only:

6. Date Received by State:

7. State Application Identifier:

8. APPLICANT INFORMATION:

* a. Legal Name: Regents of the University of Minnesota

* b. Employer/Taxpayer Identification Number (EIN/TIN):

416007513

* c. Organizational DUNS:

5559179960000

d. Address:

* Street1:

450 McNamara Alumni Center

Street2:

200 Oak Street SE

* City:

Minneapolis

County/Parish:

* State:

MN: Minnesota

Province:

* Country:

USA: UNITED STATES

* Zip / Postal Code:

55455-2070

e. Organizational Unit:

Department Name:

Institute for Global Studies

Division Name:

College of Liberal Arts

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

Prefix:

Dr.

* First Name:

Eveyn

Middle Name:

* Last Name:

Davidheiser

Suffix:

Title:

Director

Organizational Affiliation:

Institute for Global Studies

* Telephone Number:

612-626-1821

Fax Number:

* Email:

edavidh@umn.edu

PR/Award # P015A180116

Page e3

Application for Federal Assistance SF-424

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

H: Public/State Controlled Institution of Higher Education

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

* Other (specify):

* 10. Name of Federal Agency:

Department of Education

11. Catalog of Federal Domestic Assistance Number:

84.015

CFDA Title:

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

* 12. Funding Opportunity Number:

ED-GRANTS-052518-001

* Title:

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

13. Competition Identification Number:

84-015A2018-1

Title:

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

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

Add Attachment

Delete Attachment

View Attachment

* 15. Descriptive Title of Applicant's Project:

Pan-Asian Studies NRC & FLAS: Center for Asian Studies, University of Minnesota

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="2,012,000.00"/>
* b. Applicant	<input type="text" value="590,405.00"/>
* 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="2,602,405.00"/>

*** 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

Regents of the University of Minnesota

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	118,000.00	117,250.00	119,032.00	118,345.00		472,627.00
2. Fringe Benefits	38,270.00	38,507.00	38,835.00	38,337.00		153,949.00
3. Travel	6,250.00	4,250.00	4,250.00	4,250.00		19,000.00
4. Equipment						
5. Supplies	11,654.00	14,167.00	12,057.00	13,242.00		51,120.00
6. Contractual						
7. Construction						
8. Other	24,900.00	24,900.00	24,900.00	24,900.00		99,600.00
9. Total Direct Costs (lines 1-8)	199,074.00	199,074.00	199,074.00	199,074.00		796,296.00
10. Indirect Costs*	15,926.00	15,926.00	15,926.00	15,926.00		63,704.00
11. Training Stipends	288,000.00	288,000.00	288,000.00	288,000.00		1,152,000.00
12. Total Costs (lines 9-11)	503,000.00	503,000.00	503,000.00	503,000.00		2,012,000.00

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

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

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

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

Period Covered by the Indirect Cost Rate Agreement: From: 07/01/2018 To: 06/30/2019 (mm/dd/yyyy)

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

The Indirect Cost Rate is 54.00 %.

(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 # P015A180116

Name of Institution/Organization	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.
Regents of the University of Minnesota	

**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	86,664.00	88,831.00	91,051.00	93,328.00		359,874.00
2. Fringe Benefits	28,087.00	28,790.00	29,509.00	30,247.00		116,633.00
3. Travel	6,000.00	6,000.00	6,000.00	6,000.00		24,000.00
4. Equipment						
5. Supplies						
6. Contractual						
7. Construction						
8. Other	24,220.00	23,075.00	21,903.00	20,700.00		89,898.00
9. Total Direct Costs (lines 1-8)	144,971.00	146,696.00	148,463.00	150,275.00		590,405.00
10. Indirect Costs						
11. Training Stipends						
12. Total Costs (lines 9-11)	144,971.00	146,696.00	148,463.00	150,275.00		590,405.00

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.

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Prescribed by OMB Circular A-102

PR/Award # P015A180116

Page e8

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.

SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL	TITLE
April Coon	Director, SPA
APPLICANT ORGANIZATION	DATE SUBMITTED
Regents of the University of Minnesota	06/25/2018

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: <input checked="" type="checkbox"/> Prime <input type="checkbox"/> SubAwardee * Name: Regents of the University of Minnesota * Street 1: 450 McNamara Alumni Center * Street 2: 200 Oak Street SE * City: Minneapolis * State: MN: Minnesota * Zip: 55455-2070 Congressional District, if known: MN-005		
5. If Reporting Entity in No.4 is Subawardee, Enter Name and Address of Prime:		
6. * Federal Department/Agency: Department of Education	7. * Federal Program Name/Description: National Resource Centers Program for Foreign Language and Area Studies or Foreign Language and International Studies Pr CFDA Number, if applicable: 84.015	
8. Federal Action Number, if known:	9. Award Amount, if known: \$	
10. a. Name and Address of Lobbying Registrant: Prefix: * First Name: none Middle Name: * Last Name: none Suffix: * Street 1: none * Street 2: * City: none * State: * Zip:		
b. Individual Performing Services (including address if different from No. 10a) Prefix: * First Name: none Middle Name: * Last Name: none Suffix: * Street 1: none * Street 2: * City: none * 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: April Coon * Name: Prefix: * First Name: Kevin Middle Name: * Last Name: McKoskey Suffix: Title: Telephone No.: Date: 06/25/2018		
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PR/Award # P015A180116

Page e10

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.

1243-GEPA statement.asia.pdf

Add Attachment

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Section 427 of the GEPA

Pan-Asian NRC and FLAS University of Minnesota

The Center for Asian Studies takes seriously the University's commitment to diversity and non-discriminatory employment practices. CAS embraces all University policies regarding non-discrimination. Search committees for all positions are carefully designed to be gender-balanced and to have strong representation of ethnic and racial minorities. For all faculty and professional positions, the committee's composition must be approved by the institution's EEO officer before the search can begin. The chair of the committee develops a job description which is reviewed to ensure that it is neutral in terms of gender, race, ethnicity, and sexual orientation. Plans for advertising the position opening must also be approved to ensure that EEO goals are considered. Targeted publication of the position announcement in specialized publications and electronic outlets serving ethnic and racial minorities as well as women is required. Whenever possible, individuals from underrepresented populations are contacted personally and encouraged to apply. CAS works with CLA human resources to ensure that the pool of candidates is as racially, ethnically, and gender diverse as possible. The search committee then reviews all applications and selects a group of candidates for interviews. All applications from protected populations receive special review, and if any member of these groups is not chosen for an interview, CAS documents the reasons for exclusion. A key component of the interview is a discussion of the candidate's commitment to diversity. If the candidate selected is not a member of a protected group, written justification must accompany CAS' request to extend an offer of employment.

All classes offered at UMN must comply with University policy requiring reasonable accommodations to be made for students with disabilities on an individualized and flexible basis. The Disability Services Center assists in ensuring equal access for students with disabilities by documenting disabilities and providing or arranging reasonable accommodations, academic adjustments, auxiliary aids and services, training, consultation, and technical assistance.

To increase study abroad participation among historically underrepresented groups, the Learning Abroad Center at UMN has established the Accessibility Abroad program for students with disabilities, the Multiculturalism Abroad program for students of color, and GLBT Abroad program to encourage participation regardless of sexual orientation. The first program has developed a comprehensive list of sites abroad with access for the disabled. All three programs provide special advising to encourage students to embark on learning abroad programs and to counsel them on how to manage the special challenges that they may encounter abroad.

All on and off campus outreach programs sponsored by CAS must be accessible and provide reasonable accommodations for disabled participants. Furthermore, CAS develops outreach programs specifically targeted for teachers in the Minneapolis and St. Paul public schools, where the majority of students are from underrepresented populations. CAS participates in CLA programs such as the MLK program, which recruits from historically underrepresented populations and works with these students to develop the skills required to succeed at the University.

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

Regents of the University of Minnesota

* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE

Prefix: * First Name: Middle Name:
* Last Name: Suffix:
* Title:

* SIGNATURE:

* DATE:

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:
Prof.	Vinai		Gidwani	

Address:

Street1:	Institute for Global Studies
Street2:	267 19th Ave South Room 214
City:	Minneapolis
County:	
State:	MN: Minnesota
Zip Code:	55405-0473
Country:	USA: UNITED STATES

Phone Number (give area code)	Fax Number (give area code)
(612) 624-9007	

Email Address:

igs@umn.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

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Center for Asian Studies - University of Minnesota
Pan-Asian Studies NRC & FLAS

Abstract

The Center for Asian Studies (CAS) at the University of Minnesota seeks designation as a Comprehensive National Resource Center in Pan-Asian Studies and funding to build programming that will enhance education at the undergraduate, graduate, and professional school levels, and to provide outreach to K-14 educators, media, business, and general audiences. We also request funding for FLAS fellowships for undergraduate, graduate, and professional school students.

CAS is committed to a transregional approach to Asian Studies rooted in the premise that the subregions of Asia are best understood through comparison and an examination of the interactions that cut across Asia and that link these regions to the rest of the world. By coupling in-depth, cross-regional knowledge with a focus on comparative and supra-regional scholarship, interdisciplinary curricula, and collaborative programming, CAS engages scholars of the arts and humanities, the social sciences, and the professions, to explore themes such as Asian media cultures, urbanization and migration, and globalization and the environment. CAS can claim unique strengths in Hmong studies and the study of North Korea. CAS draws on instruction in Arabic, Chinese, Hebrew, Hindi, Hmong, Japanese, Korean, and Urdu on the UMN campus and 6 additional Asian languages through Course Share, a program of the Big Ten Academic Alliance.

CAS has organized the projects in this proposal around 4 themes identified by faculty as areas of strength to ensure that new programming will result in institutionalized outcomes.

Project Theme	Activities for Each Theme
1) Environmental Humanities in the Asian Context	1 anchor event Series of workshops/symposia/colloquia
2) Asia in the Global Political Economy	2-3 new courses/modules
3) Conflict & Displacement in the Middle East: Human Rights Approaches	1 educator institute 4 AY educator workshops
4) New Authoritarianisms in Asia	

Curriculum development projects emphasize improving the readiness of our graduates for life in a globalized world, aligning project goals with a University initiative to advance core career competencies. To that end, these projects focus on the development of new experiential pedagogies. CAS also requests seed funding for a new tenure stream position in Middle Eastern Culture – an area that the Department of Asian Languages & Literatures has identified for growth.

CAS also proposes improving student readiness through a series of language projects designed to expand and enhance LCTL instruction:

- Development of online course in Hmong
- Development of courses in medical Hmong
- New content-based instruction in Chinese
- Summer Intensive LCTL courses
- Redesign LCTLs for Course Share
- College in the Schools Arabic
- LCTL resource materials development
- Practica in Korean & Hmong

CAS addresses the absolute and competitive priorities announced by the US Department of Education by developing programming that reflects a diversity of perspectives, encouraging debate, and creating an extensive program of training for K-14 educators. CAS proposes activities that address the competitive priorities by developing collaborative programming with MSIs and Community Colleges and collaborating with our College of Education and Human Development to provide training opportunities to preservice educators.

CAS requests funding for 6 AY graduate FLAS fellowships, 4 AY undergraduate FLAS fellowships, and 4 summer FLAS fellowships. CAS responds to FLAS competitive priorities by committing to include student financial need and student intent to study a priority language in awarding fellowships.

CAS has developed a comprehensive evaluation plan to assess the impact of these activities on achieving project goals that include:

- Enhanced Asian studies curricula
- Improved student ‘readiness’
- Improved post-graduation placements
- Improved LCTL proficiencies
- Expanded knowledge of critical issues across Asia
- Deeper & broader collaborations with MSIs & CCs

Project Narrative File(s)

* **Mandatory Project Narrative File Filename:** 1244-Asian NRC UMN Narrative-Title Page-Acronyms-Conte

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Center for Asian Studies
COMPREHENSIVE NRC AND FLAS
IN PAN-ASIAN STUDIES
University of Minnesota
2018-2022

Commonly Used Acronyms

ACTFL	American Council on the Teaching of Foreign Languages
AHC	Academic Health Center
ALL	Department of Asian Languages & Literatures
APAS	Academic Progress Audit System
AY	Academic Year
BOSSA	Basic Outcomes Student Self-Assessment
BTAA	Big Ten Academic Alliance
CARLA	Center for Advanced Research on Language Acquisition
CAS	Center for Asian Studies
CBI	Content-Based Instruction
CC	Community College
CEHD	College of Education and Human Development
CEI	Center for Educational Innovation
CFANS	College of Food, Agriculture and Natural Resource Sciences
CLA	College of Liberal Arts
CME	Continuing Medical Education
CSOM	Carlson School of Management
DGS	Director of Graduate Studies
DLI	Director of Language Instruction
FLAS	Foreign Language and Area Studies Fellowship
GPS-A	Global Programs & Strategy Alliance
HHH	Hubert H. Humphrey School of Public Affairs
HRP	Human Rights Program
ICGC	Interdisciplinary Center for the Study of Global Change
IGS	Institute for Global Studies
IHRC	Immigration History Research Center
LAC	Learning Abroad Center
LC	Language Center
LCTL	Less-Commonly-Taught Language
LRC	Language Resource Center
MESI	Minnesota Evaluation Studies Institute
MHR	Master of Human Rights
MPP	Master of Public Policy
MSI	Minority Serving Institution
NCSS	National Council for the Social Studies
NEA	National Education Association
NGO	Non-Governmental Organization
NRC	National Resource Center
OED	Office of Equality and Diversity
OVPR	Office of the Vice President for Research
PACE	Proficiency Assessment for Curricular Enhancement
SLO	Student Learning Outcome
SPH	School of Public Health
UMN	University of Minnesota
UROP	Undergraduate Research Opportunities Program

Table of Contents
Center for Asian Studies
COMPREHENSIVE NRC AND FLAS
IN PAN-ASIAN STUDIES
University of Minnesota

Title Page

Form SF424

Supplemental Information for SF424

Budget Form ED-524

GEPA Section 427 Statement

NRC and FLAS Applicant Profile

World Area Selection

FLAS Eligible Languages

Abstract

Acronyms List

Table of Contents

Project Narrative 1-50

Budget Narrative

Diverse Perspectives & Wide Range of Views in Funded Activities

Government Service in Areas of National Need & in Other Employment Sectors

Appendix I: Curriculum Vitae & Positions Description

Table of Contents I, 2

Project Director I, 9

Support Staff I, 10

Non-Language Faculty I, 16

Language Faculty I, 155

Position Description I, 180

Appendix II: Course Lists II, 1

Appendix III: Performance Measure Forms III, 1

Appendix IV: Letters of Support IV, 1

Certifications & Assurances

Non-Construction (SF-424B)

Certification Regarding Lobbying

Lobbying Disclosure Form (SF LLL)

GEPA Section 427 Description

The University of Minnesota (UMN) has a long and proud tradition of engagement in Asian Studies as a key component of its international commitments. Consistent with its mission as a land-grant institution located in a major urban area and with global reach, the University has renewed its dedication “to be preeminent in solving the grand challenges of a diverse and changing world.” Its faculty are leaders in the production of international research and the training of the next generation of globally engaged citizens. Its language programs are leaders in content based and proficiency based instruction, and its learning abroad programs have set the standard for the nation. The breadth of Asian and international studies are key components of graduate and professional programs that span the University, from languages and literatures to business to public health. In recognition of these achievements, in 2016 the UMN received the inaugural *Institutional Award for Global Learning, Research, and Engagement* from the Association of Public and Land-grant Universities. The Center for Asian Studies (CAS) is the proposed home of the NRC in Pan-Asian Studies. CAS (previously the Consortium for the Study of the Asias) was founded in 2005 to provide a venue for collaboration in scholarly, curricular, and outreach activities. CAS takes a transregional approach to Asian Studies, combining in-depth knowledge of subregions with scholarship that focuses on interactions across subregions and with the rest of the world.

Chapter A: Program Planning and Budget

A.1. Quality and Relevance of Programming For 2018-22, CAS proposes activities that further development in these areas and that prepare our graduates for life in a globalized world. The College of Liberal Arts (CLA) has identified student “readiness” through the development of core career competencies as a focal point for programmatic development, and the activities

proposed for the 2018-22 period directly align these goals with the goals of the NRC and FLAS programs (language training, curriculum, and outreach that address national needs).

1.A.i. Building Intellectual Strength in Asian Studies. Over the next four years, we propose developing programs that build strengths in four key thematic areas (see table A.1).

These themes resulted from a yearlong series of conversations with Asian Studies faculty and address both national needs and the preparation of students for a diversity of careers. All themes reflect areas in which UMN can claim significant interdisciplinary capacity and which Asian Studies faculty have identified as furthering career competencies. Each theme is led by UMN

Table A.1: Organizing Themes 2018-22
1. Environmental Humanities in Asian Contexts
2. Asia in the Global Political Economy
3. Conflict & Displacement in the Middle East: Human Rights Approaches
4. New Authoritarianisms in Asia

faculty members, ensuring intellectual leadership and oversight. For each theme, we propose a set of activities, including

workshops, symposia, or colloquia, that lead to or follow from an anchor event (budget VIII.a).

These **activities that build intellectual strengths** engage faculty and graduate students and are coupled with curriculum development projects, institutionalizing these strengths as new course and programmatic content in Asian Studies. The themes are also linked to outreach projects that bring cutting edge knowledge to educators and the broader public through activities that have been designed in tandem with these audiences. The structure ensures that the proposed activities have a solid foundation in evolving curricular and scholarly initiatives across the University.

Environmental Humanities in Asian Contexts brings together faculty from Asian Languages and Literatures (ALL), Cultural Studies & Comparative Literature (CSCL), and the Department of Art, and is led by Profs. Christine Marran (App. I. p.167) and Diane Willow (App. I p.150). It builds on an active interdisciplinary faculty collaborative and infuses Asian content into that collaborative. **Asia in the Global Political Economy** examines the challenges posed by

inequalities, rising consumer expectations, and changing landscapes in governance and power. It is led by Profs. Vinay Gidwani (Project Director, App. I. p.9) and Christopher Isett (App. I. p. 79). **Conflict and Displacement in the Middle East: Human Rights Approaches** addresses violence, injustice, and movements in the Middle East from a critical human rights perspective. It is designed to build stronger collaborations between the Human Rights Program (HRP), a national leader in this field, and the Asian Studies faculty. It is led by Profs. Serra Hakyemez (App. I. p.69) and Hassan Abdel Salam (App. I. p.17) The fourth theme, **New Authoritarianisms in Asia**, focuses on new modes of state control in an era of expanding social media. It will be led by Profs. Cathleen Collins (App. I. p.45) and Travis Workman (App. I. p.176xx) and will draw on UMN's strengths in the study of North Korea.

A.1.ii. Curriculum and Program Development: The activities designed to build intellectual strengths will directly impact curriculum and program development. In keeping with UMN's focus on developing core career competencies, the curriculum/program development proposed here is particularly focused on developing new pedagogies that will strengthen preparedness for life after graduation. Thus, we propose both courses that introduce new content into the curriculum (e.g., *Representations of Conflict in Lebanese Film*, budget I.c.7) and practica linked to existing courses that will promote career readiness. In some instances, these will take place abroad, drawing on the deep partnerships that we have built with institutions in Asia (e.g., May term practicum at the Beijing Film Academy, budget I.c.2.). In other instances, these modules will draw on the vast network of NGOs in the Twin Cities (e.g., budget I.c.4) or will focus on developing skills for specific modes of research (e.g., Human Rights Lab, budget I.c.10). Each of these new courses or modules will be institutionalized through incorporation into the regular teaching of tenure stream faculty and by identifying specific graduation requirements that they

fulfill. Finally, to enhance our growing strengths in the study of the Islamic World in Asia, we request seed funding for a new tenure stream faculty position in Middle Eastern Culture, to be housed in the humanities (budget I.c.6; position description, App. I., p.180).

A.1.iii.Outreach: The proposed outreach activities reflect the faculty-driven themes for the project and draw on the strong collaborative foundations described in ch. I below. These include extensive partnerships with community colleges (CCs), minority serving institutions (MSIs), and public school systems serving under-resourced communities. We will recruit participants in our outreach activities from these institutions. For each of the themes, we propose an **Educator Summer Professional Development Institute**, open to pre-service and K-14 educators, and a **series of academic year workshops** (budget I.d). Two types of AY workshops will be offered: one for pre-service and K-12 educators and one for CC educators. We also propose the creation of a **CAS Curriculum Writing Team** (budget VIII.b.2), linking a national cohort of K-12 educators with UMN faculty and resources to produce new curriculum. We will particularly recruit participants from Title I and Title III eligible schools. We propose a four-year project in collaboration with the National Education Association (NEA) in support of the NEA's Global Learning Fellows Project (budget VIII.b.4). Finally, to support dissemination of this work, we propose developing online curriculum resources for K-14 educators (budget VIII.b.3). In addition to outreach to educators, each theme's anchor event will include a workshop geared toward professionals in business, media, NGOs, and the arts (budget VIII.a.1-4).

A.1.iv. Language Projects: CAS will enhance LCTL instruction through a set of projects that expand the depth and breadth of the curriculum and focus on improving and evaluating proficiency. We request support to **expand our Hmong offerings**, unique in the nation, by developing an online course in Hmong (budget I.b.1) and a new series of courses in medical

Hmong (budget I.b.2). As part of our **readiness** initiative, we propose redesigning two **advanced level Chinese** courses to enhance the role of content based instruction (CBI) (budget I.b.3). We propose partial funding for **summer intensive courses** at the Summer Language Institutes (budget I.b.4). We request funding to improve the quality of language courses through **Course Share**, a project of the Big Ten Academic Alliance (BTAA) that allows students to complete courses offered by another institution through distance education technology. We request funding to develop pedagogies appropriate for this mode of delivery and to develop and pilot courses in Arabic, Korean, and Hmong (budget I.b.5). This project will be in collaboration with the College of Education and Human Development (CEHD) and the Center for Advanced Research on Language Acquisition (CARLA, UMN's LRC). We propose developing a new **College in the Schools Arabic** curriculum (budget I.b.6). College in the Schools delivers UMN curriculum in the high schools, and students receive UMN credit for successful completion of the course. These opportunities help students reach higher levels of proficiency over their academic careers. To improve delivery, we request funding for the **development of materials** for advanced level instruction in languages such as Hmong where material is scarce (budget I.b.7). To improve proficiency and contribute to career **readiness**, we propose **field-based practica** for courses in Korean and Hmong (budget I.b.8). These practica build on connections with Asian communities in the Twin Cities and create service learning opportunities for our students.

A.1.v. Additional Program Support: CAS will sponsor an open competition among UMN faculty proposing projects abroad designed to strengthen Asian Studies. Teams will be challenged to propose activities that result in the development of innovative pedagogies and programs linking courses and curriculum to institutions abroad, new interdisciplinary courses, or new approaches to integrating foreign languages into non-language curricula. CAS will select two teams each

year for such an award, which will be co-sponsored by the Global Programs & Strategy-Alliance (GPS-A) (matching budget III.a). CAS proposes supporting the **library** through targeted acquisitions that build on existing strengths in Asian Studies and that address new needs, particularly those associated with the project themes (budget V.a). We propose building the **LCTL resources** to support the curriculum developed during the project period (budget V.c). We propose funding for materials that will support the outreach workshops for **K-16 educators** and outreach coordinator travel to educator conferences (budget V.b & budget III.b.2).

A.1.vii. Evaluation: CAS requests funding to support an ongoing outcomes-based **evaluation** of the programs described here (budget I.a.3; see Chapter C below).

A.1.viii. FLAS fellowships: CAS requests funding for 6 academic year graduate level fellowships, 4 academic year undergraduate level fellowships, and 4 summer fellowships for graduates or undergraduates (budget p.4).

A.2. Development Plan/Timeline & Effective Use of Resources: The plan creates a carefully constructed timeline of activities that effectively combines existing faculty strengths and Center resources with new funding to meet our ambitious goals by the end of the grant cycle. This effective use of resources will allow CAS to institutionalize anticipated gains (see table A.2).

Table A.2 Development Plan									
Key:		Launch =		Execute =			Institutionalize =		
Budget line	Activity			2018-19	2019-20	2020-21	2021-22	Long-term Outcomes	
Project Theme: Environmental Humanities in Asian Contexts – Faculty: Christine Marran & Dianne Willow									
VIII.a.1	Building intellectual strength							Deeper interdisciplinary expertise	
	Anchor event								
	Workshop/colloquium/symposium								
	Curriculum development								
I.c.1	New course: Art, Social Media & Environmental Justice							New interdisciplinary course	
I.c.2	May term practicum abroad with Beijing Film Academy							Enhanced readiness	
I.c.3	May term practicum abroad							Enhanced readiness	
	Outreach								
I.d.1	Summer educator institute							New curriculum for K-16	
I.d.2	AY workshops for educators								

Viii.a.1	Workshop for artists					Improved public knowledge in Asian Studies
Project Theme: Asia in the Global Political Economy – Faculty: Vinay Gidwani & Chris Isett						
VIII.a.2	Building intellectual strength					
	Anchor event					Deeper interdisciplinary expertise
	Workshop/colloquium/symposium					
	Curriculum development					
I.c.4	Field based practicum – NGOs					New interdisciplinary course
I.c.5	May term practicum abroad w/CSOM					Enhanced readiness
	Outreach					
I.d.3	Summer educator institute					New curriculum for K-16
I.a.4	AY workshops for educators					
VIII.d.2	Workshop for business professionals					Improved public knowledge in Asian Studies
Project Theme: Conflict & Displacement in the Middle East: Human Rights Approaches – Faculty: Serra Hakyemez & Hassan Abdel Salam						
VIII.a.3	Building intellectual strength					
	Anchor event					Deeper interdisciplinary expertise
	Workshop/colloquium/symposium					
	Curriculum development					
I.c.6	New tenure line in Middle East Culture					Enhanced capacity in ME
I.c.7	New course: Representation of Conflict in Lebanese Film					Expanded offerings in ME
I.c.8	New course: LGBT in Islamic Societies					Expanded Asian content in gender studies
	Outreach					
I.d.5	Summer educator institute					New curriculum for K-16
I.a.6	AY workshops for educators					
VIII.d.3	Workshop for NGO & media professionals					Improved public knowledge in Asian Studies
Project Theme: New Authoritarianisms in Asia– Faculty: Cathleen Collins & Travis Workman						
VIII.a.4	Building intellectual strength					
	Anchor event					Deeper interdisciplinary expertise
	Workshop/colloquium/symposium					
	Curriculum development					
I.c.9	New course: The New Turkey & its Kurdish Minority					New interdisciplinary course
I.c.10	Human Rights Lab					Enhanced readiness
	Outreach					
I.d.7	Summer educator institute					New curriculum for K-16
I.d.8	AY workshops for educators					
VIII.a.4	Workshop for media professionals					Improved public knowledge in Asian Studies
Language Projects						
I.b.1	Online course Hmong Pedagogy workshop Pilot course					Improved proficiency
I.b.2	Develop Medical Hmong courses					Improved proficiency/Enhanced readiness
I.b.3	CBI Advanced Chinese					Improved proficiency
I.b.4	Summer intensive LCTL courses					Access to LCTLs
I.b.5	Redesign for Course Share - Wkshp					
	Redesign for Course Share Korean					

	Redesign for Course Share Arabic					
	Redesign for Course Share Hmong					
I.b.6	College in the Schools - Arabic					
I.b.7	Develop Materials for Adv. LCTLs					
I.b.8	Community base practicum – Korean					Improved proficiency/ Enhanced readiness
	Community base practicum – Hmong					
Additional Outreach Projects						
VIII.b.2	CAS Curriculum Writing					New curriculum for K-16
VIII.b.3	On-line teaching resources					
VIII.b.4	Workshop for NEA Global Fellows					
Faculty Travel Initiatives						
III.a						Deeper partnerships abroad/enhanced curriculum

A.3. Cost of Proposed Activities: CAS has contained the costs of the proposed activities by leveraging resources from CLA, the Provost, the Office of the Vice President for Research (OVPR), and GPS-A. The bulk of administrative costs associated with implementation are assumed by the University. The University further commits to the institutionalization of and continued financial support for the programs developed (new faculty line, new courses and modules, etc.) In selecting curriculum development projects, CAS assessed sustainability by evaluating available faculty and staff resources, institutional commitment to the project, and long-term relevance. In addition, CAS collaborates with a range of UMN centers including the African Studies Center (NRC) and the Center for Advanced Research on Language Acquisition (CARLA, an LRC), as well as with sister institutions, particularly those in the BTAA. These collaborative strategies enhance the efficient use of federal funds.

A.4. Long-Term Impact on Student Training Programs: The strength of this proposal is the degree to which projects build on existing capacity, expand that capacity through faculty development, expand access, and institutionalize these achievements. The plan creates a pipeline of students in Asian Studies through 12 educator institutes/ workshops, the development of new curriculum for K-14 educators, and a new College in the Schools Arabic curriculum. As table

A.2 indicates, the plan will result in the addition of 10 new courses/modules with new pedagogies integrated into the UMN curriculum. The plan also expands the depth and breadth of access to LCTLs by supporting 14 courses, improving Course Share, and creating teaching resources. These activities will result in a greater number of students with access to experiential learning opportunities, including practica, internships, and course work abroad. These in turn will improve student “readiness” through development of core career competencies. The symposia and anchor events associated with each of the themes contribute significantly to graduate student training, exposing our students to a range of scholars and providing a forum for graduate students to receive feedback on their own work. Similarly, outreach workshops to professional audiences will provide important networking opportunities for students from the professional schools.

Chapter B: Quality of Staff Resources

As the description of resources throughout this proposal will demonstrate, CAS and UMN are well positioned to achieve the goals laid out in Chapter A.

B.1. Quality of Teaching and other Professional Staff Members: The proposed NRC in Asian Studies will be CAS, which is led by Professor Vinay Gidwani. His work on Indian labor and the informal economy in a global context is indicative of the ways in which CAS couples deep regional knowledge with transregional themes in its curriculum and programming (App. I, p. 9). CAS is a multi-disciplinary forum for the facilitation and coordination of collaborative research, teaching, and outreach initiatives pertaining to Asia and Asian Studies. CAS benefits from the 329 faculty, lecturers, and teaching specialists who provide instruction for 1,125 Asian area studies and language courses at the UMN (see App. II). Their qualifications are captured in the CVs in appendix I. 170 are tenured faculty members, and an additional 41 are on the tenure track. 98% of these instructors hold PhDs, and the others have earned at least one master’s or

professional degree. Core CAS faculty also demonstrate a breadth of training in language appropriate to their fields of research and teaching. Graduate teaching instructors are selected based on their emerging areas of expertise and are required to have special pedagogical training provided by their department as described in Chapter F (p. 30). CAS is located within the Institute for Global Studies, the principal international unit within CLA, and is administratively supported by both its own professional staff and the professional staff of IGS (see table B.1).

Table B.1: Staff Resources Directly Supporting CAS		
Staff Member	Title	Degree
CAS Core Staff		
Vinay Gidwani	Director	PhD
Sangmaeny Ratsabout	Associate Director	MA
Deborah Jane	Outreach Coordinator	MA
Patricia Baehler	Events Coordinator	MA
Lydia Brosnahan	FLAS Coordinator	BA
Kieran Dihtal	Finance Manager	BA
Jenna Connely	Accounts Specialist	BA
David Faust	Librarian	PhD
Yao Chen	Librarian	PhD
Institute for Global Studies		
Evelyn Davidheiser	Director & Asst. Dean for Intl Prog.	PhD
Klaas van der Sanden	Program Director	MA
TBD	Administrative Director	BA
Danielle Dadras	Coord. of Curriculum and Advising	PhD
Jennifer Mikolajczyk	Admin Specialist	MA

Professional Development

Opportunities: The Office of Academic Affairs and Provost provides development opportunities throughout a faculty member's career, including grant writing seminars, mentoring programs, and faculty development

seminars. Faculty across the UMN are expected to maintain a rigorous research program and are provided with substantial resources to ensure this. For Asian Studies faculty across the University, significant funding is provided by the GPS-A. In 2016-17 this totaled \$500,000 in support of international travel and collaborative interdisciplinary groups. In addition, Asian Studies faculty receive funding from their home departments. To encourage teaching and research abroad, the University has developed 74 official linkage agreements with partner institutions in Asia (see H, p. 44). In addition to regularized sabbatical opportunities, faculty are supported through programs such as the McKnight Fellowship, Grant-in-Aid Fellowship, and the

Imagine Fund. UMN also supports collaborative projects in the Interdisciplinary Center for the Study of Global Change, Interdisciplinary Working groups funded by CLA, Global Spotlight Research Groups, Institute for Advanced Studies Collaboratives, the Human Rights Program, and Internationalizing the Curriculum Cohort. UMN's Grand Challenges initiative supports collaborative faculty work and joint research projects that address any of five themes, each of which provide significant opportunity for Asian Studies work (Assuring Clean Water & Sustainable Ecosystems; Fostering Just & Equitable Communities; Advancing Health through Tailored Solutions; Enhancing Individual & Community Capacity for a Changing World; and Feeding the World Sustainably).

Commitment to Teaching, Supervision, and Advising of Students: Asian Studies faculty and staff are directly engaged in the teaching, supervision, and advising of students. Tenure stream faculty are required to teach four courses each academic year, and professional teaching staff are required to teach six. Professional development opportunities are also provided to improve teaching through the Center for Educational Innovation (CEI), and all graduate teaching assistants receive specialized pedagogical training through CEI's workshops. All faculty are expected to hold regular office hours to discuss course specific content and provide academic and career advising to supplement the extensive professional advising network available to students, described below (H, p. 40). Information on the percentage of time UMN faculty devote to Asian Studies can be found in Appendix I, beginning on page xx. In addition, faculty supervise undergraduate directed studies projects and senior research/capstone projects, and engage with students through the Undergraduate Research Opportunities Program (UROP) and the International UROP. Graduate students, whether candidates for the MA, PhD or a professional degree are assigned a faculty adviser. In most programs with Asian Studies content,

graduate students further benefit from explicitly interdisciplinary advising. All PhD committees, for example, require external readers, and these individuals play an important role in the development of the final dissertation.

B.2. Oversight Arrangements and Staffing Plans: Oversight for CAS is provided by its Advisory Board (see table B.2) The board is designed to provide wide representation of faculty and programs engaged with CAS activities, including the languages, humanities, social sciences, professional schools, and the library. To ensure collaboration and consistency with educator needs, CAS requires that one member of the advisory committee be drawn from CEHD. Finally, the Board and center staff meet regularly with the program evaluator to receive updates on the ongoing evaluation process and to discuss necessary adjustments. (See ch. C for a detailed description of the evaluation process.) The advisory board meets twice per semester and convenes subcommittees to work on project areas (curriculum, language, symposia). CAS staff

Table B.2 CAS Advisory Board
Vinay Gidwani, CAS Director
Christine Marran, Chair ALL
Evelyn Davidheiser, Director of IGS & Asst. Dean for International Programs
Ann Waltner, History
William Beeman, Middle East
Hangtae Cho, Director of Language Instruction
David Faust, South Asian Studies Librarian
Christopher Johnstone, CEHD
Michael Houston, CSOM

support is presented above in table B.1. To implement the work proposed for the 2018-22 project, the faculty director, Prof. Vinay Gidwani, will be supported by an associate director, a professional outreach coordinator, and a FLAS

coordinator. CAS also draws on the administrative infrastructure of IGS. For full biographies, see Appendix I, pp. 10-15.

B.3 Nondiscriminatory Practices (GEPA): CAS encourages applications from traditionally underrepresented populations through strategic advertising and careful scrutiny of candidate pools (see table B.3). CAS draws on connections made with stakeholders – local NGOs, students and alumnae, educators, and diverse communities in the Twin Cities – to recruit actively for

diversity. These strategies have had a noticeable impact. For example, three of the four most recent faculty hires in ALL are from underrepresented groups, as are 4 of the last 4 in IGS.

Table B.3: Search Committee Procedures
1) Committee designed to be gender balanced and to have strong representation from ethnic and racial minorities, verified by College 2) Chair of committee develops job description, which is reviewed to make certain that it is neutral in terms of gender, race, disability, and ethnicity 3) Position announcement is published broadly and in specialized newspapers and on-line sites serving ethnic and racial minorities and women 4) Identified individuals from under-represented populations contacted personally and encouraged to apply 5) CAS works with the College to make certain that the pool is as racially, ethnically, and gender diverse as possible 6) Search committee reviews all candidates' applications according to published qualifications and selects a small group for interviews 7) Applications from underrepresented populations receive special review if excluded 8) Candidate is selected. If this person is not a member of a minority group or a woman, written justification must accompany the CAS's request to the College to extend an offer of employment

Chapter C: Impact and Evaluation

C1. Impact of CAS Activities. CAS has a significant impact on the University, community, region, and nation. It has accomplished this through programs that 1) expand access to LCTL instruction, 2) build and disseminate knowledge of critical issues in Asian Studies, and 3) engage educators, media, business, and the community. table C.1 provides indices of this impact as measured in 2016-17.

Table C.1. Demonstrated Impact of Center Programs (measured 2016-17)		
Training Program/Activity	Impact	Indices
Foreign language training	Contribute to foreign language expertise	
Breadth of language curriculum	Produce graduates with competencies in LCTLs and languages identified as national priority languages	Number of languages offered: 8 + 4 through CourseShare All are LCTLs and priority languages
Train students at the advanced level in LCTLs	Increased the number of speakers of LCTLs at the advanced level See ch. G, p.32	LCTL Enrollments: 2334 - 1 st Yr/Beginning: 1211 - 2 nd Yr/Intermediate: 678 - 3 rd Yr+/Advanced: 445
Independently assess proficiency through LPEs & proficiency tests (PACE)	Created and credentialized a cadre of FL speakers advanced levels of proficiency See ch. G, p. 36	LCTL: - Passing rate: 86% - 450 OPI conducted in Arabic and Korean through PACE (see p. 35)
Language Majors	Increased the number of experts in languages, including 8 priority LCTLs See ch. H p.38	Language Majors: In LCTLs Undergr.: 181 Graduate: 27

FLAS	Increased the number of speakers of LCTLs and area studies experts	FLAS Fellows at UMN (2014-2018): Asian Languages: 51 Advanced (3 Yr+): 57 (%)
Training Students in Asian Studies	Educate a cohort of Asian Studies specialists for the nation	
Offer Asian Studies content across the University	Access to Asian Studies content for a range of post-graduate opportunities See Appendix I	Non-language Courses with Asian Studies Content: 952 Undergraduate: 410 Graduate: 339 Professional Schools:
Develop new courses & curriculum	Expand the breadth of Asian Studies	Courses developed since 2014: 17
Provide opportunities for majors/minors with significant Asian Studies content	Expand Asian Studies knowledge of graduates See ch. H, p. 37-38 for list and description of Majors and Minors	<u>Undergraduate majors</u> - CLA: - Global Studies: 100 - Others: 399 Professional Schools: 78 <u>Graduate Majors</u> - CLA: 102 - Professional Schools:139
Provide study abroad opportunities in Asia	Expand the cultural competency of graduates	Study Abroad Programs in Asia: 56 Study Abroad: 564 students
Graduate students with Asian Studies expertise	Contribute to the supply of specialists	Graduates - Bachelors: 322 - Masters: 190 - Doctorates 37
Provide career advising	Placements that increase Asian Studies expertise in workforce See table C.5 for details	Placement of Graduates: - Government:16 - For Profit: 396 - Not for Profit:49 - Education:27
Enhance Faculty Expertise in Asian Studies	Deepen national capacity in Asian Studies	
New Faculty hires/lines in Asian Studies across disciplines	Increased specialized knowledge in UMN Asian Studies programs	7 new faculty
Hold workshops and symposia	Increased interdisciplinary knowledge Asian issues	Seminars, lectures, conferences on Asian topics: 34 Attendees: - faculty (UMN&non-UMN):126 - Students: 453 -Public: 1000 (est.)
Dissemination to community, region, nation	Expand public knowledge of Asian issues	
Publish research in and knowledge of Asian issues	Expand expert knowledge Expand knowledge of general public	Books (authored + edited): 35 Articles: 137 Book Chapters: 103 Lectures/Presentations: 305 Reports/Working Papers: 46
Hold public events (seminars, lectures, etc.)	Enhanced general public's (media, business, other) familiarity with Asian topics	Number of events: 34 Number of non-UMN participants: est. 1000
Outreach to K-14 Educators	Expand Asian Studies in the K-12 and Community College Curricula See ch. I., p.45-46	# of Educator Prof. Dev. Insts.: 3 # of workshops: 52 # of participants:228 # of curric. modules produced:12 # of students reached: 37,700

C.2. National Needs and Dissemination to Public: The CAS activities proposed in Chapter A focus on addressing national needs through 1) the enhancement of LCTL programs in critical languages, particularly at the advanced levels, 2) increased accessibility to LCTLs through the creative use of technologies, 3) a focus on career readiness, and 4) the production of critical Asian Studies knowledge and its dissemination through teaching and outreach. CAS has a particularly strong record when it comes to public outreach and engagement, the third leg in the tripartite mission of the UMN. In the last year, CAS organized and hosted 2 international conferences and symposia, 31 public lectures, 1 media workshop, 52 educator workshops, and other public events such as film screenings and art exhibits. Many of these events were organized in collaboration with local and regional NGOs (e.g. the Midwest Coalition for Human Rights or the Islamic Resource Center), civic groups (such as the Minneapolis Foundation), cultural centers (e.g., Minneapolis Institute of Art), and a variety of media sources. In 2016-17, an estimated 1000 members of the general public attended events and an even greater number accessed them through a range of media outlets, including social media coverage. We will build on that record with the activities described in Chapter A.

C.3. Equal Access and Treatment: CAS is committed to the principle of providing equal access to and diversity in its programs. At UMN, the Office of Equity and Diversity (OED) provides expertise and resources and enforces compliance with the University's policy of eliminating "individual and systematic barriers that inhibit individuals and groups from attaining equal access to UMN employment, education, programs, and services." table C.2 presents programs that demonstrate UMN's commitment to enhancing diversity and creating a culture of inclusion that is intellectually welcoming of diverse perspectives and experiences.

Table C.2 Sample Programs Promoting Access & Diversity	
Institute for Diversity, Equity, and Advocacy: supports interdisciplinary groups of faculty & community scholars Race, Indigeneity, Gender Studies initiative in CLA “provides a recognizable and sustainable hub for rigorous theoretical work and engaged scholarship on diversity, social justice, and inequality.”	Recruiting grants: CLA grants of \$10,000 to departments to recruit diverse graduate student cohorts Core Career Competencies in CLA identifies “engaging diversity” as a student learning outcome. The MLK advising program in CLA provides targeted support to historically underrepresented populations in undergraduate programs. Multicultural Study Abroad Group initiative of LAC to increase access and participation for underrepresented groups

These programs have had a noticeable impact on the University. (See table C.3.) CAS also

Table C.3: Diversity		
	2013	2017
Faculty of Color		
CLA	19%	20%
UMN	18%	19%
Students of Color		
UMN	17%	22%
CLA	19%	22.7%
LAC	13%	24.5%

promotes access and diversity in its outreach activities. For

example, in 2016-17, with funding from the OED, CAS

offered a yearlong educator workshop series entitled

Teaching Issues of Social Justice that reached over 100

educators from schools that serve primarily students of color and/or students receiving

free/reduced price lunch. By designing programs in collaboration with these educators and

addressing topics that speak to their immediate concerns, CAS programs increase access for

educators working with diverse populations. CAS and UMN also adhere to practices and policies

that ensure access to individuals with disabilities and the elderly. UMN abides by the Americans

with Disabilities Act and students, faculty, and community audiences may draw on a range of

accommodations including testing accommodations, document conversion, interpreting and

captioning, and access assistants.

C. 4 Comprehensive Evaluation Plan: UMN is committed to on-going assessment of programs

and student learning. CAS has developed a comprehensive evaluation plan by identifying clear

SMART goals (significant, measurable, achievable, relevant, time-based) to measure the impact

of center activities. The plan evaluates the impact and outcomes of the theme-based

programming in the four activity areas of enhancing instruction in LCTLs, building strength in

Asian Studies, developing curricula that supports student readiness, and outreach to K-14 educators and other external audiences. It establishes baseline data and develops clear performance measures designed to allow for ongoing improvements (see table C.4). In addition to the collection of quantitative data, CAS will collect qualitative data through surveys, focus groups, and interviews. These data also track the degree to which center activities achieve diversity and access. Most data indicators are readily available through comprehensive UMN data warehouses and in departmental and Center records. CAS also works with the UMN Office of Institutional Research, which specializes in customized data queries; the Colleges for placement tracking; and the Office of Public Engagement for data on institutional impact. To provide consistency in programmatic evaluation, the Evaluation Team (consisting of an academic advisor, CAS outreach coordinator, FLAS coordinator, CAS director, and an outside evaluator from Minnesota Evaluation Studies Institute (MESI) in the College of Education & Human Development) holds meetings every semester to conduct formative interim evaluations, track progress, and identify adjustments to projects and budgets. The presence of a professional evaluator from MESI ensures objective assessment of progress toward project goals.

Table C.4 Outline of Evaluation Plan	
Guiding evaluation questions: Do CAS activities and training programs have a significant impact on university, community, region and nation? Do CAS activities and training programs have a significant impact on K-12, community college, business, media and general public? Do CAS activities provide equal access and treatment?	
Quantifiable data collected via surveys and focus groups, UMReports, Office of Institutional Advancement reports, Center Records, all submitted biannually to both Evaluation Team and US/ED, improving next year's relevant focus and guiding budgeting decisions.	
NRC Mission Statement 1: Enhance and Grow the Instruction of LCTLs, with emphasis on Priority LCTLs	
Goals: Improve enrollments and high level proficiency in critical LCTLs	
Significant Activities	Measurable Indicators
<ul style="list-style-type: none"> * Development Online Hmong course (I.b.1) * Development medical Hmong courses (I.b.2) *CBI redesign LCTL Chinese Advanced (I.b.3) *4 Summer Intensive LCTL courses (I.b.4) *3 redesign LCTL for Course Share (I.b.5) *College in the Schools Arabic (I.b.6) 	<p>Formative Indicators (to be tracked over time)</p> <ul style="list-style-type: none"> - course development and UMN approval process - # of courses and levels offered, enrollments & student evaluations - incorporation of new class material - LPE development, pilot & implementation - # of courses enhanced through PACE (see ch. G, p. 35) - conference attendance & proceedings - % participants from underrepresented groups

<ul style="list-style-type: none"> * Advanced LCTL teaching material development (I.b.7) *2 Field Based Practica for LCTL courses (I.b.8) 	Summative Indicators (collect annually & at end of grant cycle) <ul style="list-style-type: none"> - increase of graduates with advanced LCTL skills - job placements - LPEs administered and passing rates
NRC Mission Statement 2: Improve and Grow Knowledge of Critical Issues in Asian Studies and Faculty and bring that knowledge to business & media professionals and the general public	
Goals: Expand knowledge in Asian Studies; incorporate Asian Studies research & scholarship in UMN, and Community partnerships in media, business and arts	
Significant Activities	Measurable Indicators
Theme Based <ul style="list-style-type: none"> * New faculty hire Middle Eastern Culture (I.c.6) * 4 Interdisciplinary Anchor Events With arts, media or business workshop (VIII.a.1,2,3,4) * 4 Workshop/Colloquium/Symposium series (VIII.a.1,2,3,4) 	Formative Indicators (to be tracked over time) <ul style="list-style-type: none"> - #s of conferences, workshops, seminars, lectures - #s and names of participants' institutions - # disciplines represented by participants - #s of research collaborations - # of attendees from arts/business/media/general public - % participants from underrepresented groups Summative Indicators (collect annually & at end of grant cycle) <ul style="list-style-type: none"> - # publications - incorporation into UMN curriculum (# teaching cases; class modules, etc.) (survey syllabi) - incorporation into non-UMN (Community College) curriculum (survey # teaching cases; class modules, etc.) - student evaluations
NRC Mission Statement 3: Improve and expand curricula with Asian Studies Content	
Goals: Increase Asian Studies curriculum with new interdisciplinary courses; improve Asian Studies competency of UMN	
Significant Activities	Measurable Indicators
<ul style="list-style-type: none"> * 3 May term Experiential Practicum Abroad (I.c.2,3,5) * 2 Field Based Practicum (I.c. 4 ,10) * 2 new courses (I.c 1,8) * 2 new Undergraduate/Graduate courses (I.c.7,9) 	Formative Indicators (to be tracked over time) <ul style="list-style-type: none"> - course development and UMN approval process - # of courses offered, enrollments & student evaluations - incorporation of new class material (syllabi) - % participants from underrepresented groups Summative Indicators (collect annually & at end of grant cycle) <ul style="list-style-type: none"> - increase of graduates with expertise in Asian Studies - job placements (survey-track degrees granted)
Mission Statement 4: Offer theme-based outreach in Asian Studies to elementary, secondary and tertiary educational institutions and to business and media professionals. Deepen connections with MSIs and Community Colleges.	
Goals: increase Asian Studies content in pre-service & K-16 curriculum. Through UMN networks and departmental collaborations, increase depth and breadth of business and media outreach. Deepen connections with MSIs and Community Colleges.	
Significant Activities	Measurable Indicators
<ul style="list-style-type: none"> *4 Professional Development Summer Institutes (I.d.1,3,5,7) *4 curriculum writing teams with Title I & Title III schools to develop online web resources and training (VIII.b.2) *4 AY workshops for pre-service & K-12 educators (I.d.2,4,6,8) *4 AY workshops for CC educators (I.d.2,4,6,8) *20 teacher training stipends (VIII.b.1) * 4 Online resources for Electronic *Dissemination of Institute Content (VIII.b.3) *4NEA Global Fellows Workshops (VIII.b.4) 	Formative Indicators (to be tracked over time) <ul style="list-style-type: none"> - # of participants - institution of participants (MSIs?) - # of K-16 syllabi (re)designed -# business community attendees at Carlson Global Initiative Speaker Series - # of online professional development modules with Asian content - % participants from underrepresented groups Summative Indicators (collect annually & at end of grant cycle) <ul style="list-style-type: none"> - number of K-16 students reached - number transfer students matriculated

	<ul style="list-style-type: none"> - number of transfer students graduating with Intern Studies degree - job placements (survey) -# numbers of resources, podcasts, blogs and webinars accessed from website
FLAS Mission Statement: Improve cadre of advanced level speakers in critical LCTL and experts in Asian Studies	
Goals: Increase the number of advanced speakers in critical LCTLs	
Significant Activities	Measurable Indicators
<ul style="list-style-type: none"> - assess selection procedure that includes need-based criteria alongside academic excellence - increased graduate and undergraduate graduation with critical LCTLs 	<p><u>Formative Indicators (to be tracked over time):</u></p> <ul style="list-style-type: none"> - % of applicants with financial need - % of applicants for critical LCTLs - % of applicants for advanced level - % of FLAS awarded in critical LCTLs - % of awards in advanced levels - % of awards to students with financial need - LCTL enrollments <p><u>Summative Indicators</u> (collect annually & at end of grant cycle)</p> <ul style="list-style-type: none"> - graduation records - job placements (survey)

Use of Recent Evaluations: CAS consistently uses internal and external evaluation processes to assess programs and to determine adjustments. The University collects data through student course evaluations, student exit surveys, and assessment of student learning outcomes (SLOs). Colleges and departments review and use these data continually during unit strategic planning and budgeting. For example, CAS has used these data to inform planning curriculum in both ALL and IGS. Two years ago, IGS went through a comprehensive Ripple Effect Mapping evaluation of its educational, research, and outreach programs conducted by MESI. This data informed and guided the formulation of a new 3-year plan for IGS and its centers, including CAS. It also led to the development of career readiness initiatives, such as community-based practica and internships, into the language and non-language curriculum and to the expansion and enhancement of the Middle East curriculum.

C.5 Student Placement: As Chapter H shows, UMN is the home of majors, tracks, and concentrations in Asian Studies. Through these programs, the University graduates students with

expertise in Asian languages and area studies. In spring 2017, 322 students, who majored in the programs described in Chapter H, graduated with a bachelor's degree, 190 with a master's and

Table C.5: Post Graduation Placement (known)			
Sector	Bachelors	Masters	Doctorates
Education (incl. academia)	4%	18%	49%
Government	4%	6%	6%
Private Sector	69%	10%	21%
Private (Non-Profit)	13%	6%	11%
Grad School	9%	52%	6%

37 with a doctorate. table C.5

demonstrates CAS success in the

preparation and placement of graduates

in professions of national service when

roughly 90% of Bachelor graduates with known placements began careers in education, government (including military service) or the private sector. In the same year, 9% of the graduates continued into post-baccalaureate degree programs. As part of its focus on readiness, CLA is enhancing career counseling for students, and these new resources will increase the number of students placed in areas of national need. Each department is assigned a career advisor with expertise in the field, and career advisors consult regularly with departmental and center staff. Weekly newsletters describe on-campus recruiting events and other opportunities to further career readiness. Asian Studies students benefit from recruiting sessions with government agencies such as the US Peace Corps, AmeriCorps, the Department of State, and the CIA. CAS works with CLA Career Services and Alumni Relations to track graduates. Graduating students complete an exit survey and are invited to join social media sites that track their career paths.

C.6. Improves Supply of Specialists through FLAS fellowships: Through the Ripple Effect

evaluation conducted by CAS two years ago, which included a survey of past FLAS recipients, we know that 77% worked in a first job that was closely related to their Asian Studies degree, and 59% reported that knowledge of the language was requisite for their position. This percentage increased for master and doctoral degree students. FLAS fellows also reported higher percentages of placement in employment areas of national need than is evident in the numbers

discussed in section C.5. They reported working in higher numbers in government (local, state, federal, including the military, 14%), and in public education (secondary and tertiary, 17%).

C.7. FLAS Fellowships Address National Need. An analysis of the 51 FLAS fellowships awarded by CAS in the last four years shows that 100% of all recipients studied a language classified as critical by the federal government, and that 57% attained an advanced proficiency in those languages. Summer FLAS recipients achieved even better proficiency levels through enrollment in immersion programs abroad. These numbers are significantly higher than the US Dept. of Education reported in its 2016 survey of FLAS recipients, where 41% reported advanced proficiency.

Chapter D: Commitment to Subject Area

Table D.1: Estimated Current University Financial Commitment to Asian Studies				
Area of Investment	Salaries & Fringe	Student Support	Faculty Initiatives	Other
CAS Direct Funding (excl external funding)	\$965,405	\$224,620	\$84,400	\$34,473
UMN Teaching Staff				
Non-Language	\$16,438,538			
Language	\$3,271,422			
Library Resources	\$265,542			\$614,250
International Linkages			\$150,000	
Language Center	\$903,234			\$52,051
Outreach	\$266,358			\$165,000
GPS-Alliance	\$10,570,751	\$904,383	\$511,181	
Total (minus CAS direct Funding)	\$31,715,845	\$1,129,003	\$745,581	\$813,775

D.1. Financial and Other Support. In an era of declining support for international and area studies at many institutions, UMN has renewed its commitment to these fields. Thus, UMN and CAS are well resourced in Asian Studies and have sufficient capacity to implement the proposed projects. As table D.1 indicates, there is strong financial support for CAS, teaching capacity (in both language and non-language programs), a world-class library, linkages with institutions abroad, outreach, and students. In addition, if funded as an NRC, the University will provide a further

\$145,000 per year. 96 faculty members in 50 disciplines across 10 colleges have at least 75% of their teaching in Asian Studies, and an additional 233 incorporate significant Asian content into their teaching and research (see appendix I). CAS is also able to draw on a rich array of resources at UMN that support Asian Studies (e.g., China Center.)

While table D.1 captures the current level of commitment, it does not capture the dynamic development of institutional support for Asian Studies. Over just the last three years, UMN has hired 8 new core tenure stream faculty in Asian Studies, and a newly endowed chair has been created in ALL. New graduate programs with significant Asian Studies content have been introduced in ALL, Human Rights (MHR), and a new graduate minor in Race, Indigeneity, Gender & Sexuality. We currently maintain 74 partnerships with institutions in Asia that promote deep linkages. For example, our partnership with the Fudan University encourages graduate student exchange and faculty collaborations. In addition, UMN offers 56 distinct opportunities for undergraduates to study in Asia. The UMN's new Grand Challenges research and curricular initiatives provided \$900,000 to support research with an Asian component in 2016 alone.

Financial Support to Students. UMN provides substantial financial support to Asian studies students, ensuring access to opportunities for language learning and study abroad. Asian Studies students benefit from the general aid pool, based on both need and merit, and on specialized scholarships (see table D.2). An estimated \$307 million is distributed from these sources annually. To promote readiness goals, \$1.9 million in scholarships support undergraduate learning abroad opportunities, including research and internship opportunities abroad, with approximately 1/3 of this supporting students in Asia. An additional \$185,000 available to students in Asian languages.

Table D.2: Sample of Scholarships available for Study in Asia	
Billman Family International Scholarship Fund	Kathryn E. Sullivan Scholarships for Study Abroad
Chinese Flagship Scholarships	Student Project for Amity Among Nations (SPAN)
Dunn Peace Research Scholarships	Study Abroad Scholarship
Glen L. Hendricks International Study Fund	The Alliance for Global Education
Global Spotlight Scholarship	UMN Diversity Scholarship
International Thesis Research Grants	Undergraduate Research Opportunity Program
Joshua Haglund Memorial Peace Scholarship	Upper Midwest Human Rights Fellowship Program

Approximately 73% of graduate students receive support in the form of teaching and research assistantships, coupling financial support with important training opportunities, while 17% receive fellowships. For graduate students in Asian Studies (see H., p. 42) this amounts to \$2.4 million assistantships and \$600,000 in fellowships annually. This includes dedicated fellowships that support graduate students in their dissertation writing, provide opportunities for research travel, and develop interdisciplinary and international graduate student collaborations. In addition to national fellowships such as Fulbright, graduate students have access to institutional fellowships (see table D.3). In the last four years, significant gifts totaling \$1.1 million have been made to the University to support graduate students in Asian Studies.

Table D.3: Graduate Student Fellowships Used for Asian Studies		
Graduate School Fellowships	Graduate Humanities Fellowships	Mark and Judy Yudof Fellowships
Departmental Endowed Fellowships	Interdisciplinary Dissertation	NSEP David L. Boren Fellowships
Doctoral Dissertation Fellowships	Fellowships	Smith International Graduate
Dunn Peace Research Fellowships	Judd International Fellowships	Fellowships
Global Spotlight Grant	Leonard Memorial Fellowships	Stanwood Johnson Fellowships
Education Opportunity Fellows	Louis T. Dosdall Fellowships	Thomas F. Wallace Fellowships

Student financial support is also routinely used to enhance FLAS fellowships. CAS provides travel awards for undergraduates using FLAS fellowships abroad during summer, and departments cover the difference between graduate tuition and tuition covered by FLAS.

Chapter E: Strength of the Library

E.1.a. Strength of Library Holdings: The UMN Library system (Libraries) is one of the University's and the state's greatest intellectual and capital assets and provides critical support for Asian Studies. The Libraries' collections contain more than 7.5 million print volumes, more

than 1.2 million electronic books, and more than 114,000 serials subscriptions, most of which are electronic. The Libraries also license more than 2000 digital databases and collections, making available an unprecedented breadth and depth of datasets, primary sources, sound, images and multimedia, rare books, maps, and government documents. The Libraries' website receives over 2.6 million visits a year, and they answer nearly 30,000 reference questions. The Libraries consistently rank first in the nation in interlibrary lending of materials by a substantial margin. The ARL's most recent Library Investment Index, the leading comparative measure for academic library strength, ranks the UMN Libraries 21st out of 125 ARL members in 2015-16. In July 2017, the Libraries was awarded the *National Medal for Museum and Library Service*, the nation's highest honor given to museums and libraries for service to the community. The University was only the third academic library to win the award in 23 years.

Table E.1: Overview of the University of Minnesota Library System and Holdings	
Wilson Library	Humanities, Social Sciences, and Area-Studies collections, International Business, Ames Library of South Asia, East Asian Library, Government Publications Library (and a depository for EU documents); Borchert Map Collection; James Ford Bell Collection on the Expansion of Europe, 1400-1800; World Wars I & II Poster Collection
Walter Library	Science and engineering, Library Media services (educational technology, audio-visual research and instructional materials, including foreign films and documentaries, dramas, readings of major works, and language study)
Bio-Medical Library	Biomedical Sciences and Veterinary Medicine
Law Library	Law materials with particularly strong collection in foreign jurisdictions, such as materials pertaining to China, the Middle East, and Scandinavia. Largest collection of core human rights documents in the United States and on the world wide web.
St Paul Campus Libraries	Food and Agriculture, Agricultural Economics, Forestry, Wildlife, Fisheries, Rural Sociology
Andersen Library	Archives & Special Collections, Immigration History Research Center, The Tell G. Dahllöf Collection of Swedish Americana, The Robert A. Kann Collection of Austrian History and Culture, The Basil Laourdas Modern Greek Collection, World War I pamphlet collection

Strengths of the Asia Collections: Existing Asian Studies collection strengths and current collection levels support doctoral-level research that cuts across Asia. The Ames Library of South Asia, the only stand-alone collection on South Asia in an academic library in the United States, is recognized as one of the world's leading collections of research materials on this

region. This growing collection of over 240,000 volumes is both broad and deep, spanning the humanities and social sciences, with over 500 active serials subscriptions from the region. Materials are predominantly in English, but with substantial holdings in Bengali, Gujarati, Hindi, Marathi, Sanskrit, Tamil, Telegu, and Urdu. The East Asian Library (EAL) holds over 160,000 volumes books/e-books, films, microfilms and computer files and over 9,000 journals, principally in Chinese, Japanese, and Korean languages. The EAL is also actively collecting unique materials that serve local research, teaching, and learning needs and have the potential to serve national and even international users. For example, there is a growing North Korean language learning collection and a Japanese ecocriticism collection that primarily focuses on moving images, novels, and short stories. The Libraries now have over 5000 feature films and documentaries from or about the countries of Asia. The East Asia film collection has grown especially rapidly, with over 300 films added annually. Many of the holdings at Libraries are truly rare national resources. For example, the Ames Library holds many rare manuscripts and printed materials from the colonial era of South Asia. This is complemented by the James Ford Bell Library's renowned collection of materials on international trade and cross-cultural interaction in the world up to about 1800. For example, we hold one of seven known copies of Matteo Ricci's massive 12 by 5 foot map of the world centered on China. Printed in 1602, this is the first map in Chinese to show the Americas and the first printed map to incorporate Eastern and Western cartography. The library recently acquired a database that covers over 20,000 journals published during China's Republican Period. Among the 20 libraries that own this resource in North America, UMN is one of the five that successfully negotiated the ILL and scholarly sharing terms, which enables us to serve the needs of regional and national researchers.

Online Databases: The Libraries provide a broad and deep range of online databases in the arts, humanities, and social sciences covering historical publications, news, music, literature, current scholarly books and journals, and abstracts and indexes. Many of these major databases have significant Asian content. The Libraries also offer access to a growing range of some 35 more specialized Asian Studies databases in English, Chinese, Japanese, Korean, and Arabic.

News sources: Both historical and current newspapers have become increasingly important for academic research. Libraries subscribe to news sources such as the archive of *World News Connection*, *Access World News*, to *Factiva*, *Lexis Nexis Academic*, *ProQuest Newsstand*, *World News Digest*, and *World Newspaper Archive*. These provide faculty and students doing research on Asian Studies access to news sources from around the world from the early 1990s to the present. The Libraries also licenses access to collections of historical newspapers covering Asia, such as *ProQuest Historical Newspapers*, *World News Digest*, *World Newspaper Archive*, and *AP News Archive*. We also have digital archives of newspapers, such as the *Times of India* and *Japan Times*, as well as several British and US newspapers covering Asia.

Financial support: Materials budgets have been stable, with small annual increases. The Libraries currently spend nearly \$5 million annually on print and electronic publications and on online databases for the arts, humanities, social sciences, and professional programs. Over a quarter of this amount supports international and area studies. Thus, a substantial amount of Libraries spending for Asian Studies materials flows through different disciplinary and interdisciplinary budgets. In addition, the University of Minnesota Libraries' dedicated Asian Studies budgets for the current fiscal year total nearly \$300,000.

E.1.b. Availability of Research Materials at Other Institutions: A top priority of the Libraries is to make materials, whether locally owned or not, accessible quickly and efficiently to our users.

We rank 21 out of 125 ARL libraries in incoming interlibrary loans. In addition to all ordinary interlibrary loan networks, we are a member of the Big Ten Academic Alliance UBorrow program, which enables current students, faculty, and staff to search for and request books directly from 15 research universities. We are a member of the Center for Research Libraries (CRL) and participate in its Global Resources Network consortium of regional-studies projects and Area Materials Projects (AMPs), which provide access to specialized primary source materials. We have specialized interlibrary loan programs for Chinese and Japanese materials.

Teachers, Students and Faculty from other Institutions Access to Library Holdings: The libraries, as part of a public land-grant research university, maintain a deep and enthusiastic commitment to access, outreach, and service to both the academic community and the general public. The Libraries have an open-door policy, and anyone who enters one of our facilities can access virtually all our print and online resources and services. We welcome school groups of 6th-12th grade students for research visits during most of the academic year, and we are a resource for students and faculty of post-secondary institutions in the region.

Long the country's most active interlibrary lender, the Libraries are also the leading member of Minitex, a network of academic, public, state government, and special libraries working cooperatively to improve library service for their users in Minnesota, North Dakota and South Dakota, and reciprocity with Wisconsin libraries. It is funded with a standing annual \$5.9 million appropriation from the Minnesota Legislature. Most of our print collections and many services are available to any patron in participating institutions. Alumni and Friends have borrowing and significant remote-access privileges. The special Asian collections are extremely active in lending to other institutions. The scarcity of many holdings of the Ames Library of South Asia

makes it so valuable to scholars across the nation that some 66% of its annual circulation is interlibrary loan.

Chapter F: Quality of the Non-Language Instructional Program

F.1 Quality and Extent of Non-Language Courses: Appendix II illustrates that courses with Asian content are broadly distributed across disciplines at the UMN. Students have access to a total of 952 non-language courses exceeding 25% Asian content, 613 of those are available in 25 academic disciplines in the College of Liberal Arts, UMN's largest teaching college, and 339 in 8 professional schools and colleges. table F.1 indicates the breadth of departments in which Asian courses are available for all UMN students through CLA.

Table F.1: Asian Course Offerings in CLA							
	Total	UG	Grad		Total	UG	Grad
American Studies	6	5	1	Geography	27	13	14
Asian American Studies	22	21	1	Global Studies	43	38	5
Anthropology	38	23	15	History	72	52	20
Art/Art History	26	12	14	Jewish Studies	8	8	
Asian American Studies				Journalism	7	4	3
Asian Languages & Literature	70	56	14	Linguistics	13	7	6
Communication Studies	8	5	3	Music	13	5	8
Comparative Literature	19	15	4	Philosophy	19	12	7
Develop. St. & Social Change	4		4	Political Science	69	40	29
East Asian Studies	6	6		Religious Studies	25	21	4
Economics	37	15	22	Sociology	42	29	13
English	8	7	1	Theatre Arts & Dance	15	10	5
Gender & Sexuality Studies	16	13	3	Total CLA Courses:	613	410	203

Table F.2 illustrates the number of Asian Studies courses available in professional fields and the breadth of offerings across colleges.

Table F.2: Asian Studies Course Offerings in Professional Schools							
	Total	UG	Grad		Total	UG	Grad
Academic Health Center	6	5	1	College of Food, Ag. & Natural Res. Sciences	58	35	23
Dept of Medicine	7	3	4				
School of Nursing	3	1	2				
School of Public Health	37	5	32				
Carlson School of Management	36	14	22	Humphrey Institute of Public Affairs	27		27
College of Design	34	18	16	Law	43		43

College of Education & Human Development	57	19	38	Continuing & Professional Studies	17	17	
				Total Professional Schools	339	129	210

As both tables illustrate, there are extensive offerings of courses with Asian Studies content. Moreover, 274 of these contain more than 75% Asian Studies content. These courses are offered across undergraduate and graduate curricula in freshman admitting colleges and the professional schools. In CLA, the depth in undergraduate and graduate courses is particularly pronounced in the social sciences (Anthropology, Economics, Geography, Global Studies, History, Political Science, and Sociology), in the humanities in Asian Languages & Literatures, of course, but also in Art History and Comparative Literature. In the professional schools and colleges, Asian Studies are concentrated in Public Health, the business school, the College of Education (particularly its Comparative and International Development major), CFANS, and the Humphrey School of Public Affairs, specifically its Master in Development Practice track.

F.2. Interdisciplinary Courses across Undergraduate and Graduate Programs: UMN fosters interdisciplinary instruction by providing mechanisms to facilitate cross-listing of courses, support opportunities for team teaching, and structures to create linked courses. Faculty regularly seek ways to incorporate other disciplines into their research and course offerings, and courses in the study Asia are regular beneficiaries of their efforts. 314 non-language Asian Studies courses at the University are interdisciplinary, and 134 of these have at least 75% Asian content. (See Appendix II for specific course offerings). Interdisciplinary courses are offered at both the graduate (96 courses) and undergraduate levels (218). Team taught and linked courses are offered in multiple departments, meet independently with independent assignments, and then come together on a regular basis to develop projects in common incorporating a variety of disciplinary perspectives. An innovative system of interdisciplinary courses has been developed

parallel to the Provost’s Grand Challenges Research Initiatives, which makes resources available for faculty from a variety of disciplines and colleges to developed team-taught courses that directly engage these Challenges. In 2016-17, the first year of the initiative five Grand Challenge courses were taught with an enrollment of 191. (See Appendix II, page 24.)

F.3. Faculty: The breadth of courses offered is made possible by the substantial Asian Studies non-language faculty, currently at 285, with the breadth of disciplinary specialization necessary to support the range of programs in which Asian Studies content is incorporated. In CLA, 161 non-language faculty teach Asian Studies courses, with 108 faculty members in the social sciences and 53 in the arts and humanities. Outside of CLA, 124 non-language faculty teach in the professional schools with the largest concentrations in CFANS (23), Medicine (21), CSOM (13), and CEHD (23).

Pedagogical Training for Instructional Assistants: The Center for Educational Innovation (CEI) is a university-wide center that promotes effective teaching and learning by supporting graduate students, instructional staff, and faculty throughout their teaching careers. CEI runs professional development workshops where instructors learn pedagogical strategies to make their teaching more effective, to comply with University policies on access and accommodations, and to incorporate Asian Studies content into their teaching. See table F.3 for a selection of the most recent pedagogy workshops:

Table F.3 : Pedagogical Training Workshops Offered	
Bringing International Perspectives to Your Teaching	Online & Other Resources for Preventing Plagiarism
Collaborative Online International Learning Program	Presenting Content: Lively & Practical Approaches
Dealing with Difficult Classroom Situations	Strategies for Work with Non-Native English Speakers
Engaging Students in Large Classes	Teaching in an Active Learning Classroom Program
Fostering Critical Thinking	Teaching Your First Day of Class
Fostering Dialogue Using Online Discussions	Teaching First Year Students
Leading Discussion Sections	Working with “Under-Prepared” Students
New Teaching Assistant Orientation	

In addition to these orientation programs, teaching assistants receive continual oversight through weekly meetings and 2 classroom visits per semester by the supervising professor. CEI also runs a “Preparing Future Faculty” program, which provides a year-long teaching and learning forum for graduate students. Participants explore learning theory and strategies, develop teaching skills, create classroom materials, and work with faculty from a range of institutions.

Table F.4: Professional Development Opportunities in Preparing Future Faculty	
Course work: learning theory and strategies, develop teaching and assessment skills, create classroom materials, and work with faculty mentors Graduate Level courses: Teaching in Higher Education, Practicum for Instructors in Higher Education, and Teaching and Learning Topics in Higher Education	Web-based Resources: Designing Smart Lectures, Active Learning with PowerPoint, customized teaching workshops, TA Handbook, Syllabus Tutorial, Teaching Guides, ability to schedule teaching consultations and to "Ask a Quick Teaching Question"

F.4 Depth of Specialized Courses: The advanced level courses, where specialized content is most often present, are a useful indicator of the extent to which colleges, departments, and programs at the University have invested in specialized offerings in the non-language Asian Studies curriculum. Some 185 non-language Asian Studies courses are offered at the 5xxx-level (open to graduate and advanced undergraduate students), and 138 such courses are available at the 8xxx-level (courses for advanced study and open only to graduate students). 75 6xxx and 19 7xxx level courses address specialized professional skills. A good example is the course in interdisciplinary Medicine *Global Health Abroad and International Health: Colonialism and Emerging Diseases* (see Appendix II, p.30). As a research university, UMN is committed to introducing its students to specialized knowledge. Faculty teach current research as “topics courses,” and these frequently become institutionalized as regular offerings (e.g., ALL 3265W *The Fantastic in East Asia*). Gateway courses and freshman seminars offer specialized options that create a pipeline of students who will enter Asian Studies, particularly in the core fields of ALL, GLOS, History and Art History (see Appendix II).

Chapter G: Quality of Language Instructional Program

G.1 Extent and Scope of Language Instruction. UMN regularly offers instruction in 8 Asian languages (all less-commonly-taught); seven are housed in Asian Language & Literatures (ALL), and Modern Hebrew is housed in the Department of Classics & Near Eastern Studies. All languages are offered through the third year (Advanced), and many beyond that. In 2016-17, 2,350 students were enrolled in Asian language classes. 24% are enrolled in professional schools. 122 students completed intensive summer Asian language programs on the UMN campus.

Table G.1: 2016-17 Enrollments in Asian Languages & Scope of Instruction							
Language	Enrollment	Scope: Year 1	Year 2	Year 3	Year 4	Intensive	Special Offering
Arabic	334	✓	✓	✓	✓	✓	✓
Chinese	638	✓	✓	✓	✓	✓	✓
Hebrew	69	✓	✓	✓			✓
Hindi > fall '18		✓	✓	✓			✓
Hindi/Urdu	63	✓	✓				✓
Hmong	139	✓	✓	✓		✓	✓
Japanese	691	✓	✓	✓	✓	✓	✓
Korean	405	✓	✓	✓	✓	✓	✓
LANG	11	✓		✓			
Urdu >fall '18		✓	✓	✓			✓
TOTALS	2,350						

Note that Hindi-Urdu is undergoing a reorganization as part of ALL's ongoing effort to implement effective and innovative pedagogies based on outcomes based assessment. While in the past Hindi and Urdu were taught together, as of Fall semester 2018, the two languages will be taught separately at three levels, beginning-intermediate-advanced, and with a special accelerated (HNDI 1015 and URDU 1015) first year option. In addition to the language offerings at UMN, students have access to languages offered through the Big Ten Academic Alliance's (BTAA) CourseShare program. These offerings by sister Big Ten schools are administered as regularly scheduled courses on the UMN campus under the LANG designator, and instruction is delivered via distance technology. In 2016-17, UMN students studied beginning Persian and Vietnamese, advanced Indonesian, and advanced Turkish through Course Share. (Appendix II, p. 33.)

Students also take advantage of regularly scheduled intensive summer language programs at UMN, those offered by sister schools (e.g. the Southeast Asian Studies Summer Institute at University of Wisconsin), and intensive language training abroad. ALL has developed opportunities for language learning abroad that articulate with UMN language programs, allowing seamless transfer of credits and progression to the next level of instruction (e.g., CET in Beijing for Chinese language, or Arabic in Fez).

G.2 Language Levels and Specialized Offerings. Table G.1 provides an overview of the language levels and specialized offerings at UMN. Eight Asian languages are offered at the beginning, intermediate, and advanced levels, and five languages offer additional coursework in which language instruction is integrated into a culture or society class through content-based instruction (e.g., HMNG 5040, *Readings in Hmong Texts*). Students of Chinese and Hmong heritage may enroll in accelerated classes in those languages, quickly bringing them up to speed in the modalities they have not learned outside of the classroom, typically reading and writing, and in semantic registers not taught by daily living. In all Asian languages, UMN has sequences in language skills for social science research (e.g. CHN4007 *Advanced Chinese for Graduate Student Research*). Other specialized language offerings include customized language courses such as JPN 5071 *Communicative Competence for Japan-Oriented Careers*. The Korean program has developed a specialization in North Korean, KOR 5040 *North Korean Dialect*, and *Readings in Sino-Korean Texts* (KOR5140). ALL houses a Flagship program in Chinese, which after the 4th year Chinese sequence, mandates classes in *Chinese for Academic Purposes* (CHN 3920 fall) and *Chinese for Professional Purposes* (CHN 3920 spring), as well as *Media Chinese* (CHN 5041), and *Contemporary Chinese Texts* (CHN 5042). In the 3rd and 4th summer of the Flagship program, students study abroad intensively in a Flagship-recognized program in Taiwan

or China. In their 4th capstone year, they pursue courses in their regular major in Chinese at either Nanjing University or Beijing Union University. All graduates end up with a Superior (ILR3) level of Chinese. Coursework is available in a variety of disciplines, and the 40 students in the Flagship program come from majors and colleges across the University. For non-Flagship students, ALL offers a Chinese Language Advanced –Level Certificate. Students must complete all 3 years of Chinese instruction, an approved one-semester language program in China, and training in literary Chinese. Students must successfully complete proficiency tests on the ACFTL Advanced, ILR 2 level.

Asian Language Opportunities in Other Disciplines: Beyond language, literature, and linguistic courses, advanced students incorporate language into coursework in several ways. Students in advanced level ALL (e.g. *Japanese Theatre*) and History courses (e.g., *Readings in Chinese Documents*) read and conduct research in the target language. As noted below (ch. H), students in CLA majors linked to Asian Studies are required to complete capstone projects that consult non-English language sources. They are supported in this effort by the relevant reference librarians (see ch. E). A system of “Domain Tutorials” has been established in Chinese to enable Flagship students to complete work in their major in Chinese (CHN 3920 *Flagship Chinese for Academic/Professional Purposes*). Additionally, *Tandem Plus* offers students an opportunity to team with native speakers in order to support this work and to help access materials in the target language.

G.3 Language Faculty, Pedagogy Training. UMN has 44 Asian language faculty and full-time teaching professionals (lecturers and teaching specialists) who offer 173 courses in the above modern languages. (See Appendix I, Language Faculty, for their relevant credentials and expertise). Beginning and intermediate levels of these languages are capped at 20 students per

section, and advanced at 17 per section. Given that all language classes are taught with a communicative and proficiency-oriented approach, language instructors are required to provide evidence of extensive and relevant pedagogy training when hired. They are also required to take intensive, one-week seminars before fall semester that focus on proficiency-oriented instruction and assessment, as well as communicative language pedagogy techniques. These workshops are also offered during the academic year for instructors who may be teaching during summer term. Because of the UMN graduation proficiency requirement, (see below), all language instructors are trained in proficiency testing in accordance with the ACTFL proficiency guidelines. During the summer, language teachers may enroll, free of charge, in language pedagogy workshops on a variety of topics offered by CARLA, a Title VI supported LRC. Active participation in such professional development workshops are an important criterion when merit pay increase are determined during annual performance reviews.

G.4. Performance-based instruction and adequacy of resources: Language instruction at Minnesota is guided by a Communicative Approach, and course outcomes are measured against ACTFL Proficiency Guidelines. The Language Center is engaged in a major research project, funded by the federal Flagship program, entitled PACE (Proficiency Assessment for Curricular Enhancement) that includes Arabic and Korean. Based on hundreds of proficiency assessments, the project is designed to identify factors that affect proficiency development and implement activities and pedagogies for upper-division culture courses that allow students to achieve proficiency levels beyond Intermediate High. The first courses redesigned according to the PACE recommendations are slated for AY 18-19. In coming years, the processes and outcomes of the PACE project will extend to include the other Asian languages. A second instrument developed by the Language Center is the BOSSA (Basic Outcomes Student Self-Assessment)

tool, an online self-assessment of a student's language ability that enables them to reach their language proficiency goals. These programs are managed by the Language Center in CLA, a state of the art resource center with a staff of 15 language professionals who serve the language programs with technology, instructional support, and professional development seminars.

Table G.2: Language Center Resources
<ul style="list-style-type: none"> - Three computer classrooms with 24 stations each, with MacDiLL digital audio lab software, data projector and an instructor's desk with computer and A-V sources. - One multi-purpose media classroom containing a portable laptop lab with 25 computers, videotaping equipment and videoconferencing equipment along with a data projector and an instructor's desk with computer and A-V sources. Four small rooms fully equipped for individual or group use, as well as two small study rooms. - International satellite TV access in all classrooms, the Multi-Media Lab, small rooms and student study rooms. - Language Center servers hosting the LC web site, Tandem site, and the MacDiLL database and Admin OS. - A Development Studio which assists faculty and instructors in creating instructional materials and also supports the continued development of the Language Proficiency Exams administered by the Language Testing Program. - A sound studio - A Multi-Media lab for individual student use with 31 computer work stations and 4 stations for viewing video resources. - Audio/Visual Library with almost 3,000 DVDs and other formats in over 30 languages, and a variety of digital AV and computer equipment for check out. - Staff of 15 (not including student staff), annual operating budget of more than \$950,000

The LC employs a full-time Chinese education specialist, Dr. Zhen Zou (App. I, p. x178), with responsibility for assisting the Flagship program with pedagogical and technical support.

Language Proficiency Requirements: UMN has long been a leader in the adoption of proficiency-based second language requirements and the development of proficiency tests designed to support those requirements. All students who graduate from CLA having fulfilled the language requirement in an Asian language (see below ch. H) are expected to have a minimum proficiency level of intermediate mid for the active modalities (speaking and writing) and intermediate high for listening and reading at the end of two-years of language learning in one language. Students majoring in one of the Asian Studies' subplans must demonstrate a proficiency level of Advanced. The University's Testing Office has developed the most extensive library of proficiency tests in the world and has made a sustained commitment to be the nation's most ambitious proficiency testing program. The LC regularly updates these exams. In addition,

UMN routinely uses OPIs and HSK to assess proficiency levels of Chinese language students.

Chapter H: Quality of Curriculum Design

H.1 Undergraduate Programs. The language and area studies courses described above inform undergraduate degree programs with significant Asian concentrations and subplans across majors and minors in the College of Liberal Arts (CLA), the Carlson School of Management (CSOM), and the College of Food, Agriculture and Natural Resource Sciences (CFANS). table H.1 summarizes these degree programs and their credit totals and requirements, including language.

Table H.1 Undergraduate Degree Programs with Core Asian Studies Concentrations			
Program - Enrollments	Credits	Requirements	Language Proficiency
College of Liberal Arts: Social Sciences			
Global Studies BA East Asia, Islamic World, Middle East, South Asia Concentrations	Major: 38 Minor: 17	<ul style="list-style-type: none"> • 2 core courses (GLOS 3144 and 3145) • 3 cr. Ways of Knowing core course, (e.g. GLOS 3105) • 12 cr. of thematic concentration (e.g. Global Political Economy) • 12 cr., 4 courses of regional concentration (e.g. East Asia) • Study Abroad or Service learning semester • Sr. Capstone Course (sr. paper) 	4-semesters of an Asian language or successful LPE in another Asian language 6-semseters encouraged
History BA – Asia concentration	Major: 34 Minor: 14	<ul style="list-style-type: none"> • 1 method/skills course, HIST 3020 • 3 HIST courses any level • 4 upper-div. courses in concentration, e.g. HIST 3468 Social Change in Modern China or HIST 3478 Tigers and Dragons: The Rise of the East Asian Economies, 1930-Present • Sr. Project: HIST 41010 	4-semesters of an Asian language or successful LPE in another Asian language
PoliSci BA – Global Politics or Intern. Relations Asia concentration	Major: 32 (24 upper-division) Minor: 16	<ul style="list-style-type: none"> • Prep courses (no more than 8 cr.), e.g. POL 1025 Global Politics • 1 course in 3 of 4 PoliSci subfields, e.g. POL 3410 Topics in Comparative Politics • 4 or more courses in subplan, e.g. POL 3431 Politics of India or POL 4465 Democracy & Dictatorship in Southeast Asia 	4-semesters of a relevant language or successful LPE in relevant language not taught at UMN
Geography BA – Globalization & Uneven Development concentration	Major: 32-39 Minor: 14	<ul style="list-style-type: none"> • Breadth requirement: 4 upper-division course in Human & Environm. Geogr. & GIS • Ways of Knowing: GEOG 4001 Modes of Geographic Inquiry • 5 upper-div. courses in concentration, e.g. GEOG 3211 East Asia or 3212 Producing India • Sr. Project: GEOG 3985W 	4-semesters of a relevant language or successful LPE in relevant language not taught at UMN
Asian American Studies	Minor: 15	<ul style="list-style-type: none"> • 1 core course • 4 electives (e.g., AAS 3483) 	

College of Liberal Arts: Foreign Languages & Literatures			
Asian Languages & Literatures BA – with Subplans in			
Arabic Studies	Major: 35 Minor: 16-30	<ul style="list-style-type: none"> • 2 Advanced Arab Lang.: ARAB 5101 & 5102 • 7 upper-div. (19+ cr.), e.g. ALL 3832 Politics of Arab Poetry or ALL 3871 Islam: Religion and Culture 	8 credits of advanced Arabic language courses beyond the first 4 semesters
Chinese Studies	Major: 35 Minor: 16-30	<ul style="list-style-type: none"> • 2 Advanced Chinese Lang.: CHN 3031 & 5031 • 7 upper-div. (19+ cr.), e.g. ALL 3356 Chinese Film or ALL 5351 Chinese New Media 	8 credits of advanced Chinese language courses beyond the first 4 semesters
Hindi-Urdu Studies	Major: 35 Minor: 16-30	<ul style="list-style-type: none"> • 2 Advanced Hindi-Urdu Lang.: HNUR 3031 & 5031 • 7 upper-div. (19+ cr.), e.g. ALL 3651 Ghosts of India or ALL 3872 Cultures of the Silk Road 	8 credits of advanced Hindi-Urdu language courses beyond the first 4 semesters
Hmong Studies	Major: 35 Minor: 16-30	<ul style="list-style-type: none"> • 2 Advanced Hmong Lang.: HMNG 3031 & 5031 • 7 upper-div. (19+ cr.), e.g. ALL 3771 History of Southeast Asia or ALL 3771 Hmong History Across the Globe 	8 credits of advanced Hmong language courses beyond the first 4 semesters
Japanese Studies	Major: 35 Minor: 16-30	<ul style="list-style-type: none"> • 2 Advanced Japanese Lang.: JPN 3031 & 5031 • 7 upper-div. (19+ cr.), e.g. ALL 3456 Japanese Film or ALL 5486 Images of 'Japan' 	8 credits of advanced Japanese language courses beyond the first 4 semesters
Korean Studies	3Major: 5 Minor: 16-30	<ul style="list-style-type: none"> • 2 Advanced Korean Lang.: KOR 3031 & 5031 • 7 upper-div. (19+ cr.), e.g. ALL 3556 Korean Film or ALL 3576 Language & Society of the Two Koreas 	8 credits of advanced Korean language courses beyond the first 4 semesters
ALL Subplans		• Sr. Capstone Course: ALL 4900W	
Carlson School of Management			
International Business BBA – Asia Concentration	Major: 53-60 Minor: 12-16	<ul style="list-style-type: none"> • Intern. Business Foundation: MGMT 3040 Intern. Environ. of Business + 2 course, e.g., FINA 4621 Global Economy • 3 Intern. Business Breadth courses, e.g. ECON 4307 Comparative Economic Systems • 2 Intern. Business Depth courses, e.e. ANTH 3023 Culture & Society of India • Sr. Capstone: MGMT 4500 Sr. Seminar in International Business • Study Abroad, semester long 	4-semesters of an Asian language
College of Food, Agriculture and Natural Resource Science			
Applied Economics BS in International Trade and Development Asia Concentration	Major: 53-56 Minor: 15	<ul style="list-style-type: none"> • Foundations Core: 3 upper-div. writing & communication courses + math (14 cr.) • Professional core (23 cr.): micro-macroeconomics, statistics, econometrics, etc. • Professional application (12+ cr.), e.g. APEC 3007 Policy, Trade & Development and APEC 5751 Global Trade. • Experiential (3 cr) and Interdisciplinary (3 cr) learning, e.g. GCC World Food Problems 	
International Agriculture - Minor	Minor 18	<ul style="list-style-type: none"> • Overview of International Ag. (3 cr.) • Culture/language course (3 cr.) • Electives in agriculture (9 cr.) • Experience abroad (3 cr.) 	

CLA, the largest teaching college at UMN, with a 2016-2017 enrollment of 13,698 and 3,228 degrees awarded, offered 5 majors with significant Asian concentration/subplans: 4 in the social sciences (Global Studies, History, Political Science, and Geography), and a Pan-Asian degree in the humanities, a BA in Asian Languages & Literatures with 5 distinct subplans: Arabic Studies, Chinese Studies, Hindi-Urdu Studies, Hmong Studies, Japanese Studies, and Korean Studies. All show robust degree requirements based on the 952 Asian area studies courses offered at UMN. (See Appendix II for a complete course list.) Many degrees combine a disciplinary and area studies core with pertinent study abroad opportunities and experiential learning requirements. In addition to its subplans, the Department of Asian Languages & Literatures offers UMN students the opportunity to enroll in the Chinese Flagship or an Advanced Chinese Certificate program, both of which push students to the Superior Plus and Advanced Plus proficiency levels. (See ch. G). In the professional schools, **CSOM** offers an International Business degree with an Asian concentration. Students take foundational courses in international business, courses that fulfill area studies breadth and depth requirements, a language requirement, and study abroad. **CSOM** offers 13 semester-long study abroad programs in 7 Asian countries, China, Japan, Singapore, South Korea, Taiwan, Thailand, and Turkey. **CFANS** offers an Asia concentration in the International Trade & Development track in Applied Economics. Students complete area studies courses as part of the professional and experiential learning components of the major. The latter can be fulfilled by enrolling in a study abroad, for example the Minnesota Studies in International Development (MSID) program in Chiang Mai, Thailand. All **CFANS** students have the option to minor in International Agriculture, which requires area studies and language courses in addition to the disciplinary core.

Undergraduate Language Requirement All undergraduate students in CLA are required to demonstrate knowledge equivalent to four college-level semesters of a second language through an independently administered Language Proficiency Exam (LPE). For most Asian languages, students must reach a language proficiency equivalent to ACTFL intermediate mid in speaking and writing and intermediate high in listening and reading to fulfill the language requirement. Students majoring in ALL must complete an additional 8 credits in advanced language courses.

H.2. Academic and Career Advising: UMN uses an advising model that provides each **undergraduate student** comprehensive services throughout the academic career. All students are advised by college-specific advisors until they declare a major. Once declared, they meet with a major specific advisor every semester who helps them tailor course selections to their postgraduation goals and plan for a timely graduation. A set of online resources – a Schedule Builder, a Graduation Planner, which helps students determine a path to graduate in four years, and an Academic Progress Audit System (APAS) – allow students to see what requirements remain to complete their degrees. Advising of **graduate students** relies on a mentorship program. Graduate students are advised within their departments by faculty whose expertise aligns with the student’s career and academic goals. They are first advised by the departmental Director of Graduate Studies (DGS) until the student has determined their research focus – usually by the end of the first year – when the student is assigned a faculty advisor. The advisor works with the student to develop a committee that must include at least one member outside of the department. To ensure strong mentorships, the Graduate School offers workshops for faculty and their advisees on best practices and maintains a list of resources supporting effective graduate advising.

The Office of Career Services provides comprehensive advising on major selection, resume building, and the job search process as students prepare for the workforce. Each department is provided with a career advisor with expertise in the major. They provide resources, including assistance with internship and service learning placements and guidance about how to incorporate experiential learning into application materials. In a similar vein, students are connected to mentors in professional fields related to their areas of interest. Career Services also supports students in resume writing, job search strategies, and interviewing. Major advisors also provide career planning support, link current students to alumnae networks, and work together with Career Services to provide specialized workshops to students in their department. Career Services and major advisors are particularly proactive in working with students to articulate the benefits of an area focused program, making sure that language skills and experience abroad are effectively represented in the student's resume. (See placement information, table C.5, p. 20).

H.3. Graduate Programs: Table H.2 gives an overview of graduate and professional degree programs at UMN that offer a range of Asian Studies concentrations and foci.

Table H.2 Overview Asian Studies Concentrations in Graduate and Professional Programs			
Program	Credits	Concentrations/requirements	Language Proficiency
College of Liberal Arts: Social Sciences			
Anthropology PhD	60	<ul style="list-style-type: none"> • Asia based concentrations in Biological and in Sociocultural Anthropology • 9 cr. in the major core; 15 in Anthro electives and 12 cr. in related field • 24 cr. Dissertation & oral defense 	Grad. School Certification of one foreign language related to field of research
Geography PhD	52	<ul style="list-style-type: none"> • Asia based concentrations in Human Geography and Nature-Society Relationships • 16 cr in the major core, 12 cr. in methods outside of field; • 24 cr. Dissertation & oral defense 	Grad. School Certification of one foreign language related to field of research
History PhD	56	<ul style="list-style-type: none"> • Asia based concentrations in Asia: East, Asia: South, Middle East & Islamic World history • 30 cr. in History of which 12cr. in chosen comparative area; 12 cr. related field. • 24 cr. Dissertation & oral defense 	Grad. School Certification of two foreign languages related to field of research
Sociology PhD	62	<ul style="list-style-type: none"> • Asia based concentrations in Global, Transnational & Comparative Sociology 	Grad. School Certification of one foreign language

		<ul style="list-style-type: none"> • 14 cr. in core, 12 in sociology, 3 adv. Qualitative; 12 in related field • 24 cr. Dissertation & oral defense 	related to field of research
PoliSci PhD	60	<ul style="list-style-type: none"> • Asia based concentration in Comparative Politics and in International relations • 36 courses credits in chosen specialization, incl. 18 in area studies; 24 thesis cr. • 24 cr. Dissertation & oral defense 	Grad. School Certification of one foreign language related to field of research
College of Liberal Arts: Humanities			
MA in Asian Studies (incl. 4+1 BA/MA track for UofMN students)	30	<ul style="list-style-type: none"> • Core Course: ALL 8001 Critical Approaches to Asian Lit, and Cult. Studies (3cr) • 11 cr. in 5xxx and 8xxx ALL courses • 6 cr. in related fields, e.g. HIST 5940 Topics Asian History or ARTH 8710 Islamic Art • Thesis (10 cr.) 	8 cr. of Advanced knowledge of a relevant Asian language, by taking, e.g., ARAB 5102 or CHN 4008
PhD in Asian Literatures, Cultures, and Media (ALCM) Arabic Subplan Chinese Subplan Japanese Subplan Korean Subplan South Asian Subplan	70	<ul style="list-style-type: none"> • Core (6 cr.) ALL 8001 + 8002 Critical Approaches to Asian Studies • 8 cr. of Advanced language courses • 34 cr. in 5xxxx and 8xxxx level ALL graduate seminars and courses in related fields (Anthro, Hist, Arth, etc.) • Dissertation and oral defenses (24 cr.) 	Advanced knowledge of a relevant Asian language, by taking, e.g., CHN 5040
Humphrey School of Public Affairs			
Master of Development Practice (MDP)	50	<ul style="list-style-type: none"> • Concentration on issues of poverty, social justice, and sustainable development in the Global South • 11 core courses (methods, ways of knowing, area studies) including International Field Experience of 400 hrs. and skills course • Career related 3 cr. capstone workshop with client-based team project 	Grad. School Certification of 2nd foreign language related to field of research
Global Public Policy		•	
College of Food, Agriculture & Natural Resource Science			
Applied Economy MS, PhD	MS-30 PhD-(30+) 24	<ul style="list-style-type: none"> • 14 or 32 cr. in core methods and applied econ. Courses • 8 cr. in concentration; development & Trade Economics 	
College of Education and Human Development			
Comparative and International Development (MA, PhD, D Ed)	MA-30 PhD-72	<ul style="list-style-type: none"> • Theory, ethnographical methods, intercultural communication in international education with focus on Global South, incl. Africa • 18/60 cr. core departmental course and 12 in related field • International field experience 	Grad. School Certification of 2nd foreign language related to field of research

CLA and 3 professional schools offer graduate degrees with significant Asian Studies at UMN, 6 PhD programs and an MA in the social sciences and humanities, and 3 masters and 2 doctoral degrees in Public Affairs, Applied Economy, and Education. These programs offer tracks or

research concentrations that are supported by faculty whose research is based in Asia. This strong faculty base in Asian Studies attracts graduate students who focus on Asian Studies. Another significant source of Asian Studies funding is the ICGC Scholar Fellowship program, which funds graduate students who focus on the Global South, including Asia, and creates an international and interdisciplinary cohort of students. **Graduate language requirement:** The Graduate School requires that all students in its programs show proficiency in a foreign language through a Foreign Language Certification or a Certification of Foreign Language Proficiency by a UMN language department. The level of proficiency required is determined by the degree program. CLA graduate programs with Asian Studies concentrations often require proficiency in two languages (e.g., History). UMN has created a special 4xxx level language track for graduate students in other disciplines, e.g. JPN 4006 *3rd Yr. Japanese for Graduate Student Research*, that concentrate on language skills relevant for research. ALL Asian Studies majors must show evidence of advanced plus proficiency of the language of their major and subplan.

H.4. Research and Study Abroad. The Learning Abroad Center (LAC) is UMN's central office for study and research abroad. The LAC offers a full range of advising and support services to students, including program selection, academic planning, financial planning, registration, credit, cultural adjustment, travel planning, travel products, and reentry. A variety of program options—226 programs world-wide with 56 in Asia - have been developed to address the diverse needs of students. Programs vary in length, level, academic focus, teaching format, language requirements, cost, and degree of independence demanded of the participant. LAC pioneered **curriculum integration**, engaging faculty and student support staff from every UMN college to identify ways for all students, regardless of their major, to study abroad. These efforts have resulted in high levels of study abroad participation: 33% of all students study abroad during

their degree program, and in 2016, 564 students studied abroad in Asia. LAC's commitment to expanding access to study abroad is reflected in 2015 data reporting that 21% of the 2,705 studying abroad in 2016-2017 were Pell eligible and 24.5% were students of color. Another sign of the commitment to encourage study abroad is scholarship funding: in 2016-17 - \$1.9 million. In the annual *Open Doors* report on study abroad, UMN ranks 6th in institutions nation-wide in numbers of students studying abroad. Undergraduates are also encouraged to conduct research abroad and supported with funding like the International UROP. LAC works closely with Career Services on **career integration**, to help students leverage their experiences abroad for post-graduate placements. **Graduate Study Abroad:** table H.3 lists formal opportunities for study abroad at the graduate level, especially for professional school students. For PhD candidates, funding for research abroad is included in their support packages. Moreover, competitive funding opportunities are provided through institutional (see p. 23) and national programs (e.g., American Institute for Indian Studies).

Table H.3: Sample Opportunities for Graduate and Professional Student Study in Asia	
FLAS Language Fellowships Global Executive MBA with Lingnan University, Guan Guangzhou, China Semester Exchanges in Hong Kong Singapore, Shanghai: CSOM Science and Engineering exchanges in Pohang, South Korea, Hong Kong & Singapore	Child Family Health International, India Design for Sustainable Development Bangalore, India Minnesota Studies in International Development in Thailand Beijing Film Academy The Global Future Physician, Mysore, India Tibetan Medicine, Ayurveda & Yoga, Dharamsala, India

Access to Other Institutions: Students may earn credit through any of the 56 approved study abroad programs located in Asia. 13 are UMN sponsored programs and 33 are offered through other institutions. For example, UMN students can choose from a wide variety of programs offered by the IES Abroad and by CET Academic Programs. Most of these programs include significant language instruction, but opportunities for intensive language instruction during summer in the US are also provided. Students take advantage of specialized, intensive summer

language programs on campus, and we receive language learners from across the country. Similarly, UMN students may enroll in intensive summer language at other institutions and transfer the credit to UMN (e.g., the South Asian Summer Language Institute and the Southeast Asian Studies Summer at University of Wisconsin).

Chapter I: Outreach Activities

I.1.a. Elementary and Secondary School Outreach CAS has become a national leader in outreach to educators and is frequently invited to present at national conferences. CAS has accomplished this by building deep and reciprocal partnerships with regional and national stakeholders, including the two largest Minnesota school districts (Anoka-Hennepin and Minneapolis), the National Education Association, and the National Service Learning Council. Through these partnerships, CAS has developed sequenced professional development programming for K-16 educators that is aligned with Minnesota State Standards, Common Core Standards, and US/ED Global Competencies. CAS hosts short workshops (e.g., *Women in Islam*), national conference workshops (e.g., *Incorporating Global Literature into the Classroom*), and weeklong interdisciplinary institutes (e.g., *Water, Health, and the World's Cities*). To broaden its outreach, CAS also partners with CARLA (UMN's LRC) to enhance LCTL instruction in K-12 schools and collaborates with the Minnesota Writing Project on professional development of writing in the social sciences. The impact of these activities is captured in table I.1. CAS also supports the development of classroom materials through an innovative curriculum writing team that pairs pre-service teachers with veteran educators and faculty from CEHD to produce modules that are available online without charge. Similarly, through its *CAS Online Educators Series*, CAS has developed innovative interactive apps for the classroom that enhance student engagement (e.g., *Feminism in the Arab Spring Revolutions* in Nearpod). CAS educator workshops are led by

Table I.1: Impact of K-16 Outreach (2014-17)				
Type	Number	Attendees	Curricula r modules produced	Students reached (est.)
Summer Institutes	4	76	12	7,600
Extended Curriculum Development	2	14	10	1,400
½ or full day Workshops	108	441		44,100
Workshops at National Conferences	5	154		98,200

UMN faculty members from multiple disciplines, including curriculum experts from CEHD. In 2014-17, 42

UMN faculty presented at educator workshops.

I.1.b. Postsecondary Outreach: Educator-partners from post-secondary institutions are invited to attend workshops and institutes (2016-17 attendance: 144) and to work with CAS on customized programs. As the state's only R1 university, UMN draws faculty from surrounding institutions of higher education into collaborative work. For example, CAS and faculty from 5 surrounding colleges and the Minneapolis Institute of Arts partnered to explore *Mapping Transitions through the Vehicle of the Arts*, which resulted in curriculum that was linked across the participating institutions. Its postsecondary outreach has been especially effective in reaching CCs and MSIs through reciprocal development of programming. CAS partnerships with CCs in the Minnesota State University system, most of which are also MSIs, have created curricula that allows for the easy transfer of students and credits from those institutions to UMN. CAS has also built relationships with Minnesota's Tribal Colleges. For example, in partnership with Leech Lake Tribal College, CAS developed a speaker series entitled *Narratives of Identity*.

I.1.c. Business, Media and the General Public: To engage the business community, CAS partners with the Carlson Global Institute in the *Global Matters Speaker Series*, featuring individuals at the forefront of international business. In 2016-17, 457 members of the business community attended these events (e.g., *Leading Public and Private Sector Innovation to Respond to Crises with Shaima Al-Zarooni, Former CEO of Dubai's International Humanitarian City*.) CAS also reaches a broad audience through both on-line and print media. In 2016-2017, CAS faculty

provided expertise on issues of current significance through interviews and articles in local, national, and international media sources (e.g. aljazeera.com, CNN.com, Minn Post, NewYorker.com, New York Times, NPR, PBS, Star Tribune, Wall Street Journal). Finally, CAS hosts a wide range of events that are open to the general public (lectures, workshops, conferences, symposia). In 2016-17 alone, CAS sponsored 34 such events, with a total attendance of almost 1,000 individuals. These events cover a broad range of Asian Studies topics, from water politics in India to contemporary ink painting in China.

Chapter J: FLAS Awardee Selection Procedures

J.1.i. Advertising, Selection Process and Priorities: The FLAS competition is open to all UMN undergraduate and graduate students and is organized by the FLAS coordinator. The competition is advertised widely on CAS and UMN scholarship web sites (e.g., the Scholarship & Financial Resources web site of the Office of Undergraduate Education and the Fellowship web page of the Graduate School), listserves, in pertinent electronic newsletters, and on social media platforms for undergraduate and graduate students. The FLAS coordinator contacts Directors of Graduate and Undergraduate Studies and visits language classes to encourage applications. The competition timeline is presented in table J.1. Throughout the process, the FLAS coordinator holds information sessions, answers questions, and support students as they compile their applications. The FLAS coordinator attends the selection meeting to explain requirements and provide guidance. After selection, the coordinator works with recipients to ensure adherence to FLAS rules and reporting requirements.

Table J.1: FLAS Timeline	
Calendar	Action
September	Notification of selection criteria, competition priorities, deadlines, application process instructions. FLAS Competition announced on CAS and UMN scholarship websites and through print materials. Coordinator contacts Directors of Graduate Studies, Directors of Undergraduate Studies, LCTL instructors, Collegiate and Departmental Advisors
Fall Semester	Information sessions for graduate, undergraduate students and for departmental administrative and advising staff
Early February	Students submit applications through secure on-line site to the FLAS coordinator Screening of applications for eligibility Distribution of applications to selection committee with selection criteria instructions
Late February	Review & score applications
March	Meet to determine awardees
Late March	Notification of awardees including rules and reporting requirements
Mid-April	Accept or decline

J.1.b. Application Process: Students submit applications electronically to the FLAS coordinator through a secure online system that protects the confidentiality of their data. They complete an application form that collects information allowing the FLAS coordinator to determine eligibility and allowing the selection committee to evaluate the proposed course of study, the student's capacity for language acquisition, career goals, the degree to which the proposed course of study meets program goals and priorities, and student financial need. As part of the application, the student must submit a two-page statement of purpose describing how a FLAS fellowship will enable them to advance their language skills, and the ways in which language and Asian Studies contribute to their academic and professional development. Students also submit transcripts, a letter of recommendation from a faculty member, and for students studying beyond the beginning level a language instructor's confirmation of the student's level of language proficiency. The FLAS coordinator works with the UMN Office of Student Finance and Scholarship Tracking and Reporting System to determine student need.

J.1.c. Selection Criteria and Committee: The selection committee consists of a language specialist, an Asian Studies specialist, and a professional school faculty member. Members are

given guidelines and criteria from the FLAS coordinator and score each candidate on a scale of 1-5 (1 being the lowest, 5 being the highest) with additional points awarded for announced priority criteria (table J.2)

Table J.2 FLAS Selection Criteria	
Evaluation of Application (score 1-5)	Additional Points up to 2 Awarded
1) evidence that language training is needed to further the applicant's work in Asian Studies; 2) the extent to which the applicant's academic program and/or course content is focused on global issues; 3) the applicant's academic performance; 4) the persuasiveness of the applicant's statement of purpose and letter of recommendation; 5) the applicant's existing level of foreign language proficiency and capacity for language learning; 6) the applicant's career goals.	1) Proposed study of a priority LCTL 2) Proposed study of a LCTL at the advanced level 3) Intention to seek careers in government service 4) Evidence of financial need

Because all 8 Asian languages that UMN offers are priority languages, we anticipate that 100% of the awards will be made in a priority language.

Chapter K: Competitive Priorities

The CAS response to the announced priorities is summarized in table K.1. These activities are fully described in chapters A (program planning), I (outreach), and J (FLAS).

Table K.1: Priorities	
NRC Competitive Priority 1: Collaborative activities with MSIs or community colleges	<ul style="list-style-type: none"> • Sustained Summer Professional Development Institutes with MSI and Community College faculty over 4 years of the grant (I.d.,1-3-5-7) • AY Workshops with MSI and Community College faculty over 4 years of the grant (I.d.2-4-6-8) • Provide access stipends for eligible MSI & CC faculty to attend educator dialogues and professional development programs (VIII.b.1) • Develop a College in the Schools program for Arabic with Title I and Title III eligible secondary schools (I.b.6) in the Twin Cities
NRC Competitive Priority 2: Collaborative activities with schools or colleges of education, teacher education programs and sister NRC/LRCs	<ul style="list-style-type: none"> • Collaboration with NEA to provide follow-up summer workshop for NEA Global Fellows (VIII.b.4) • Collaboration with CEHD to offer pre-service educator workshops (budget I.d.2,4,6,8) • Collaboration with CEHD to offer summer teacher training institutes (budget I.d.1,3,5,7) • Collaboration with CARLA, an LRC at UMN, to develop training and pedagogies for distance online instruction of Arabic, Hmong and Korean (I.b.1 and I.b.5)

FLAS Competitive Priority 1 Give preference when awarding fellowships to students who demonstrate financial need	<ul style="list-style-type: none"> • The FLAS coordinator will work with the UMN Office of Student Finance to determine student need based on the EFC (Estimated Financial Contribution) in their FAFSA • Students demonstrating need will be given a competitive advantage of 2 points • Need will be considered in awards to both undergraduate and graduate students
FLAS Competitive Priority 2 At least 25% of FLAS Awards Made in languages other than French, German, Spanish	<ul style="list-style-type: none"> • We propose to offer FLAS awards <u>only</u> to students studying less-commonly-taught languages (all CAS languages are LCTLs) • Additionally, students intending to study a priority language will be given a competitive advantage and students proposing to study an LCTL at an advanced level will be given a competitive advantage (See ch. J, p. 49) <p>In the 2014-2018 cycle, 100 % of FLAS awards went to LCTL learners in priority languages.</p>

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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: \$215,000 Year 2: \$215,000 Year 3: \$215,000 Year 4: \$215,000

FLAS Request

Year 1: \$288,000 Year 2: \$288,000 Year 3: \$288,000 Year 4: \$288,000

Type of Applicant

☒ Single institution University of Minnesota

Consortium of institutions

- ☐ Lead _____
☐ Partner 1 _____
☐ Partner 2 _____
☐ Partner 3 _____

NRC (Center, Institute, Program) Focus

An application may focus on a single country or on a world area or on international studies or the international aspects of contemporary issues or topics (see 34 CFR Part 656, §656.4)

AFRICA	MIDDLE EAST
CANADA	PACIFIC ISLANDS
<input checked="" type="checkbox"/> EAST ASIA/PAN ASIA	RUSSIA, EASTERN EUROPE, EURASIA
EUROPE	SOUTH ASIA
INTERNATIONAL	SOUTHEAST ASIA
LATIN AMERICA and the CARIBBEAN	WESTERN EUROPE

FLAS-eligible Languages: These are the languages for which students may apply for FLAS fellowships (now), because the institution is either using a program of performance-based training or developing a performance-based training program.

Arabic, Chinese, Hebrew (modern), Hindi, Hmong, Japanese, Korean, Urdu

Diverse Perspectives

Pan-Asian NRC and FLAS University of Minnesota

The Center for Asian Studies has processes in place to ensure that our activities reflect diverse perspectives and encourage debate about significant issues in Asian studies. Beginning with the planning process for activities to be funded by the grant, continuing through execution of those activities, and finishing with the evaluation of activities by participants, the center encourages the expression of a range of views and active engagement in respectful debate about issues of national and international significance.

The planning process for the activities proposed in chapter A begins with an announcement to faculty across the University, inviting them to participate project planning. The NRC Director and the Assistant Dean for International Programs convene groups of faculty that encourage broad participation without exclusion. As planning continues, themes emerge that become the focus of funded activities. These activities are developed by faculty teams which include a range of approaches. The workshops, symposia, and conferences that develop these themes and build intellectual community bring guest scholars and practitioners to campus with expertise and perspectives not available at our own institution. While it is impractical to have every view represented at every event, over the course of the project diversity is developed. Moreover, at every event, debate is encouraged through question and answer sessions, which ensure that debate over the perspective presented is possible. On particularly contentious issues, CSA develops reading groups under the broad label *Difficult Dialogues*. These groups bring together faculty with divergent views on issues to read relevant texts and to discuss and debate divergent perspectives in a respectful and collegial manner. The groups are not designed to alter perspectives but rather to create the space to explore these differences and to maintain open debate.

The processes that ensure that diverse perspectives are included in the building of intellectual community also contribute to the development of new curriculum. From the activities just described come new components for the University curriculum that reflect the development of the community and the input of visitors. Curricula are constructed to familiarize students with significant positions in the debates on the issues examined. Equivalent processes are in place in the development and delivery of outreach programs. In addition, center outreach programs link community groups with university experts in dialogues that bring perspectives of these communities into the conversation, thus further expanding the diversity of perspectives presented.

Finally, the emphasis on funded activities which support the teaching of less commonly taught languages results in student access to perspectives not available in the English language alone, again expanding the diversity of perspectives to which our students are exposed.

Areas of National Need

Pan-Asian NRC and FLAS University of Minnesota

To “encourage government service in areas of national need...as well as in areas of need in the education, business, and nonprofit sectors” CAS collaborates with career offices across UMN to recruit LCTL students as well as students who have developed Asian studies expertise through the programs supported by the center. Given the strength of our programs in critical languages and the carefully developed thematic foci of our activities (see chapter A), our students have ample opportunity to develop skills that address national needs as identified by the Secretary of Education. Moreover, the FLAS selection process awards competitive priority to those students studying national priority languages at the advanced level and to those student evidencing high probability of pursuing government service.

UMN offers special recruitment strategies designed to channel students with Asian studies expertise and LCTL competencies into professions identified as areas of national need:

1. CLA assigns a career counsellor to each department. The CAS/Languages counsellor sits on the CAS advisory board to align center programs with recruiting.
2. Multiple job fairs are held on campus each year, attracting over 200 local, national and international employers including a large number of government agencies and nonprofit sectors. Students, alumni and employers have access to listings of job fairs on the UMN Career Services website.
3. Students and alumni have access to prospective employers, internships and volunteer organizations by registering for Handshake, an online job-posting site that also includes a section for employers seeking qualified individuals for open positions in their companies and organizations. In addition, CSOM, the Law School, HHH and the School for Public Health all have their own job-listing websites.
4. Employers from all sectors organize independent visits to campus on a regular basis and are encouraged to contact Career Services to arrange focused meetings with small groups of students.
5. Government agencies plan annual visits to both HHH and the Law School, to recruit students with special expertise in public policy and law.
6. CEHD houses a career services office and a website supporting the recruitment and hiring of students for positions in education throughout the state.

To ensure that students benefiting from CAS programs will be employer’s top recruiting prospects, CAS will employ the following strategies:

1. Recruitment in advanced LCTL classes
2. Recruitment in advanced Asian studies classes
3. Recruitment of students to apply for FLAS fellowships (all CAS FLAS languages are priority languages)
4. Encouragement of study abroad opportunities

5. Special career preparatory workshops that focus on resume writing and interview skills, focusing on the presentation of language and Asian studies expertise for prospective employers
6. Including links to job opportunities in areas of national need on the CAS web site.

Appendix I: Faculty and Staff CVs & Position Description

Pan-Asian Studies NRC and FLAS University of Minnesota

Table of Contents

Center for Asian Studies (CAS)

University of Minnesota

CAS Faculty and Staff Biographies

DEPARTMENT				
	NAME	PAGE	NAME	PAGE
Center for Asian Studies Core Staff				
	Vinay Gidwani, PI	9	Kieran Dihtal	13
	Patricia Baehler	10	David Faust	13
	Lydia Brosnahan	10	Deborah Jane	14
	Yao Chen	11	Saengmany Ratsabout	15
	Jenna Conley	11		
Institute for Global Studies Support Staff				
	Danielle Dadras	12	Jennifer Mikolajczyk	14
	Evelyn Davidheiser	12	Klaas van der Sanden	15

Non-Language Faculty Biographies

DEPARTMENT				
	NAME	PAGE	NAME	PAGE
African American and African Studies (CLA)				
	Keith A Mayes	102	Yuichiro Onishi	112
			Josef Woldense	152
Agricultural Education (CFANS)				
	Patrick Plonski	116		
Agronomy and Plant Genetics (CFANS)				
	Craig Sheaffer	128		
American Indian Studies (CLA)				
	Vicente Diaz	51		
American Studies (CLA)				
	Kale Fajardo	54	David Karjanen	83
	Elizabeth Hartman	72	Jennifer L. Pierce	115
Anthropology (CLA)				
	Aaron Armstrong	24	Stuart Mclean	103
	William O. Beeman	28	Gloria Raheja	117
<i>new core</i>	Serra Hakyemez	69	Hoon Song	133
	Karen Ho	76	David Valentine	143
	Jean M. Langford	90	Peter Wells	149
	David Lipset	96	Michael Wilson	151
Applied Economics (CFANS)				
	Mark Bellemare	30	Elton Mykerezi	109
	Jay S. Coggins	44	Philip Pardey	114

Gary Cooper	46	Donald J. Liu	97
William C. Gartner	61	Carlisle Runge	121
Paul W. Glewwe	63	Pamela Smith	131
Jason Kerwin	86	Rodney B. Smith	132
Architecture (CD)			
Robert Brownell	38	Tasoulla Hadjiyanni	69
Arthur Chen	44	Jody Nyboer	111
Robert Ferguson	56	Julia Robinson	120
Thomas Fisher	56	Daniela Sandler	124
Art (CLA)			
Diane Willow	150		
Art History (CLA)			
Jane M. Blocker	33	Steven F. Ostrow	113
Matthew Canepa	39	Robert Silberman	129
<i>new core</i> Sinem Casale	41	Gabriel Weisberg	147
Asian American Studies (CLA)			
Kale Fajardo	54	Josephine Lee	92
<i>new core</i> Joseph Farag	158	Mai Na Lee	93
Erika Lee	92	Yuichiro Onishi	112
Carlson School of Management (CSOM)			
Roger Conlon	45	Helen Moser	108
Michael Houston	78	Juliana Salomao	122
Tranh Le	91	Steven Spruth	134
Jay Lipe	95	Mani Subramani	137
Holley Littlefield	96	Paul Vaaler	143
Ann Lowry	98	Mary Zellmer-Bruhn	153
Svjetlana Madzar	99		
Center for Spirituality and Healing (AHS)			
Jenny Breen	36	Portia Richardson	119
Miriam Cameron	39	Merra Young	153
Tenzin Namdul	110		
Classical and Near Eastern Studies (CLA)			
Patricia Ahearne-Kroll	19	Bernard M. Levinson	94
College of Continuing and Professional Studies (CCAPS)			
William King	87		
Communication Studies (CLA)			
Liora Elias	53	Kate Ranachan	119
Cultural Studies and Comparative Literature (CLA)			
Timothy Brennan	36	Michelle Y. Lekas	94
Robert Brown Jr.	37	Brad Stiffler	136
Keya Ganguly	59	Shaden Tageldin	138
Meredith Gill	62		
Curriculum and Instruction (CEHD)			
Patricia Avery	25	Martha Bigelow	32

Ecology, Evolution, and Behavior (CEHD)			
Mark Borello	34	David Tilman	
Economics (CLA)			
Manuel Amdor	21	Partick Kehoe	84
Anmol Bhandari	30	Timothy J. Kehoe	85
English (CLA)			
M.J. Fitzgerald	57	Josephine Lee	92
Qadri M. Ismail	79	Nabil Matar	101
Family Social Science (CEHD)			
Catherine Solheim	133		
Food Science and Nutrition (CFANS)			
Craig Hassel	73		
Forest Resources (CFANS)			
Paul Bolstad	33	Don Kilberg	86
Diane Karwan	84	Kristen Nelson	110
Gender, Women and Sexuality Studies (CLA)			
Susan Craddock	47	Sima Shakhshari	127
Miranda Joseph	82	Siri Suh	137
Richa Nagar	109		
Geography, Environment and Society (CLA)			
Bruce Braun	35	Katherine Klink	88
Kate Derickson	50	Steven M. Manson	99
Vinay Gidwani	62	Arun Saldanha	122
Kathryn Grace	66	Abdi Ismail Samatar	123
Daniel Griffin	67	Eric Shook	129
George Henderson	74	Ying Song	134
History (CLA)			
Iraj Bashiri	27		
Giancarlo Casale	41	Hiromi Mizuno	106
David Chang	43	Marguerite Ragnow	116
Tracy Deutsch	51	Daniel J. Schroeter	126
Carol Hakim	70	Ajay Skaria	130
Christopher Isett	79	Theofanis G. Stavrou	135
Erika Lee	92	Igor Tchoukarine	139
Mai Na Lee	93	Ann Waltner	145
Saje Mathieu	101	Liping Wang	146
Mary Jo Maynes	102	Thomas C. Wolfe	152
Patrick J. McNamara	104		
History of Science, Technology and Medicine (CSE)			
Jennifer Alexander	20	Susan Jones	81
Mark Borello	34	Jole Shackelford	127
Robert Gardner	60		
Humphrey Institute for Public Affairs (HHH)			
Ryan Allen	21	Yingling Fang	55
Ragui A. Assaad	24	Carrie Oelberger	112

Gabriel Chan	42	Anu Ramaswami	118
Audrey Dorelien	52	James Ron	121
Christina Ewig	54	Jodi Sandfort	124
Leila Fatehi	55	David Wilsey	151
Institute for Global Studies (CLA)			
Cawo Abdi	18 <i>new core</i>	Serra Hakyemez	69
<i>new core</i> Hassan Abdel Salam	17	Stuart Mclean	103
Erin Albrecht-Durbin	19	Rachel Schurman	126
Alejandro Baer	26	Ajay Skaria	130
Susan Craddock	47	Siri Suh	137
Barbara Frey	58	William Viestenz	145
Vinay Gidwani	62	Thomas Wolfe	152
Michael Goldman	64		
Journalism and Mass Communication (CLA)			
Sid Bedingfield	27	Giovanna Dell'Orto	49
Valerie Belair-Gagnon	28	Jisu Huh	78
Landscape Architecture (CD)			
Anna Bierbrauer	31	Andrew Montgomery	107
Linguistics (CLA)			
Dustin Chacon	42	Indira Junghare	82
Claire Halpert	70	Jean-Philippe Marcotte	100
John Harkness	71	Hooi Ling Soh	132
Organizational Leadership, Policy, and Development (CEHD)			
Alexandre Ardichvili	23	Christopher Johnstone	81
Joan Dejaeghere	49	Tania Mitchell	106
Peter Demerath	50	Roosbeh Shirazi	128
Gerald M. Fry	59	Michael Stebleton	135
Michael P. Goh	63	Frances Vavrus	144
Jarrett Gupton	68		
Philosophy (CLA)			
Fareed Awan	25	Michelle Mason	100
Jessica Gordon-Roth	65	Joseph Owens	113
Sarah Holtman	77	Yi Tong	140
Political Science (CLA)			
Mark Bell	29	Ronald Krebs	89
Teri L. Caraway	40	Nancy Luxon	98
Kathleen Collins	45	Joanne M. Miller	105
Cosette Creamer	47	August Nimtz	111
Raymond Duvall	52	Wendy Rahn	118
John R. Freeman	58	James Ron	121
Paul N. Goren	65	David Samuels	123
Lisa Hilbink	75 <i>new core</i>	Anoop Sarbahi	125
James Hollyer	76	Joan Tronto	142
Timothy R. Johnson	80	Josef Woldense	152
Daniel R. Kelliher	85		
School of Kinesiology (CEHD)			
Daheia Barr-Anderson	26	Maureen Weiss	148

Mary Jo Kane	83		
School of Law			
Tom Cotter	46	Fred Morrison	107
Clinton Cutler	48	Fionnuala Ni Aolain	23
Jennifer Green	67	Christopher Roberts	120
Oren Gross	68	Michael Tony	141
Neha Jain	80	Paul Vaaler	143
Paul Klaas	87	Chang Wang	146
Geoffrey Larson	91	David Weissbrodt	148
School of Medicine			
Karin Hamilton	71	Andrew Slattengren	131
Jole Shackelford	127		
School of Music (CLA)			
Akosua Addo	18	Sowah Mensah	105
Scott Currie	48	Matthew Rahaim	117
Sumanth Gopinath	64	Joko Sutrisno	138
School of Public Health (AHC)			
Bruce Alexander	20	Claudia Munoz-Zanzi	108
Lynn A. Blewett	32	Matt Simcik	130
Zobeida Bonilla	34	Tracy Toomey	141
Wendy Hellerstedt	74	William Tascano	142
Ellen Koski	89		
School of Social Work (CEHD)			
Micheal Lee	93	Oliver Williams	150
Ross Velure Roholt	144		
Sociology (CLA)			
<i>new core</i> Hassan Abdel-Salam	17	Michael Goldman	64
Cawo Abdi	18	Teresa Gowan	66
Ronald A. Aminzade	22	Douglas Hartman	72
Alejandro Baer	26	David H. Knoke	88
Joyce Bell	29	Enid Logan	97
Yanjie Bian	31	Ann Meier	104
Elizabeth H. Boyle	35	Joachim Savelsberg	125
Jeffrey P. Broadbent	37	Rachel Schurman	126
Penny Edgell	53	John Robert Warren	147
Theatre Arts and Dance (CLA)			
Paul E. Abdella	17	Rachmi Diyah Larasati	90
Ananya Chatterjea	43	Sonali Pahwa	114
Cindy Garcia	60	Margaret Werry	149
Translation and Interpreting (CCAPS)			
Cesar Anderson-Cazales	22	Xul Perez	115
Claudia Giannini	61	Nancy Stone	136
Scott Homler	77	Betty Tapias-Heinrich	139
Silvia McCalip	103		
Veterinary Medicine (AHC)			
Karin Hamilton			

Language Faculty Biographies

DEPARTMENT

	NAME	PAGE	NAME	PAGE
Asian Languages and Literatures (CLA)				
	Meraj Ahmed	155	Christine L. Marran	167
	Michiko Buchanan	155	Fumiko Matsumoto	167
	Hangtae Cho	157	Jason McGrath	168
	Hossam Elsherbiny	157	Ayumi Mita	168
	Keiko Emmett	158	Nana Onishi	169
	Rasha El Helw	160 <i>new core</i>	Baryon Posadas	170
<i>new core</i>	Joseph Farag	158	Paul Rouzer	170
	Sungok Hong	160 <i>new core</i>	Suvadip Sinha	171
	Mohammed Hussain	161	Jin Yaliang Stone	172
	Maki Isaka	161	Kenichi Tazawa	173
	Bryce Johnson	162	Yao Tu	173
	Marnie Jorenby	163	Bee Vang-Moua	174
	Keiko Kawakami	164	Katrien Vanpee	174
	Sugyung Kim	464	Fatima Walji	175
	Inhye Lee	165	Ling Wang	176
	Chi-ping Li	156	Travis Workman	176
	Hai Liu	165	Kia Yang	177
	Wei-Hsuan Lo	166	Hong Zhang	177
<i>new core</i>	Ning Ma	166	Zhen Zou	178
Center for Advanced Research on Language Acquisition (CARLA)				
	Tara Fortune	159	Kate Paesani	169
	Marlene Johnshoy	162		
Classical and Near Eastern Studies (CLA)				
	Renana S. Schneller	171		
Language Center (CLA)				
	Adolfo Carrillo Cabello	156	Dan Soneson	172
	Monica Frahm	159	Pablo Viedma	175
	Beth Kautz	163	Zhen Zou	178

Position Description

Asst. Professor - Middle East Culture/Humanities 180

Explanation of Language Proficiency Levels (ACTFL Scale)

1. Novice: Able to communicate minimally with learned materials (Novice);
2. Intermediate: Able to create with the language by combining and recombining learned elements, though primarily in a reactive mode; initiate and sustain basic communicative tasks;
3. Advanced: Able to converse in a clearly participatory fashion; able to initiate, sustain, and bring to closure a wide variety of communicative tasks; able to satisfy the requirements of school and work situations, and to narrate and describe with paragraph-length connected discourse;
4. Superior: Able to participate effectively in most formal and informal conversations on practical, social, professional, and abstract topics and to support opinions and hypothesize using native-like discourse strategies.

Vinay Gidwani	Teaching Time Spent on Subject Matter 100%
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Departmental Home: Institute for Global Studies, Geography

Tenure Status: Professor

Educational History: PhD, Environmental Science, Policy and Management, UC Berkeley
MFS, School of Forestry and Environmental Studies, Yale University

Languages Gujarati, Hindi

Overseas Experience: **Research:** Yes **Teaching:** Yes

Recent Publications 2017 “Governance of Waste”, Economic and Political Weekly Vol. LII, No. 31, Review of Environment and Development: 44-54. [Co-authored with Julia Corwin: Gidwani 50%, Corwin 50%]
2016 “The Waste-Value Dialectic: Lumpen Urbanization in Contemporary India”, Comparative Studies of South Asia, Africa, and the Middle East 36(1) (May): 112-133. [Co-authored with Anant Maringanti; Gidwani 70% and Maringanti 30%]
2016 “Geographies of Waste: Inside Urban India’s Infra-Economy”, Transactions of the Institute of British Geographers 40(4): 1-21.
2015 “The Ethical Imperative: A Commentary on Karen Bakker’s Privatizing Water, International Journal of Urban and Regional Research (IJURR), Early View online.

Courses: GLOS 3231: Geography of the World Economy
HSEM 3074H: Development: The Power of an Idea
GLOS 3231: Geography of the World Economy
GLOS 3900: Supercapitalism: Labor, Consumption, Environment
GEOG 8405: Professional Development Seminar
GLOS 3145: Theoretical Approaches in Global Studies
GEOG 8980: Labor Geography and Political Economy
DSSC 8310: Topics in Development Studies and Social Change

Research and Teaching Specialties: Post-socialism and justice, Labor geographies, Marxism, Identity politics and subaltern movements

Dissertations and Theses Supervised: 3

Distinctions:

Lead-PI, NSF, Geography and Regional Sciences Grant (with Michael Goldman, Eric Sheppard, Helga Leitner, and Carol Upadhyay)
Project Coordinator, ACLS Collaborative Research Grant (with Priti Ramamurthy, University of Washington, Seattle)

Teaching Time Spent on Subject Matter	
Patricia Baehler	100%

Departmental Home: Global Studies

Tenure Status: Events Coordinator

Educational History: Master of Arts, 18th Century British Literature, University of Minnesota, in progress
Master of Arts, English Literature, DePaul University, Chicago

Languages

Overseas Experience: **Research:** Yes **Teaching:** Yes

Recent Publications

Courses:

Research and Teaching Specialties:
18th Century British Literature

Dissertations and Theses Supervised: 0

Distinctions:

Teaching Time Spent on Subject Matter	
Lydia Brosnahan	25%

Departmental Home: Institute for Global Studies

Tenure Status: FLAS Coordinator

Educational History: B.A. Anthropology, Macalester College 2013

Languages Turkish (3), Portuguese (3)

Overseas Experience: **Research:** Yes **Teaching:** Yes

Recent Publications

Courses:

Research and Teaching Specialties:
Foreign Language and Area Studies Grants

Dissertations and Theses Supervised: 0

Distinctions:

Yao Chen	Teaching Time Spent on Subject Matter 100%
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Departmental Home: University Libraries
Center for Asian Studies

Tenure Status: Librarian for East Asian Studies

Educational History: Masters of Library and Information Studies, University of Oklahoma
MA linguistics and Applied Linguistics, Xi'an Jiaotong University

Languages Chinese (4), Japanese (3), Korean (3)

Overseas Experience: **Research:** Yes **Teaching:** Yes

Recent Publications 2016. "Killing Two Birds with One Stone: Data-driven Storage Selection and Collection Analysis." Journal of East Asian Libraries 163: 3-14.
"Web-based Subject Guides for East Asian Studies: Current Status, Challenges, and Recommendations." Internet Reference Services Quarterly 20 (1-2): 1-17.
"Gateway to East Asian Studies: An Analytical Report of Subject Guides in North American East Asian Libraries." Journal of East Asian Libraries 157: 157-167.

Courses:

Research and Teaching Specialties:

Dissertations and Theses Supervised: 0

Distinctions:

Jenna Conley	Teaching Time Spent on Subject Matter 100%
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Departmental Home: Global Studies

Tenure Status: Account Specialist

Educational History: BA, German. Minor in Linguistics: Grinnell College, 2004

Languages German(3)

Overseas Experience: **Research:** Yes **Teaching:** Yes

Recent Publications

Courses:

Research and Teaching Specialties:

Dissertations and Theses Supervised: 0

Distinctions:

Teaching Time Spent on Subject Matter	
Danielle Dadras	100%

Departmental Home: Global Studies

Tenure Status: Lecturer, Academic Advisor

Educational History: Ph.D., Ohio State University, 2008
MA, Ohio State University, 2003
BA, Ohio University, 2000

Languages

Overseas Experience: **Research:** No **Teaching:** Yes

Recent Publications

Courses: GLOS 3550 Sr. Research Paper

Research and Teaching Specialties

Social Justice Globalization
Postcolonialism Global Literature and Film

Distinctions

Teaching Time Spent on Subject Matter	
Evelyn Davidheiser	100%

Departmental Home: Institute for Global Studies

Position Director & Assistant Dean

Educational History: Ph.D. Duke University
M.A. Duke University
B.A. Wellesely College

Languages: Russian(4), French(4), German(2)

Overseas Experience: **Research:** Yes **Teaching:** No

Recent Publications:

"The KPRF: Toward Social Democracy or National Socialism?" in Matthew Wyman, et al.eds Elections and Voters in Postcommunist Russia, (London: Elgar, 1998).
"Right and Left in the Hard Opposition", in Timothy Colton & Jerry Hough, eds. Growing Pains: Russian Democracy and the Election of 1993, Brookings, 1998.
The Russian Presidential Election, Brookings, 1996 (co-authored with Jerry Hough and Susan Lehmann)

Courses:

Research and Teaching Specialties

Distinctions

Teaching Time Spent on Subject Matter	
Kieran Dihtal	100%

Departmental Home: Institute for Global Studies
Center for Asian Studies

Tenure Status: Finance Manager

Educational History: BA, University of Minnesota
Business Analyst Certificate
Certified Approver

Languages

Overseas Experience: **Research:** Yes **Teaching:**

Recent Publications

Courses:

Research and Teaching Specialties:

Dissertations and Theses Supervised: 0

Distinctions:

Teaching Time Spent on Subject Matter	
David Faust	100%

Departmental Home: University Libraries
Center for Asian Studies

Tenure Status: Librarian for South Asia and Middle East Studies

Educational History: Ph.D. Geography, University of Minnesota
MA, South Asian Languages, University of Minnesota

Languages Hindi (4)

Overseas Experience: **Research:** Yes **Teaching:** Yes

Recent Publications Sheppard, Eric, Philip W. Porter, David R. Faust, and Richa Nagar. 2009.
A World of Difference: Encountering and Contesting Development. New York: Guilford

Courses:

Research and Teaching Specialties:

Dissertations and Theses Supervised: 0

Distinctions:

Teaching Time Spent on Subject Matter	
Deborah Jane	100%

Departmental Home: Institute for Global Studies
Center for Asian Studies

Tenure Status: Outreach Coordinator

Educational History: MA English, Eastern Illinois University, Charleston, IL
BA French, Eastern Illinois University, Charleston, IL

Languages:

Overseas Experience: **Research:** N/A **Teaching:** N/A

Recent Publications

"A Review of City of Saints and Thieves," Children's Africana Book Review, April 2018.
 "LLTC Peer Mentors Share their Stories and Make a Difference," *CRLA Peer Assistance Newsletter*, Volume 1, Issue 3, June 2010
 "Leech Lake Hosts TCUs for Peer Tutoring," *Tribal College Journal of American Indian Higher Education*, Volume 21, No. 3, Spring 2010
 "LLTC Learning Center Peer Mentors Share Their Stories and Make a Difference," *CRLA Minnesota / North Dakota / South Dakota Regional Newsletter*, April 2010
 "LLTC Student Named ATP Peer Tutor of the Year," *Cass Lake Times*, February 24, 2010
 "Learning Center Peer Mentors Share Stories," *Cass Lake Times*, February 24, 2010

Courses:

Research and Teaching Specialties

Distinctions

University of Minnesota College of Liberal Arts Outstanding Service Award, January 2017

Teaching Time Spent on Subject Matter	
Jennifer Mikolajczyk	100%

Departmental Home: Institute for Global Studies

Tenure Status: Administrative Specialist

Educational History: M.A. Latin American Studies, University of Arizona, 2010
B.A. Spanish and Physical Geography, University of Wisconsin-Eau Claire

Languages: Spanish(4)

Overseas Experience: **Research:** Yes **Teaching:** Yes

Recent Publications

Courses:

Research and Teaching Specialties:

Dissertations and Theses Supervised: 0

Distinctions:

Teaching Time Spent on Subject Matter	
Saengmany Ratsabout	50%

Departmental Home: Immigration History Research Center, Center for Asian Studies

Tenure Status: Program Coordinator of the Center for Asian Studies

Educational History: MLS Liberal Studies, University of Minnesota, 2015
MA Southeast Asian Studies, University of Wisconsin-Madison
BA Anthropology, St. Cloud State University, St. Cloud, MN

Languages Lao, Thai, Hmong

Overseas Experience: **Research:** No **Teaching:** No

Recent Publications

Ratsabout, Saengmany. Documenting Hmong and Lao Refugee Resettlement: A Tale of Two Contrasting Communities. Master's diss., University of Minnesota, 2015.

Research and Teaching Specialties

Ethnic Studies
Asian American Studies

Distinctions

2015-2017 National Endowment for the Humanities Grant

Teaching Time Spent on Subject Matter	
Klaas van der Sanden	50%

Departmental Home: Institute for Global Studies
Center for African Studies

Position Program Director

Educational History: *Kandidaats*, University of Amsterdam
Doctoraal, University of Amsterdam

Languages Dutch(4), German(4), English(4), French(3)

Overseas Experience: **Research:** Yes **Teaching:** N/A

Recent Publications

Courses:

Research and Teaching Specialties

Distinctions

Non-Language Faculty CVs

Pan-Asian Studies
University of Minnesota

Teaching Time Spent on Subject Matter	
Paul Abdella	100%

Departmental Home: Theatre Arts and Dance

Tenure Status: Teaching Specialist

Educational History: Studied Yang style T'ai Chi Ch'uan with Grandmaster T.T. Liang 1982-1989
Studied Chinese internal martial arts with Grandmaster Wai-lun Choi 1994-2005

Languages

Overseas Experience: China **Research:** Yes **Teaching:** Yes

Recent Publications
String of Pearls. Abdella, Paul, Shu-Kuang Press, Co-Author.

Courses:
DNCE 1335 T'ai Chi Ch'uan

Research and Teaching Specialties:
T'ai Chi Ch'uan,
Chinese Internal style Martial Arts
Qigong

Dissertations and Theses Supervised: 0

Distinctions:
Senior Instructor, Twin Cities T'ai Chi Ch'uan Studio

Teaching Time Spent on Subject Matter	
Hassan Abdel Salam	75%

Departmental Home: Global Studies & Sociology

Tenure Status: Assistant Professor

Educational History: Ph.D.: Sociology, New York University, New York, United States.
LL.M.: Law, York University, Toronto, Canada.
LL.B.: Common Law, McGill University, Montreal, Canada.

Languages Arabic (4)

Overseas Experience: **Research:** Yes **Teaching:** Yes

Recent Publications
(2011). Criminal law reform and human rights in African and Muslim countries with particular reference to Sudan. In *Criminal Law Reform and Transitional Justice: Human Rights Perspectives for Sudan* (pp. 33-56). Ashgate Publishing Ltd.

Courses:
GLOS 1911 Human Rights Strategy

Research and Teaching Specialties:
Cultural Sociology Sociology of law Human Rights
Global Sociology Sociology of Religion Islam

Dissertations and Theses Supervised:

Distinctions:

Cawo Abdi	Teaching Time Spent on Subject Matter 75%
------------------	---

Departmental Home: Global Studies & Sociology
Tenure Status: Associate Professor
Educational History: Ph.D. University of Sussex, UK, 2006
M.A. University of Guelph, Canada, 2002
Languages Somali (4)
Overseas Experience: Somalia **Research:** Yes **Teaching:** Yes
Tanzania

Recent Publications

"Refugees and Citizens on the Margins: Sufferings Recognized, Sufferings Denied." 2017. Pp. 217-232 in Alleviating World Suffering: The Challenge of Negative Quality of Life. Edited by Ronald E. Anderson. NY: Springer.
"Disclaimed or Reclaimed? Muslim Refugee Youth and Belonging in the Age of Hyperbolisation." 2015. Journal of Intercultural Studies 36(5): 564-578.
"Threatened Identities and Gendered Opportunities: Somali Migration to America." 2014. Signs: Journal of Women in Culture and Society, no. 21: 459-483.

Courses:

SOC 3505 Migrations: People in Motion SOC 8390 Comparing Global Migrations: An Interdisciplinary Approach
SOC 3681 Gender and the Family in the Islamic World

Research and Teaching Specialties:

Migration Race and Class Development Studies
Gender Islam Human Rights

Dissertations and Theses Supervised: 6

Distinctions:

2014 Public Sociology Award, Department of Sociology
Fulbright Fellowship to South Africa, 2012-2013

Akosua Obuo Addo	Teaching Time Spent on Subject Matter 75%
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Departmental Home: School of Music; African American and African Studies
Tenure Status: Associate Professor
Educational History: Ph.D. Curriculum and Instruction, University of British Columbia, 1995
B.Mus, Music and Education, University of Cape Coast, 1985
Languages
Overseas Experience: Ghana **Research:** Yes **Teaching:** Yes

Recent Publications

A Cross-Institutional Ethnographic Project: Mapping Play in Intercultural Communities. Addo, Akosua, Castle, Eric E. , Author, 2015
Amango: Movement in the Context of the Ghanaian Singing Game. Addo, Akosua, Author, 2014.
African education through the arts. Addo, Akosua, Charlotte, NC: Information Age Publishing, Author, 2012.

Courses:

MUED 5301 - General Music I MUED 5621: African Performing Arts in Education
MUED 5302 - General Music II

Research and Teaching Specialties:

African Music
International music education
World music

Dissertations and Theses Supervised:

Distinctions:

Faculty Recognition for Education abroad, Learning Abroad Center , 2008 - 2008
Outstanding commitment to International Education. Office of International Programs, 2006 - 2007

Teaching Time Spent on Subject Matter	
Patricia Ahearne-Kroll	50%

Departmental Home: Classical and Near Eastern Studies

Tenure Status: Assistant Professor

Educational History: Ph.D. Biblical Studies (Hebrew Bible), The University of Chicago Divinity School, 2005.
M.Div. Jesuit School of Theology at Berkeley, 1996.

Languages

Overseas Experience: **Research:** Yes **Teaching:** Yes

Recent Publications
"Joseph and Aseneth." Pages 2525-2589 in *Outside the Bible: Ancient Jewish Writings Related to Scripture*. The University of Nebraska Press, 2013. (Translation of and annotated commentary on the Greek text of "Joseph and Aseneth.")

Courses:
HIST 1534 Introduction to Jewish History and Cultures
JWST 3034 Introduction to Jewish History and Civilization
JWST 3504 Apocalypticism, Cosmic Warfare & the Maccabees: Jewish Strategies of Resistance in the Hellenistic

Research and Teaching Specialties:
Hebrew Bible Religion in Ptolemaic Egypt
Second Temple Judaism Jewish Apocrypha and Pseudepigrapha
Dissertations and Theses Supervised:

Distinctions:
2010 Ohio Wesleyan's Sherwood Dodge Shankland Award for Encouragement of Teachers

Teaching Time Spent on Subject Matter	
Erin Albrecht-Durbin	25%

Departmental Home: Global Studies and Anthropology

Tenure Status: Assistant Professor

Educational History: PhD: Gender & Women's Studies, University of Arizona, Tucson, AZ, 2015.

Languages French (4)

Overseas Experience: Haiti **Research:** Yes **Teaching:** Yes

Recent Publications
Performing Postcolonial Homophobia: An Analysis of the 2013 Public Demonstrations Against Same-Sex Marriage in Haiti: Durban-Albrecht, Erin, *Women & Performance: a journal of feminist theory*, 27.2 , 2017
Postcolonial Disablement and/as Transition: Trans Haitian Narratives of Breaking Open and Stitching Together:* Durban-Albrecht, Erin, *Transgender Studies Quarterly* , 4.2 , 201

Courses: ANTH 1003 Understanding Cultures
ANTH 4993-4994 Independent Study

Research and Teaching Specialties:
Transnational American Studies Queer, Trans, Feminist, Black, Postcolonial, Marxist
LGBTQI Studies Human Rights
Haiti and Haitian Studies Transnational Feminisms

Dissertations and Theses Supervised: 0

Distinctions:
National Women's Studies Association–University of Illinois Press First Book Prize, 2015
American Studies Association Ralph Henry Gabriel Dissertation Award, 2015

Teaching Time Spent on Subject Matter	
Bruce Alexander	50%

Departmental Home: School of Public Health

Tenure Status: Professor and Division Head

Educational History: PhD, Epidemiology, University of Washington, 1994
MS, Environmental Health, Colorado State University, 1987

Languages

Overseas Experience: Ecuador **Research:** Yes **Teaching:** Yes

Recent Publications

Suarez-Lopez, J. R., Butcher, C. R., Gahagan, S., Checkoway, H., Alexander, B. H., & Al-Delaimy, W. K. (2018). Acetylcholinesterase activity and time after a peak pesticide-use period among Ecuadorian children. *International Archives of Occupational and Environmental Health*, 91(2), 175-184.

Courses:

PUBH 3107 Global Public Health and the Environment

Research and Teaching Specialties:

Environmental epidemiology environment and exposures Agricultural health
Global health Epidemiology

Dissertations and Theses Supervised: 2

Distinctions:

Mayo Professor of Public Health, School of Public Health, 2016

Teaching Time Spent on Subject Matter	
Jennifer Alexander	25%

Departmental Home: History of Science, Technology and Medicine

Tenure Status: Associate Professor

Educational History: PhD History of technology, University of Washington (Seattle).

Languages

Overseas Experience: **Research:** Yes **Teaching:** Yes

Recent Publications

Alexander, J. K. (2015). Rationalization comes to Rome: Expertise in labour management at the third international congress, 1927. In *Scientists' Expertise as Performance: Between State and Society, 1860-1960* (pp. 147-160). Taylor and Francis Inc..

Courses:

HSCI 1714/3714 Stone Tools to Steam Engines: Technology and History to 1750
HSCI 1715/3715 History of Modern Technology: Waterwheels to the Web
HSCI 8950 Seminar: Science and Technology in Cultural Settings

Research and Teaching Specialties:

Modern industrial/technological culture History of engineering
Science, technology, and religion Modern Europe

Dissertations and Theses Supervised: 2

Distinctions:

Sidney M. Edelstein Prize, Society for the History of Technology, 2010

Ryan Allen	Teaching Time Spent on Subject Matter 50%
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Departmental Home: Humphrey School of Public Affairs

Tenure Status: Associate Professor

Educational History: Ph.D., Massachusetts Institute of Technology, 2007
MCP, Massachusetts Institute of Technology, 2002

Languages

Overseas Experience: **Research:** Yes **Teaching:** Yes

Recent Publications

Fan, Yingling, Ryan Allen and Tieshan Sun. 2014. "Spatial Mismatch in Beijing, China: Implications of Job Accessibility for Chinese Low-Skilled Workers." *Habitat International* 44(1): 202-210.

Courses:

PA 5004 Introduction to Planning
PA 5281 Immigrants, Urban Planning and Policymaking in the US
PA 8081 Urban Planning Capstone: Planning and Policymaking in Diverse Contexts

Research and Teaching Specialties:

Community and economic development
Immigrant home ownership and entrepreneurship
Urban and regional planning

Dissertations and Theses Supervised:

Distinctions:

Principal Investigator, "The Somali Diaspora's Role in Somalia: Implications of Return," with Peace Research Institute Oslo (Norway) and the Heritage Institute for Policy Studies (Somalia) July 1, 2013 – June 30, 2015 for \$361,306 (\$136,840 for UMN)

Manuel Amador	Teaching Time Spent on Subject Matter 50%
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Departmental Home: Economics

Tenure Status: Professor

Educational History: Ph.D., Massachusetts Institute of Technology, 2003
P.I.M.A.: Pontificia Universidad Catolica de Chile, Santiago, Chile, 1998.

Languages

Overseas Experience: **Research:** Yes **Teaching:** Yes

Recent Publications

Amador, Manuel, Javier Bianchi, Luigi Bocola, and Fabrizio Perri. "Reverse Speculative Attacks." *Journal of Economic Dynamics and Control* (2016) 72: 125–137.

Courses:

ECON 8491 Workshop in Trade and Development
ECON 8492 Workshop in Trade and Development

Research and Teaching Specialties:

International economics
Macroeconomics

Dissertations and Theses Supervised:

Distinctions:

2015, National Science Foundation grant, Summer Workshop Series in Macroeconomic Theory and Dynamic Modeling

Teaching Time Spent on Subject Matter	
Ronald Aminzade	50%

Departmental Home: Sociology

Tenure Status: Professor

Educational History: Ph.D., Sociology, University of Michigan, 1978.
PhD University of Michigan

Languages French(4), Swahili(4)

Overseas Experience: Tanzania **Research:** Yes **Teaching:** Yes

Recent Publications

"The Political Economy of Administrative Corruption: Boundary Politics in Post-Colonial Tanzania," 2015. International Journal of Political Science and Development 3(2): 85-100.

Race, Nation, and Citizenship in Post-Colonial Africa: The Case of Tanzania. 2013. Cambridge University Press.

"The Dialectic of Nation-Building in Post-Colonial Tanzania," 2013. The Sociological Quarterly 54: 335-366.

Courses:

SOC 4461 Sociology of Ethnic and Racial Conflict

SOC 8390 Topics in Political Sociology

Research and Teaching Specialties

Historical and Comparative

Political Sociology

Sociology of Development

Nationalism and Citizenship

Race Relations

Social Movements

Democratic Theory

Tanzania

Dissertations and Theses Supervised:

Distinctions:

Global Spotlight Seed Grant 2013

Arthur "Red" Motley Teaching Award, College of Liberal Arts, University of Minnesota, Spring 2012

Teaching Time Spent on Subject Matter	
Cesar Anderson-Cazales	50%

Departmental Home: Translating and Interpreting

Tenure Status: Teaching Specialist

Educational History: J.D. University of Minnesota Law School, 2007
B.A. William Paterson College of New Jersey, 2003

Languages Spanish(4)

Overseas Experience: **Research:** Yes **Teaching:** Yes

Recent Publications

Courses:

TRIN 1301 Legal Terms and Concepts for Interpreters

Research and Teaching Specialties:

Interpreting in legal settings

Dissertations and Theses Supervised:

Distinctions:

	Teaching Time Spent on Subject Matter
Fionnuala Ní Aoláin	50%

Departmental Home: School of Law

Tenure Status: Regents Professor

Educational History: Queen's University Law Faculty, Belfast, Northern Ireland, LL.B., Ph.D.
Columbia Law School, LL.M.

Languages

Overseas Experience: **Research:** Yes **Teaching:** Yes

Recent Publications

Ní Aoláin, Managing Terrorism through the Courts (2018)(in progress)
Managing Terrorism Journal of National Security Law & Policy (2017)

Courses:

LAW 6216 European Union Law LAW 6893 Transitional Justice
LAW 6636 European Human Rights Law

Research and Teaching Specialties:

International law Transitional justice
Human rights law Feminist legal theory
National security law

Dissertations and Theses Supervised:

Distinctions:

Regents Professor & Robina Chair in Law, Public Policy, and Society Faculty Director

	Teaching Time Spent on Subject Matter
Alexandre Ardichvili	50%

Departmental Home: Organizational Leadership, Policy and Development

Tenure Status: Professor and Director of Undergraduate Studies

Educational History: Ph.D. and MBA, University of Minnesota
Ph.D., Moscow State University

Languages

Overseas Experience: Russia **Research:** Yes **Teaching:** Yes

Recent Publications

Ardichvili, A., & Dirani, K. (Eds.). (2017). *Leadership development in emerging market economies*. NY: Palgrave Macmillan.
Jondle, D., & Ardichvili, A. (Eds.). (2017). *Ethical business cultures in emerging markets*. Cambridge, UK: Cambridge University Press.

Courses:

OLPD 5612 International Human Resource Development

Research and Teaching Specialties:

International human resource development Leadership development
HRD for sustainability and corporate social responsibility Sustainable and social entrepreneurship

Dissertations and Theses Supervised:

Distinctions:

2018 Academy of Human Resource Development (AHRD) Award
2017 Winner of R. Wayne Pace HRD Book of the Year Award (Leadership development in emerging market economies)
Hellervik Endowed Chair in Leadership and Adult Career Development

Aaron Armstrong	Teaching Time Spent on Subject Matter 50%
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Departmental Home: Anthropology

Tenure Status: Adjunct Professor

Educational History: PhD: Anthropology, University of Minnesota, 2015.
M.A.: Anthropology, University of Minnesota, 2010.

Languages

Overseas Experience: South Africa **Research:** Yes **Teaching:** Yes

Recent Publications

Aaron Armstrong. Small mammal utilization by Middle Stone Age Humans at Die Kelders Cave 1 and Pinnacle Point Site 5-6, Western Cape Province, South Africa. *Journal of Human Evolution* , 101, 17-44.

Courses:

ANTH 5221 Anthropology of Material Culture

Research and Teaching Specialties:

Modern human origins in Africa Zooarchaeology
Ethnoarchaeology Taphonomy

Dissertations and Theses Supervised:

Distinctions:

2017 Research Grant, L.S.B. Leakey Foundation. Kalahari Transfrontier Park Archaeological and Taphonomic survey.
2015 Honorable mention, Best Dissertation University of Minnesota, Collage of Liberal Arts.

Ragui Assaad	Teaching Time Spent on Subject Matter 75%
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Departmental Home: Humphrey School of Public Affairs

Tenure Status: Professor

Educational History: Ph.D. in City and Regional Planning, Cornell University. 1991

Languages

Overseas Experience: Egypt **Research:** Yes **Teaching:** Yes
Colombia

Recent Publications

Assaad, R., Krafft, C., & Salehi-Isfahani, D. (2017). Does the type of higher education affect labor market outcomes? Evidence from Egypt and Jordan. *Higher Education* , 1-51.
Wahba, J., & Assaad, R. (2017). Flexible Labor Regulations and Informality in Egypt. *Review of Development Economics* , 21(4), 962-984.
Assaad, R., Friedemann-Sánchez, G., & Levison, D. (2017). Impact of Domestic Violence on Children's Education in Colombia: Methodological Challenges. *Violence Against Women* , 23(12), 1484-1512.

Courses:

PA 5503 Economics of Development PA 5521 Development Planning and Policy Analysis

Research and Teaching Specialties:

International economic development Poverty in developing countries
Labor market analysis Women's work in developing countries
Politics and economics of the Middle East and North Africa

Dissertations and Theses Supervised: 3

Distinctions:

2017 Award for Global Engagement
Required Core Instructor of the Year, Humphrey School of Public Affairs, 2015.

Teaching Time Spent on Subject Matter	
Patricia Avery	50%

Departmental Home: Curriculum and Instruction

Tenure Status: Professor

Educational History: Ph.D., Emory University

Languages

Overseas Experience: Russia **Research:** Yes **Teaching:** Yes
 Serbia
 Ukraine

Recent Publications

Avery, P. G. (2015). Can tolerance be taught? In Social Studies Today: Research and Practice: Second Edition (pp. 275-283). Taylor and Francis Inc.

Courses:

CI 5746 Global and Multicultural Education in the Secondary Classroom
 CI 8742 Seminar: Research in Social Studies Education

Research and Teaching Specialties:

Political tolerance Teacher education
 Civic identity/education

Dissertations and Theses Supervised: 3

Distinctions:

Teaching Time Spent on Subject Matter	
Fareed Awan	25%

Departmental Home: Philosophy

Tenure Status: Lecturer

Educational History: Ph.D. Philosophy, University of Washington, expected 2018
 M.A. Philosophy University of Washington, Seattle, 2010

Languages

Overseas Experience: **Research:** Yes **Teaching:** Yes

Recent Publications

FA Awan, "The Distinct Harm of Exploitation in Medicine." Association for Practical and Professional Ethics. Jacksonville, Florida, February 2014.*

Courses:

PHIL 1004W Introduction to Political Philosophy PHIL 3305 Medical Ethics
 PHIL 1913 Food Ethics PHIL 3311W Introduction to Ethical Theory

Research and Teaching Specialties:

Bioethics Research ethics
 Medical ethics Public Health ethics

Dissertations and Theses Supervised: 0

Distinctions:

2016 Philosophy Grant McKnight Research Award

Alejandro Baer	Teaching Time Spent on Subject Matter 25%
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Departmental Home: Global Studies, Sociology, Center for Holocaust and Genocide Studies

Tenure Status: Professor, Director of Center for Holocaust and Genocide Studies

Educational History: Habilitation: Sociology, Universität Bayreuth , Germany, 2013.
Ph.D. Universidad Complutense Madrid, 2003
Licenciatura, Universidad Complutense Madrid, 1995

Languages German, Spanish, Hebrew, French

Overseas Experience: **Research:** Yes **Teaching:** Yes

Recent Publications

Memory and Forgetting in the Post-Holocaust Era. The Ethics of Never Again, with Nathan Sznajder. 2017. UK: Routledge.
"The Politics of Holocaust Rescue Myths in Spain: From Francoist Humanitarianism to the Righteous Diplomats," with Pedro Correa Martin-Arroyo. 2016. Pp. 205-216 in Bystanders, Rescuers or Perpetrators? The Neutral Countries and the Shoa. Edited by Corry Gutstadt, Thomas Lutz, Bernd Rother, and Yessica San Román. Germany: Metropol.

Courses:

GLOS 4315/5315 Never Again! Memory & Politics after Genocide GLOS 4910 Topics in Global Studies

Research and Teaching Specialties

Social Memory Studies Sociology of Modern Judaism
Holocaust and Genocide Studies Empirical Research on Antisemitism

Dissertations and Theses Supervised:

Distinctions

2016 International Senior Fellow 2016-2019, University of Bayreuth (Germany)

Daheia Barr-Anderson	Teaching Time Spent on Subject Matter 25%
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Departmental Home: School of Kinesiology

Tenure Status: Assistant Professor

Educational History: Ph.D., University of Maryland, College Park, MD, 2006

Languages

Overseas Experience: **Research:** Yes **Teaching:** Yes

Recent Publications

Barr-Anderson, D. J., Flynn, J. I., Dowda, M., Taverno Ross, S. E., Schenkelberg, M. A., Reid, L. A., & Pate, R. R. (2017). The Modifying Effects of Race/Ethnicity and Socioeconomic Status on the Change in Physical Activity From Elementary to Middle School. *Journal of Adolescent Health* , 61(5), 562-570.

Courses:

KIN 3720 International Studies in Kinesiology

Research and Teaching Specialties:

Physical activity Obesity prevention in children and adolescents
Sedentary behaviors

Dissertations and Theses Supervised: 1

Distinctions:

2018 McKnight Presidential Fellow Award

Iraj Bashiri	Teaching Time Spent on Subject Matter 100%
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Departmental Home: History

Tenure Status: Professor

Educational History: Honoary Doctorate, Tajikistan, State University, 1996
Ph.D., University of Michigan, 1972
B.A., Pahlavi University, 1963

Languages Persian(4)

Overseas Experience: Afghanistan **Research:** Yes **Teaching:** Yes
Iran
Tajikistan Kyrgyzstan

Recent Publications

Modern Iran: Caliphs, Kings, and Jurisprudents. Bashiri, Iraj, Cognella, Author, 2017.
Modern Iranian Philosophy: From Ibn Sina to Mulla Sadra Shirazi. Bashiri, Iraj, Cognella, Author, 2014.
Ancient Iran: Cosmology, Mythology, History (2nd edition). Bashiri, Iraj, Cognella, Author, 2016

Courses:

HIST 3504 The Cultures of the Silk Road HIST 3546 Islam and the West
HIST 3506/RELS 3713 Modern Iran

Research and Teaching Specialties

Afghanistan Persian Iranian linguistics and literature
Central Asian studies Sadeq Hedayat Islam

Dissertations and Theses Supervised:

Distinctions:

Chair, CLA Assembly: 2005-2006

Sid Bedingfield	Teaching Time Spent on Subject Matter 25%
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Departmental Home: Journalism and Mass Communication

Tenure Status: Assistant Professor

Educational History: Ph.D. Mass Communication, University of South Carolina, 2014.
M.A. Mass Communication, University of South Carolina, 2010.
B.A. English Literature, Florida State University, 1983.

Languages

Overseas Experience: **Research:** Yes **Teaching:** Yes

Recent Publications

Newspaper Wars: Civil Rights and White Resistance in South Carolina, 1935-1965. Bedingfield, Sid, University of Illinois Press, Author, 2017.
Culture, Power, and Political Change: Skeptics and the Civil Sphere: Bedingfield, Sid, Sage, Journal of Communication Inquiry, 39(2) 158-169, 2015.

Courses:

JOUR 1001H Honors: Introduction to Mass Communication
JOUR 3614 History of Media Communication

Research and Teaching Specialties:

Political Communication and Journalism History

Dissertations and Theses Supervised:

Distinctions:

News & Documentary Emmy Award for Outstanding Feature Story in a Newscast

Teaching Time Spent on Subject Matter	
William Beeman	100%

Departmental Home: Anthropology

Tenure Status: Professor

Educational History: Ph.D., University of Chicago, 1976
B.A., Wesleyan University, 1968

Languages Persian(4)

Overseas Experience:	Japan	Research:	Yes	Teaching:	Yes
	China				
	India				
	Tajikistan				
	Nepal				

Recent Publications:

Beeman, W. O. (2017). Iran and Central Asia. In K. Taylor, & V. Williams (Eds.), *Etiquette and Taboos Around the World: A Geographic Encyclopedia of Social and Cultural Customs* (pp. 145-150). Santa Barbara, CA : Greenwood Press.
Beeman, W. O. (2017). Iran and Kurdistan: A Studied Ambiguity. In M. M. A. Ahmed, & M. M. Gunter (Eds.), *The Evolution of Kurdish Nationalism* (pp. 276-286). Costa Mesa, CA: Mazda Publications.

Courses:

ANTH 3041 Ecological Anthropology	ANTH 5041 Ecological Anthropology
ANTH 4121 Business Anthropology	

Research and Teaching Specialties:

Peasant and nomadic societies	Paralinguistic and nonlinguistic semiotics
Middle East	Iran
Islamic World	South Asia

Dissertations and Theses Supervised: 2

Distinctions:

Soros Foundation Open Society Fellowship for Research in Tajikistan, 2012

Teaching Time Spent on Subject Matter	
Valerie Belair-Gagnon	50%

Departmental Home: Journalism and Mass Communication

Tenure Status: Assistant Professor

Educational History: Ph.D.: Sociology, City University London, 2013.
B.A.: Sociology, McGill University, 2004.

Languages

Overseas Experience:	Research:	Yes	Teaching:	Yes
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Recent Publications

Mobile Sourcing: A Case Study of Journalistic Norms and Chat Apps Usage: Belair-Gagnon, Valerie, *Mobile Media and Communication*, 2018.

Courses:

JOUR 8003 Digital Media Issues and Theories

Research and Teaching Specialties:

Sociology of Media	Social Media
Media Innovation	Digital Culture
News Production	

Dissertations and Theses Supervised:

Distinctions:

Yale Law School Information Society Project, Affiliated Fellow, 2016 – present

Joyce Bell	Teaching Time Spent on Subject Matter 50%
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Departmental Home: Sociology

Tenure Status: Associate Professor

Educational History: Ph.D.: Sociology, University of Minnesota, Minneapolis, MN, 2007.

Languages

Overseas Experience: **Research:** Yes **Teaching:** Yes

Recent Publications

Moore, W. L., & Bell, J. M. (2017). The Right to Be Racist in College: Racist Speech, White Institutional Space, and the First Amendment. *Law and Policy*, 39(2), 99-120.

Bell, J. M. (2016). Introduction to the special issue on black movements. *Sociological Focus*, 49(1), 1-10.

Courses:

SOC 4090 Topics in Sociology

Research and Teaching Specialties:

Social Movements Civil Rights and Black Power Movement
Work, Professions & Organizations Diversity in Higher Education

Historical Sociology

Dissertations and Theses Supervised: 2

Distinctions:

2016 Distinguished Early Career Award, American Sociological Association Section on Racial & Ethnic Minorities
2015-2016 Harvard University Radcliffe Institute for Advanced Study Fellowship

Mark Bell	Teaching Time Spent on Subject Matter 50%
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Departmental Home: Political Science

Tenure Status: Assistant Professor

Educational History: Ph.D. Political Science, Massachusetts Institute of Technology, Cambridge, MA, 2016.
M.P.P. Harvard Kennedy School, Cambridge, MA, 2010.
B.A. Politics, Philosophy, and Economics, Oxford University, United Kingdom, 2006.

Languages

Overseas Experience: **Research:** Yes **Teaching:** Yes

Recent Publications

Bell, Mark Stephen (forthcoming). Nuclear Opportunism: A Theory of How States Use Nuclear Weapons In International Politics. *Journal of Strategic Studies*.

Bell, Mark Stephen, Kai Quek (2018). Authoritarian Public Opinion and the Democratic Peace. *International Organization*, 72 (1), 227-242.

Courses:

POL 4810 Topics in International Politics and Foreign Policy
POL 8460 Topics in International Relations

Research and Teaching Specialties:

International security US Foreign Policy
Nuclear weapons

Dissertations and Theses Supervised:

Distinctions:

APSA Kenneth N. Waltz Award for the best dissertation in security studies, 2017
Stanton Foundation Course Development Grant, 2017

Marc Bellemare	Teaching Time Spent on Subject Matter 25%
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Departmental Home: Applied Economics

Tenure Status: Associate Professor

Educational History: Ph.D. (Applied Economics), 2006, Cornell University
M.Sc. (Economics), 2001, Université de Montréal

Languages

Overseas Experience: **Research:** Yes **Teaching:** Yes

Recent Publications

Bellemare, M. F., & Novak, L. (2017). Contract farming and food security. *American Journal of Agricultural Economics*, 99(2), 357-378.
Bellemare, M. F., & Lee, Y. N. (2016). Attitudes to Price Risk and Uncertainty: The Earnest Search for Identification and Policy Relevance. *Canadian Journal of Agricultural Economics*, 64(4), 599-612.

Courses:

APEC 3071 Microeconomics of International Development

Research and Teaching Specialties:

Agricultural Policy Food Security
Development and Growth

Dissertations and Theses Supervised: 2

Distinctions:

European Agricultural Economists Association's Quality of Research Discovery Award, 2014
Agricultural and Applied Economics Association's Quality of Research Discovery Award, 2014

Anmol Bhandari	Teaching Time Spent on Subject Matter 50%
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Departmental Home: Economics

Tenure Status: Assistant Professor

Educational History: Ph.D. Economics, New York University, 2014.
M.A. Economics, Delhi School of Economics, Delhi University, New Dehli, India, 2007.

Languages

Overseas Experience: **Research:** Yes **Teaching:** Yes

Recent Publications

Bhandari, A., et al., *Forthcoming. Fiscal Policy and Debt Management with Incomplete Markets. Quarterly Journal of Economics.*
Bhandari, Anmol, David Evans, Mikhail Golosov, Thomas J. Sargent, Author, forthcoming.

Courses:

ECON 4108 Advanced Game Theory and Applications
ECON 8185 Advanced Topics in Macroeconomics

Research and Teaching Specialties:

Macroeconomics

Dissertations and Theses Supervised:

Distinctions:

Yanjie Bian	Teaching Time Spent on Subject Matter 100%
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Departmental Home: Sociology

Tenure Status: Professor

Educational History: Ph.D. State University of New York, Albany, 1990
M.A. Nankai University, China, 1984
B.A. Nankai University, China, 1982

Languages: Chinese (4)

Overseas Experience: China **Research:** Yes **Teaching:** Yes

Recent Publications:

"Subjective Wellbeing of Chinese People: A Multifaceted View," with Lei Zhang, Jianke Yang, Xiaoxian Guo, Ming Lei, 2015. Social Indicators Research 121: 75-92.

"Information and Favoritism: The Network Effect on Wage Income in China," with Xianbi Huang, and Lei Zhang. 2015. Social Networks 40: 129-138.

Courses:

SOC 3201 Inequality: Introduction to Stratification

SOC 3671 Contemporary Chinese Society: Culture, Networks, & Inequality in China

Research and Teaching Specialties:

Structural sociology

Social networks

Economic sociology

Contemporary Chinese societies in East Asia

Dissertations and Theses Supervised:

Distinctions:

Outstanding authorship award in 30 years of Journal of Sociological Studies, Institute of Sociology, Chinese Academy of Social Sciences.
National Foundation for Philosophy and Social Science Research, China, "Mechanisms of Social Integration in Dynamism of Social Stratification and Mobility." 2011-2014

Anna Bierbrauer	Teaching Time Spent on Subject Matter 50%
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Departmental Home: Landscape Architecture

Tenure Status: Adjunct Assistant Professor

Educational History: M.A. Landscape Architecture, University of Minnesota, 2012

Languages:

Overseas Experience: **Research:** Yes **Teaching:** Yes

Recent Publications

Courses:

LA 3413 Introduction to Landscape Architectural History

Research and Teaching Specialties:

Landscape architecture

Dissertations and Theses Supervised:

Distinctions:

Member Buckman Fellow in Philanthropy and Leadership, 2011-2012

Martha Bigelow	Teaching Time Spent on Subject Matter 25%
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Departmental Home: Curriculum and Instruction

Tenure Status: Professor

Educational History: Ph.D., Second Languages Education, Georgetown University

Languages

Overseas Experience: **Research:** Yes **Teaching:** Yes

Recent Publications

King, K., Bigelow, M., & Hirs, A. (2017). New to school and new to print: Everyday peer interaction among adolescent high school newcomers. *International Multilingual Research Journal: Special Issue entitled Exploring Peer Interaction among Multilingual Youth: New Possibilities and Challenges for Language and Literacy Learning*

Courses:

CI 5621 Culture as the Core in the Second Language Classroom

Research and Teaching Specialties:

Second language acquisition Preservice language teacher education
Schooling experiences of adolescent immigrant youth Multicultural education

Dissertations and Theses Supervised: 2

Distinctions:

2011: Multicultural Faculty Award, College of Education and Human Development

Lynn Blewett	Teaching Time Spent on Subject Matter 50%
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Departmental Home: School of Public Health

Tenure Status: Professor

Educational History: PhD Health Services Research, School of Public Health, University of Minnesota
MA Public Affairs, University of Minnesota

Languages

Overseas Experience: **Research:** Yes **Teaching:** Yes

Recent Publications

Boudreaux, M., Blewett, L. A., Fried, B., Hempstead, K., & Karaca-Mandic, P. (2017). Community Characteristics and Qualified Health Plan Selection during the First Open Enrollment Period. *Health services research*, 52(3), 1223-1238.

Courses:

PUBH 6730 International Comparative Health Systems

Research and Teaching Specialties:

Health care policy International health systems
Access to care Disparities

Dissertations and Theses Supervised: 1

Distinctions:

2016–2019, Robert Wood Johnson Foundation Grant, Helping states bridge the gap between health insurance data and the policy-making process

Jane Blocker	Teaching Time Spent on Subject Matter 50%
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Departmental Home: Art History

Tenure Status: Professor

Educational History: Ph.D. University of North Carolina, Chapel Hill, 1994
M.A. School of the Art Institute of Chicago, 1990
B.A. University of Iowa, 1984

Languages

Overseas Experience: **Research:** Yes **Teaching:** Yes

Recent Publications

Becoming Past: History in Contemporary Art. Blocker, Jane, University of Minnesota Press, Author, 2015.
Blocker, Jane. "Queer Failures of History: Stupidity and Anachronism in *The Lastmaker*," *Parallax*, special issue on Stupidity, edited by Andrew Hennlich and Paul Clinton, Summer 2013.

Courses:

ARTH 3401 Art Now ARTH 5417 Twentieth Century Theory and Criticism
ARTH 3434 Art and the Environment ARTH 5466 Contemporary Art
ARTH 5413 Alternative Media: Video, Performance, Digital Art

Research and Teaching Specialties

20th Century Theory and Criticism Performance Art
Contemporary Art Critical Theory

Dissertations and Theses Supervised: 6

Distinctions:

Grant-in-Aid of Research, Artistry and Scholarship, 2012 - 2013

Paul Bolstad	Teaching Time Spent on Subject Matter 25%
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Departmental Home: Forest Resources

Tenure Status: Professor

Educational History: Ph.D. Environmental Monitoring, University of Wisconsin, Madison. 1990

Languages

Overseas Experience: **Research:** Yes **Teaching:** Yes

Recent Publications

Dymond, S.F., J.B. Bradford, P.V. Bolstad, R.K. Kolka, S.D. Sebestyen, T.M. DeSutter. 2017. Topographic, edaphic, and vegetative controls on plant-available water. *Ecohydrology*,

Courses:

FNRM 5480 Topics in Natural Resources

Research and Teaching Specialties:

Ecosystem ecology Land use and climate impacts on forest water and carbon
Geographic information science

Dissertations and Theses Supervised: 3

Distinctions:

USDA-AFRI Grants 2012

Zobeida Bonilla	Teaching Time Spent on Subject Matter 25%
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Departmental Home: School of Public Health

Tenure Status: Assistant Professor

Educational History: PhD, Sociocultural Anthropology, University of Florida
MPH, Maternal & Child Health, Boston University

Languages MA, Cultural Anthropology, Colorado State University

Overseas Experience: **Research:** Yes **Teaching:** Yes

Recent Publications

Stang, J., & Bonilla, Z. (2017). Factors Affecting Nutrition and Physical Activity Behaviors of Hispanic Families With Young Children: Implications for Obesity Policies and Programs. *Journal of Nutrition Education and Behavior*.

Courses:

PUBH 3601 Maternal and Child Health Global Public Health Issues

PUBH 6686 Global Reproductive Health

Research and Teaching Specialties:

Latino/a health

Global health

Caribbean

Medical anthropology

Qualitative research

Qualitative program evaluation

Dissertations and Theses Supervised: 1

Distinctions:

2015-present, Association of Teachers of Maternal and Child Health, Member

Mark Borrello	Teaching Time Spent on Subject Matter 25%
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Departmental Home: Ecology, Evolution and Behavior

Tenure Status: Associate Professor

Educational History: Ph.D., Indiana University, 2002

Languages

Overseas Experience: **Research:** Yes **Teaching:** Yes

Recent Publications

Zuk, M., & Borrello, M. E. (2013). Parasites and altruism: Converging roads. *Biology Letters*, 9(6), [20130367].

Ratcliff, W. C., Denison, R. F., Borrello, M., & Travisano, M. (2012). Experimental evolution of multicellularity. *Proceedings of the National Academy of Sciences of the United States of America*, 109(5), 1595-1600.

Courses:

HSCI 3211/5211 Biology and Culture in the 19th and 20th Centuries

HSCI 3242/5242 Navigating a Darwinian World

Research and Teaching Specialties:

History of biology

Evolutionary theory

Genetics

Ecology

Biology of behavior

Biology and society

Dissertations and Theses Supervised: 1

Distinctions:

National Science Foundation Grant 2007-2009

Elizabeth Boyle	Teaching Time Spent on Subject Matter 50%
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Departmental Home: Sociology; School of Law

Tenure Status: Professor

Educational History: Ph.D. Stanford University, 1996
J.D. The University of Iowa, 1987
M.A.M University of Iowa, 1987
B.S. The University of Iowa, 1983

Languages

Overseas Experience: **Research:** Yes **Teaching:** Yes

Recent Publications

"The Catholic Church and International Law," with Shannon Golden and Wenjie Liao. 2017. Forthcoming in Annual *Review of Law & Social Science* 13.

"Women and Economic Development," with Joseph Svec. 2017. Forthcoming in Encyclopedia of Globalization. Edited by George Ritzer. NY: .

Courses:

SOC 4170, 5170 / GLOS 4406, 5170 Sociology of International Law: Human Rights, Trafficking, and Business Regulation

Research and Teaching Specialties

Cultural Conflict

Female Circumcision

International Law and Cultural Change

Migration

Dissertations and Theses Supervised: 6

Distinctions:

Graduate Student Mentor Award, Univeristy of Minnesota Sociology Department, 2010

Bruce Braun	Teaching Time Spent on Subject Matter 50%
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Departmental Home: Geography, Environment and Society

Tenure Status: Professor

Educational History: Ph.D. University of British Columbia, 1996
M.A. University of British Columbia, 1991
B.A. University of Winnipeg, 1988

Languages French(4)

Overseas Experience: **Research:** Yes **Teaching:** Yes

Recent Publications

Braun, Bruce, 2014. "A new urban dispositif? Governing life in the age of climate change." Environment and Planning D: Society and Space, 32, 49-64.

Wakefield, Stephanie and Bruce Braun, 2014. "Governing the resilient city." Environment and Planning D: Society and Space, 32, 4-11.

Courses:

GEOG 4002W Environmental Thought and Practice

GEOG 8220 Agrarian Change and Rural Development

Research and Teaching Specialties

Eco-politics

Political Ecology

Dissertations and Theses Supervised: 6

Distinctions:

Jenny Breen	Teaching Time Spent on Subject Matter 25%
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Departmental Home: Center for Spirituality and Healing

Tenure Status: Instructor

Educational History: MPH, Public Health Nutrition, University of Minnesota, 2011
M.S. Educational Administration, Bank Street College, 1993

Languages

Overseas Experience: **Research:** Yes **Teaching:** Yes

Recent Publications

Shafto, K., Breen, J., & Decker, D. (2016). Reimagining Nutrition Education in a Teaching Kitchen. Findings from a Pilot Study. Minnesota medicine, 99(6), 44-45.

Courses:

CSPH 3301 Food Choices: Healing the Earth, Healing Ourselves

Research and Teaching Specialties:

Sustainable and organic foods Cooking with natural whole foods
Nutrition curriculum

Dissertations and Theses Supervised:

Distinctions:

Archibald Bush Leadership Fellow 2009

Timothy Brennan	Teaching Time Spent on Subject Matter 50%
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Departmental Home: Cultural Studies and Comparative Literature

Tenure Status: Professor

Educational History: PhD Columbia University, 1987
MA Columbia University, 1981
BA University of Wisconsin - Madison, 1976

Languages Spanish(4), French(4), German(3), Italian(3), Latin(3)

Overseas Experience: **Research:** Yes **Teaching:** Yes

Recent Publications

Borrowed Light: Vico, Hegel and the Colonies. Brennan, Timothy, Author, 2014.
Secular Devotion: Afro-Latin Music and Imperial Jazz. Brennan, Timothy, Verso, Author, 2008.

Courses:

CSCL 5833 Marx, Freud, Nietzsche: Intellectual Foundations
CSCL 5910 Topics in Cultural Studies and Comparative Literature

Research and Teaching Specialties

19th and 20th-Century Comparative Literature Postcolonial Theory
Continental Literary and Cultural Theory Problems of World Literature and Globalization

Dissertations and Theses Supervised: 4

Distinctions:

Samuel Russell Chair in the Humanities, 2014 - 2017
Lifetime Achievement Award from South Asian Literatures Association for Contributions to South Asian Studies, 2014

Jeffrey Broadbent	Teaching Time Spent on Subject Matter 100%
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Departmental Home:	Sociology
Tenure Status:	Professor
Educational History:	Ph.D.: Sociology, Harvard University, Cambridge, MA, 1982. M.A.: Regional Studies-East Asia, Harvard University, Cambridge, MA, 1975.
Languages	Japanese(4), Chinese(3)
Overseas Experience:	Research: Yes Teaching: Yes

Recent Publications

Kukkonen, A., Yla-Anttila, T., Swarnakar, P., Broadbent, J., Lahsen, M., & Stoddart, M. C. J. (2018). International organizations, advocacy coalitions, and domestication of global norms: Debates on climate change in Canada, the US, Brazil, and India. *Environmental Science and Policy*, 81, 54-62.

Courses:

SOC 1911 Climate Change and Society SOC 4305 Environment & Society: An Enduring Conflict

Research and Teaching Specialties:

Environmental Sociology	Cross-National Comparative Methods
Climate Change	Japan
Global Society	East Asia

Dissertations and Theses Supervised: 2

Distinctions:

Fellow, Institute on the Environment, 2016-present
University of Minnesota Sabbatical Supplement, AY 2014-2015

Robert Brown Jr.	Teaching Time Spent on Subject Matter 25%
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Departmental Home:	Cultural Studies & Comparative Literature
Tenure Status:	Professor
Educational History:	
Languages:	
Overseas Experience:	Research: Yes Teaching: Yes

Recent Publications:

Subject to interpretation: the role of research in writing programs and the politics of administration. Brown Jr, Robert, Christopher Anson, Heineman, The Writing Program Administrator as Researcher.: Inquiry in Action and Reflection, 1999.

Courses:

CSCL 3331 Science and Culture

Research and Teaching Specialties:

Cultural studies of science and technology	Theory and sociology of knowledge and taste
Literacy and critical pedagogy	Culture and the environment
Education and institutions	Cultural ethnography

Dissertations and Theses Supervised: 2

Distinctions:

College of Liberal Arts "Red" Motley Teaching Award, University of Minnesota

Robert Brownell	Teaching Time Spent on Subject Matter 100%
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Departmental Home: Architecture

Tenure Status: Associate Professor and Director of Graduate Studies

Educational History: Master of Architecture, Rice University, Houston, Texas 1998

Languages

Overseas Experience: **Research:** Yes **Teaching:** Yes

Recent Publications

Brownell, Blaine and Marc Swackhamer. *Hypernatural: Architecture's New Relationship with Nature*. New York: Princeton Architectural Press, 2015. (Editorial review, international distribution.)

Courses:

ARCH 4150 Topics in Architecture

Research and Teaching Specialties:

Japanese architecture and design
East Asia

Technology and sustainability

Dissertations and Theses Supervised:

Distinctions:

NCARB Award honorable Mention, 2012 National Council of Architectural Registration Boards, Washington, DC.

Peter Calow	Teaching Time Spent on Subject Matter 50%
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Departmental Home: Humphrey School of Public Affairs

Tenure Status: Professor

Educational History: Ph.D. Leeds University 1972

Languages

Overseas Experience: **Research:** Yes **Teaching:** Yes

Recent Publications

Calow, P. (2017). A Caution on the call to action in the defense of science for environmental decision making. *Integrated environmental assessment and management*, 13(6).

Courses:

PA 5723 Water Policy

Research and Teaching Specialties:

Science in public policy

Relevance, bias, and effective communication

Dissertations and Theses Supervised: 2

Distinctions:

2016-present, Member of Water Council UMN
2017-present, Fellow Institute on the Environment, UMN.

Teaching Time Spent on Subject Matter	
Miriam Cameron	100%

Departmental Home: Center for Spirituality and Healing

Tenure Status: Professor

Educational History: Ph.D. University of Minnesota, 1991
M.S. University of Minnesota, 1986

Languages:

Overseas Experience: India **Research:** Yes **Teaching:** Yes

Recent Publications:

Cameron, M., Cherry, P., & Kreitzer, M.J. (2016, Autumn). A Discovery Mission in China. *Mandala*, 4-5.

Cameron, M.E., Torkelson, C., Haddow, S., Namdul, T., Prasek, A., & Gross, C. (2012, May/June). Tibetan Medicine and Integrative Health: Validity Testing and Refinement of the Constitutional Self-Assessment Tool and Lifestyle Guidelines Tool. *EXPLORE: The Journal of Science and Healing*, 8(3), 158-171.

Courses:

CSPH 5315 Traditional Tibetan Medicine CSPH 5000 Explorations in Integrative Therapies & Healing Practices
CSPH 5317 Yoga CSPH 5318 Tibetan Medicine

Research and Teaching Specialties:

Tibetan Medicine Relationship Between Ethics
Yoga Spirituality and Healing Cross-culturally

Dissertations and Theses Supervised:

Distinctions:

Council Member of the 1st Board of Specialty Committee of Tibetan Medicine of World Federation of Chinese Medicine Societies, 2015-2019

Teaching Time Spent on Subject Matter	
Matthew Canepa	75%

Departmental Home: Art History

Tenure Status: Associate Professor

Educational History: Ph.D. University of Chicago

Languages:

Overseas Experience: **Research:** Yes **Teaching:** Yes

Recent Publications:

Canepa, Matthew P. *The Two Eyes of the Earth: Art and Ritual of Kingship between Rome and Sasanian Iran The Transformation of the Classical Heritage* 45. Berkeley: University of California Press, 2009.

Courses:

ARTH 5786 Theorizing City and Space in the Mediterranean

Research and Teaching Specialties:

Art & Archaeology of Persia and the Ancient Iranian World Law, Ethics of Archaeology and Cultural Heritage
Art & Archaeology of Hellenistic Western and South Asia Cross-Cultural Interaction

Dissertations and Theses Supervised:

Distinctions:

Fellow of the John Simon Guggenheim Memorial Foundation, 2015 - 2016
Directeur d'études invité, Ecole pratique des hautes études, Paris, May 2016 - June 2016

Teaching Time Spent on Subject Matter	
Emily Capper	25%

Departmental Home: Art History

Tenure Status: Lecturer

Educational History: Ph.D. Cinema and Media Studies and Art History, University of Chicago, 2016

Languages

Overseas Experience: **Research:** Yes **Teaching:** Yes

Recent Publications

Capper. E. Allan Kaprow and the Dialectics of Instruction, 1947–68, 2017

Courses:

ARTH 3464 Art Since 1945

Research and Teaching Specialties:

Art history Comparative literature

Dissertations and Theses Supervised:

Distinctions:

Teaching Time Spent on Subject Matter	
Teri L Caraway	100%

Departmental Home: Political Science

Tenure Status: Associate Professor

Educational History: Ph.D. Northwestern University, 2002
MA, University of Michigan, Ann Arbor, 1994
B.A. Pomona College, 1989

Languages Indonesian(4)

Overseas Experience: **Research:** Yes **Teaching:** No

Recent Publications

“Translating Membership into Power at the Ballot Box? Trade Union Candidates and Worker Voting Patters in Indonesian National Elections, Democratization 22:7 (2015) (with Michele Ford and Hari Nugroho).
Working through the Past: Authoritarian Legacies and Labor Unions in New Democracies –co-edited with Maria Lorena Cook and Stephen Crowley, ILR/Cornell University Press (2015).

Courses:

POL 3477 Political Development POL 5465 Southeast Asian Politics
POL 3489W Citizens, Consumers, and Corporations POL 8275 Contemporary Political Thought
POL 4465 Democracy and Dictatorship in Southeast Asia POL 8601 Introduction to Comparative Politics

Research and Teaching Specialties

Comparative Politics Southeast Asian Politics
Transnational Labor Issues Gender and Comparative politics

Dissertations and Theses Supervised:

Distinctions:

Rajawali Research Fellow - Equality Development and Globalization Studies program, Northwestern University - 2013-14
Australian Research Council "Discovery" Grant, award 2011, distributed 2012-2015

Giancarlo Casale	Teaching Time Spent on Subject Matter 100%
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Departmental Home: History

Tenure Status: Associate Professor

Educational History: Ph.D. Harvard University, 2004
B.A. Wesleyan University, 1996

Languages Turkish, Arabic, Italian, Portuguese, French

Overseas Experience: **Research:** Yes **Teaching:** Yes

Recent Publications

"Ottoman Warships in the Indian Ocean Armada of 1538: A Quantitative and Statistical Analysis," in Dejanirah Couto, Feza Günergün and Maria Pia Pedani, eds., *Seapower, Technology and Trade: Studies in Turkish Maritime History* (Istanbul: Denizler Kitabevi, 2014), 89-102.

Casale, Giancarlo. "Seeing the Past: Maps and Ottoman Historical Consciousness," in Erdem Çipa and Emine Fetvacı, *Writing History at the Ottoman Court: Editing the Past, Fashioning the Future* (Bloomington: Indiana University Press, 2013), 80-99.

Courses:

HIST 1011W Civilization and the Environment
HIST 3547/5547 The Ottoman Empire

HIST 5960 Topics in History
HIST 8110 Medieval History

Research and Teaching Specialties

Ottoman Empire and Modern Middle East

Pre-modern and Early Modern World History

Dissertations and Theses Supervised: 1

Distinctions:

Honorable Mention, British Kwait Friendship Society Book Prize, 2011.

Sinem Casale	Teaching Time Spent on Subject Matter 100%
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Departmental Home: Art History

Tenure Status: Assistant Professor

Educational History: Ph.D. Art History, University of Minnesota
MA, History, Sabancı University in Istanbul.

Languages

Overseas Experience: Turkey **Research:** Yes **Teaching:** Yes

Recent Publications

"Iconography of the Gift: Diplomacy and Imperial Self-Fashioning at the Ottoman Court," *The Art Bulletin* (March 2018)

"A Peace for a Prince: The Reception of a Safavid Child Hostage at the Ottoman Court" *Journal of Early Modern History* 20 (2016)

Courses:

ARTH 5781 Age of Empire: The Mughals, Safavids, and Ottomans

Research and Teaching Specialties:

Islamic Art

Dissertations and Theses Supervised:

Distinctions:

ACLS Fellowship Program 2016

Dustin Chacon	Teaching Time Spent on Subject Matter 50%
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Departmental Home: Linguistics

Tenure Status: Assistant Professor

Educational History: PhD: Linguistics, University of Maryland, 2015.

Languages Spanish(4), Bangla(4), Hindi(4), French(4)

Overseas Experience: **Research:** Yes **Teaching:** Yes

Recent Publications

Linguistic representations and memory architecture: The devil is in the details: Chacon, Dustin, Shota Momma, Colin Phillips, Brain and Behavioral Sciences, 39 e68, 2016.

Courses:

LING 5001 Introduction to Linguistics LING 8105 Field Methods in Linguistics I
LING 5105 Field Methods in Linguistics I LING 8106 Field Methods in Linguistics II

Research and Teaching Specialties:

Language processing South Asian languages
Child Language

Dissertations and Theses Supervised:

Distinctions:

2009–2015 Beinecke Fellowship, Sperry Foundation.

Gabriel Chan	Teaching Time Spent on Subject Matter 50%
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Departmental Home: Humphrey School of Public Affairs

Tenure Status: Assistant Professor

Educational History: Ph.D. Public Policy, Harvard University, 2015

Languages

Overseas Experience: China **Research:** Yes **Teaching:** Yes

Recent Publications

Chan, G., Evans, I., Grimley, M., Ihde, B., & Mazumder, P. (2017). Design choices and equity implications of community shared solar. *Electricity Journal*, 30(9), 37-41.

Chan, G., Goldstein, A. P., Bin-Nun, A., Anadon, L. D., & Narayanamurti, V. (2017). Six principles for energy innovation. *Nature*, 552(7683), 25-27.

Courses:

PA 5711 Science, Technology & Environmental Policy PA 5724 Climate Change Policy

Research and Teaching Specialties:

Climate change Science and technology
Energy and environment Sustainable development

Dissertations and Theses Supervised: 1

Distinctions:

2017-2018 McKnight Foundation Grant

David Chang	Teaching Time Spent on Subject Matter 50%
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Departmental Home:	History
Tenure Status:	Professor
Educational History:	PhD. Department of History, University of Wisconsin-Madison, 2002. B.A. Stanford University, 1990.
Languages	French(4), Spanish(3), Hawaiian(3), Chinese(2)
Overseas Experience:	Research: Yes Teaching: Yes

Recent Publications

The World and All the Things upon It: Native Hawaiian Geographies of Exploration (Minneapolis: University of Minnesota Press, 2016).

"Looking at the Pacific from the Pacific," *Amerasia* 42:3 (2016): 23-27.

Courses:

HIST 1000 Visions of the Past: Thematic Approaches to Understanding History

HIST 1302W Global America: U.S. History Since 1865

Research and Teaching Specialties:

Indigenous Studies	Native Hawaiian History
Indigenous History	Race and Nationalism

Dissertations and Theses Supervised:

Distinctions:

2016 Best Subsequent Book Award, Native American and Indigenous Studies Association

Ananya Chatterjea	Teaching Time Spent on Subject Matter 100%
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Departmental Home:	Theater Arts and Dance
Tenure Status:	Professor and Director of Dance
Educational History:	M.A. Columbia University Ed.D. Temple University
Languages	Bengali(4)
Overseas Experience:	Research: Yes Teaching: Yes

Recent Publications

Moreechika, season of mirage, Third in the quartet on women and violence. Anticipated premiere in September 2012 at the Southern Theater.

"Afterword: A Critical Perspective" (in) Brenda Dixon Gottschild, Joan Myers Brown and the Audacious Hope of a Black Ballerina:

A Biohistory of American Performance, Palgrave MacMillan (Dec 2011), New York.

"In search of the choreographies of daily life and struggle." *South Asian Popular Culture*, 8:1 (April 2010), pp. 5-15.

Courses:

DNCE 3311 Contemporary Indian Dance 1	DNCE 4443 Theorizing Dance Bodies
DNCE 3312 Contemporary Indian Dance 2	DNCE 5493 Choreographing Social Justice
DNCE 3402W Dance History 2	

Research and Teaching Specialties

Choreography and performance	Contemporary dance of Asia and Africa
Choreography and social justice	Performance in global contexts
Politics of cultural production	Theorizing dancing bodies

Dissertations and Theses Supervised:

Distinctions:

Guggenheim Artist Fellowship for Choreography, 2011-12

Arthur Chen	Teaching Time Spent on Subject Matter 75%
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Departmental Home: Architecture

Tenure Status: Associate Professor

Educational History: Ph.D. Georgia Institute of Technology
M.Arch. North Carolina State University
B.Arch. Tamkang University, Taiwan

Languages Chinese(4)

Overseas Experience: **Research:** Yes **Teaching:** Yes

Recent Publications

Courses:
ARCH 4674 World Heritage Conservation

Research and Teaching Specialties:
Heritage conservation and urbanism Representation and Theory
Architectural thinking, making, drawing

Dissertations and Theses Supervised:

Distinctions:
Director, Center for World Heritage Studies
Advisor to the World Heritage Center of UNESCO

Jay Coggins	Teaching Time Spent on Subject Matter 50%
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Departmental Home: Applied Economics

Tenure Status: Professor and Coordinator for the Undergraduate Program

Educational History: Ph.D. Agr and Applied Economics, University of Minnesota, 1989
M.S. Agr and Applied Economics, University of Minnesota, 1985

Languages

Overseas Experience: **Research:** Yes **Teaching:** Yes

Recent Publications

Coggins, J. S., Goodkind, A. L., Nguyen, J., & Wang, Z. (2018). Price Effects, Inefficient Environmental Policy, and Windfall Profits. *Environmental and Resource Economics*,
Pope, C. A., Cropper, M., Coggins, J., & Cohen, A. (2015). Health benefits of air pollution abatement policy: Role of the shape of the concentration–response function. *Journal of the Air and Waste Management Association*, 65(5), 516-522.

Courses:
APEC 3611W Environmental and Natural Resource Economics

Research and Teaching Specialties:
Agricultural Policy Environmental Economics
Air and Water Pollution Environmental Policy
Common Property Resources Regulation, Poverty and Welfare

Dissertations and Theses Supervised: 3

Distinctions:
Award for Outstanding Contributions to Postbaccalaureate, Graduate, and Professional Education, University of Minnesota, 2014

Teaching Time Spent on Subject Matter	
Kathleen Collins	75%

Departmental Home: Political Science

Tenure Status: Associate Professor

Educational History: Ph.D. Stanford University, 2000

Languages Russian (4) Tajik (4)

Overseas Experience: Kyrgyzstan Uzbekistan Research: Yes Teaching: Yes
Azerbaijan Tajikistan

Recent Publications

Collins, K. A. (2018). Corruption, Clientelism, and Clans: The Political Economy of Informal Politics in Central Asia. In R. Hanks (Ed.), Routledge Handbook on Central Asia London, UK: Routledge.

Collins, K. A. (2018). The Transformation of Central Asia's Post-Soviet Regimes: The Rise of Clan Politics. The Cambridge History of Inner Asia: The Modern Age London: Cambridge University Press.

Courses:

POL 1911 Communism, Islamism, and Democracy in Central Asia POL 3475 Islamist Politics
POL 3474 Russian Politics: From Soviet Empire to Post-Soviet State POL 8608 Government and Politics of Russia

Research and Teaching Specialties

Kyrgyzstan, Uzbekistan, Tajikistan, Azerbaijan Clan politics and informal institutions
democratization/political transition and identity politics Civil and ethnic conflict
Islam and politics Civil society development in Central Asia and the Caucasus

Dissertations and Theses Supervised:

Distinctions:

McKnight Land-Grant Professorship, 2007-2009

Teaching Time Spent on Subject Matter	
Roger Conlon	50%

Departmental Home: Carlson School of Management

Tenure Status: Senior Lecturer

Educational History: M.B. International Business The George Washington University 1973

Languages

Overseas Experience: **Research:** No **Teaching:** Yes

Recent Publications

Courses:

MBT 5380 Tax Aspects of International Business I

Research and Teaching Specialties:

US Taxation of multinational corporations Global supply chain operations
Business, Government & Economic Tax Policy

Dissertations and Theses Supervised:

Distinctions:

Gary Cooper	Teaching Time Spent on Subject Matter 25%
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Departmental Home: Applied Economics

Tenure Status: Lecturer and Undergraduate Program Coordinator

Educational History: M.B.A. Carlson School of Management, University of Minnesota 2005

Languages

Overseas Experience: **Research:** Yes **Teaching:** Yes

Recent Publications

Courses:
APEC 1102 Principles of Macroeconomics

Research and Teaching Specialties:
Microeconomics

Dissertations and Theses Supervised: 0

Distinctions:
John Tate Award 2007-2008

Tom Cotter	Teaching Time Spent on Subject Matter 50%
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Departmental Home: School of Law

Tenure Status: Professor

Educational History: J.D. University of Wisconsin Law School, 1987

Languages

Overseas Experience: **Research:** Yes **Teaching:** Yes

Recent Publications
PATENT WARS: HOW PATENTS IMPACT OUR DAILY LIVES (Oxford University Press, forthcoming 2018)
TRADEMARKS, UNFAIR COMPETITION, AND BUSINESS TORTS (coauthored with Barton Beebe, Mark A. Lemley, Peter S. Menell, and Robert P. Merges) (Aspen Publishers 2d ed. 2016), and accompanying teacher's manual

Courses:
LAW 6609 International Intellectual Property

Research and Teaching Specialties:
International intellectual property law Law and economics
Antitrust

Dissertations and Theses Supervised: 1

Distinctions:
Awarded the Stanley V. Kinyon Chaired Teacher of the Year Award 2010-11, University of Minnesota Law School
Briggs and Morgan Professor of Law

Susan Craddock	Teaching Time Spent on Subject Matter 50%
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Departmental Home: Global Studies & Women's Studies

Tenure Status: Professor

Educational History: PhD University of California, Berkeley
MA University of California, Berkeley
BA Wellsley College

Languages French(4), German(3), Tamil(2)

Overseas Experience: **Research:** Yes **Teaching:** Yes

Recent Publications

Miles S, Craddock S. Ethics for the Anthropocene. In DellaSala D, Goldstein M (eds) The Encyclopedia of the Anthropocene 2018,4;21-27.
Compound Solutions: Pharmaceutical Alternatives for Global Health. University of Minnesota Press, 2017.

Courses:

GWSS 3205 Life for Sale: Global Debates on Environment, Science and Society
GWSS 5290 Topics: Biology, Health, and Environmental Studies
GWSS 8220 Seminar: Science, Technology & Environmental Justice

Research and Teaching Specialties

AIDS, Disease, Health, Social Justice

Dissertations and Theses Supervised:

Distinctions

Institute for Advanced Study Fellow, Alternative, Fall 2014

Cosette Creamer	Teaching Time Spent on Subject Matter 50%
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Departmental Home: Political Science

Tenure Status: Assistant professor

Educational History: Ph.D. Political Science, Harvard University, 2016.
J.D. Harvard Law School, 2010.

Languages

Overseas Experience: **Research:** Yes **Teaching:** Yes

Recent Publications

The Dynamic Impact of Periodic Review on Women's Rights, 81 LAW AND ARTICLES CONTEMPORARY PROBLEMS (forthcoming 2018) (with Beth A. Simmons).
The Job Market for Justice: Screening and Selecting Candidates for the International Court of Justice, 30(4) LEIDEN JOURNAL OF INTERNATIONAL LAW (2017) (with Zuzanna Godzimirska)

Courses:

POL 3810 Topics in International Relations and Foreign Policy
POL 8460 Topics in International Relations

Research and Teaching Specialties:

International law and organization Human rights
International trade International courts

Dissertations and Theses Supervised:

Distinctions:

2017-2018 Minnesota Human Rights Lab Sponsored Project Grant.

Scott Currie	Teaching Time Spent on Subject Matter 25%
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Departmental Home: School of Music

Tenure Status: Senior Lecturer

Educational History: Ph.D. in Ethnomusicology, New York University.

Languages

Overseas Experience: Morocco **Research:** Yes **Teaching:** Yes

Recent Publications

New Directions/Debates: Jazz Festivals. In *Routledge Companion to Jazz Studies*, ed. Tony Whyton, Nicholas Gebhardt and Nicole T. Rustin. NY: Routledge. (forthcoming, 2018)

Improvising: Nature of Practice and Cross-Cultural Perspectives. In *SAGE Encyclopedia of Ethnomusicology*, ed. Janet Sturman. NY: Sage Publications. (forthcoming, 2018)

The Other Side of Here and Now: Cross-Cultural Reflections on the Politics of Improvisation. Special issue of *Critical Studies in Improvisation / Études critiques en improvisation* 11/1-2, ed. Daniel Fischlin and Eric Porter. Durham. (2017)

Courses:

MUS 1013 Rock I MUS 5460 World Music Ensemble
MUS 1804 World Music MUED 5101 Improvisation and Creativity in the Music Classroom

Research and Teaching Specialties:

African-American Music Jazz history
World Music

Dissertations and Theses Supervised:

Distinctions:

Institute for Advanced Study Research & Creative Collaboratives Grant, University of MN 2014-17
Institute on the Environment Project Grants, University of Minnesota 2013, 2014, 2017

Clinton Cutler	Teaching Time Spent on Subject Matter 50%
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Departmental Home: School of Law

Tenure Status: Adjunct Instructor

Educational History: J.D. Syracuse University, 1984

Languages

Overseas Experience: **Research:** Yes **Teaching:** Yes

Recent Publications

Courses:

LAW 6898 International Bankruptcy

Research and Teaching Specialties:

International Bankruptcy
Debtor and creditor representation in bankruptcy proceedings

Dissertations and Theses Supervised:

Distinctions:

2011 Business Bankruptcy American Board of Certification

Joan Dejaeghere	Teaching Time Spent on Subject Matter 25%
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Departmental Home: Organizational Leadership, Policy and Development

Tenure Status: Professor

Educational History: Ph.D. University of Minnesota, educational policy and administration (CIDE), 2002
M.A. University of Minnesota, Educational psychology, 1995

Languages

Overseas Experience: Tanzania **Research:** Yes **Teaching:** Yes

Recent Publications

DeJaeghere, J. G. (2017). *Educating entrepreneurial citizens: Neoliberalism and youth livelihoods in Tanzania*. Taylor and Francis Inc

Dejaeghere, J., Wiger, N. P., & Willemsen, L. W. (2016). Expansión de resultados educativos: Relaciones sociales, desarrollo de destrezas y capacidad de empleo para los jóvenes. *Comparative Education Review*, 60(3), 457-479.

Courses:

OLPD 5107 Gender, Education, and International Development

Research and Teaching Specialties:

International development policy and practice	Youths' educational and livelihood transitions
Inequality and education	Qualitative longitudinal research on youths' lives
Gender and education	

Dissertations and Theses Supervised: 2

Distinctions:

2011-17 Research Partnership with The Mastercard Foundation Co-principal Investigator

2011 Fulbright Research Award

Giovanna Dell'Orto	Teaching Time Spent on Subject Matter 50%
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Departmental Home: Journalism and Mass Communication

Tenure Status: Associate Professor

Educational History: Ph.D. University of Minnesota, Twin Cities, 2004.
M.A. University of Minnesota, 2000
B.A. University of Minnesota, 1998

Languages:

Overseas Experience: **Research:** Yes **Teaching:** Yes

Recent Publications:

AP Foreign Correspondents in Action: World War II to the Present. Dell'Orto, Giovanna, Cambridge University Press, Author, 2015.

American Journalism and International Relations: Foreign Correspondence from the Early Republic to the Digital Era. Dell'Orto, Giovanna, Cambridge University Press, Author, 2013.

Courses:

JOUR 4801 Global Communication	JOUR 8681 Seminar: International Media Perspectives
JOUR 5601W History of Journalism	

Research and Teaching Specialties:

International mass communication	Print journalism
Mass communication history	International relations

Dissertations and Theses Supervised:

Distinctions:

Granit in Aid

Peter Demerath	Teaching Time Spent on Subject Matter 75%
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Departmental Home: Organizational Leadership, Policy and Development

Tenure Status: Associate Professor

Educational History: Ed.D. University of Massachusetts
M.A. University of Pennsylvania

Languages

Overseas Experience: Papua New Guinea **Research:** Yes **Teaching:** Yes

Recent Publications

Demerath, P., & Mattheis, A. (2015). The use of feedback mechanisms in interpreting the robustness of a neoliberal educational assemblage. *Ethnography and Education* , 10(2), 198-214.

Courses:

ANTH/OLPD 5128 Anthropology of Education

Research and Teaching Specialties:

Educational anthropology	School-university partnerships
Comparative study of class culture and education	Research methodology
Urban education	

Dissertations and Theses Supervised: 2

Distinctions:

Ohio State University College of Education Distinguished Teaching Award (2005)

Kate Derickson	Teaching Time Spent on Subject Matter 75%
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Departmental Home: Geography, Environment and Society

Tenure Status: Associate Professor

Educational History: PhD Geography and Women's Studies, Penn State, 2011.
MA Community Development and Planning, Clark University, 2005.

Languages

Overseas Experience: **Research:** Yes **Teaching:** Yes

Recent Publications

Wright, R, Goldfischer, E, Mallory, A and Derickson KD (forthcoming). The spatial technologies of racialized knowing: on visibility, measurement and the law. *Geographies of Power*, Coleman, M and Agnew J eds.,
Derickson, Kate Driscoll (2017). Urban Geography III: Anthropocene Urbanism. *Progress in Human Geography*

Courses:

GEOG 1301W Our Globalizing World

Research and Teaching Specialties:

Urban Studies	Social Thought and Political Economy
Geography and Women's Studies,	

Dissertations and Theses Supervised: 3

Distinctions:

McKnight Land-Grant Professorship, University of Minnesota, 2015 - 2017

Teaching Time Spent on Subject Matter	
Tracy Deutsch	50%

Departmental Home: History

Tenure Status: Associate Professor

Educational History: Ph.D. University of Wisconsin, Madison, 2001.
M.A. New York University, 1993.
B.A. University of Chicago, 1990.

Languages French(3)

Overseas Experience: **Research:** Yes **Teaching:** Yes

Recent Publications

"Food and Labor History," in The Oxford Handbook of Food History. New York: Oxford University Press, 2012
Memories of Mothers in the Kitchen: Local Foods, History, and Women's Work," Radical History Review, April, 2011

Courses:

HIST 3415 Migrations in Modern Global History

HIST 3417 Food in History

Research and Teaching Specialties:

Women and consumer culture

20th-century political economy

Dissertations and Theses Supervised:

Distinctions:

Research Fellow, Institute for Advanced Study, University of Minnesota, Spring 2012
Residential faculty fellow at the IAS, 2012

Teaching Time Spent on Subject Matter	
Vicente Diaz	75%

Departmental Home: American Indian Studies

Tenure Status: Associate Professor

Educational History: Ph.D., University of California, Santa Cruz (UCSC), 1992
MA, Political Science, University of Hawai'i, Manoa (UHM), 1984

Languages

Overseas Experience: Micronesia **Research:** Yes **Teaching:** Yes

Recent Publications

Diaz, Vicente M. Forthcoming. "Repositioning Matapang's Canoe," Critical Indigenous Studies Anthology, edited by Aileen Moreton-Robinson (University of Arizona Press, Fall 2015)

Courses:

AMIN 1002/POL 1019 Indigenous Peoples in Global Perspective

AMIN 3312 American Indian Environmental Issues and Ecological Perspectives

AMIN 5920 Topics in American Indian Studies

Research and Teaching Specialties:

Indigenous Peoples in Global Perspective

Colonial Discourse

Critical Indigenous Theory

Pacific Islands History and Cultural Studies

Dissertations and Theses Supervised:

Distinctions:

2012 Dec 1-18: Fulbright Awardee (New Zealand, University of Victoria, Wellington; University of Otago, Dunedin; University of Auckland, Auckland)

Audrey Dorélien	Teaching Time Spent on Subject Matter 25%
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Departmental Home: Humphrey School of Public Affairs

Tenure Status: Assistant Professor

Educational History: Ph.D. Public Affairs, Princeton University, 2012

Languages

Overseas Experience: **Research:** Yes **Teaching:** Yes

Recent Publications

Audrey M. Dorélien. 2016. "Birth seasonality in sub-Saharan Africa." *Demographic Research* 34(27), 761-796

Audrey M. Dorélien. 2015. "Effect of birth month on child health and survival in sub-Saharan Africa." *Biodemography and Social Biology* 61(2), 209-230.

Courses:

PA 8461 Global and U.S. Perspectives on Health and Mortality

Research and Teaching Specialties:

Demography Public Health
International development Sub-Saharan Africa

Dissertations and Theses Supervised: 2

Distinctions:

2017 Minnesota Population Center Proposal Development Mentorship Grant.
2015-2016 Demography and Population Health Training and Research Project Supplement Grant

Raymond Duvall	Teaching Time Spent on Subject Matter 50%
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Departmental Home: Political Science

Tenure Status: Professor

Educational History: Ph.D. Northwestern University, 1975
M.A. Northwestern University, 1970
B.A. University of Pennsylvania, 1969

Languages German(4), French(4), Turkish(4)

Overseas Experience: **Research:** Yes **Teaching:** Yes

Recent Publications

Havercroft, J., & Duvall, R. (2017). Challenges of an agonistic constructivism for international relations. *Polity*, 49(1), 156-164.

Chowdhury, A., & Duvall, R. (2014). Sovereignty and sovereign power. *International Theory*, 6(2), 191-223.

Courses:

POL 8408 International Relations of the Environment

Research and Teaching Specialties

Global governance International relations
International organizations Social institutions of global capitalism

Dissertations and Theses Supervised:

Distinctions:

Distinguished Scholar Award, from the International Theory Section of the International Studies Association, February, 2015

Teaching Time Spent on Subject Matter	
Penny Edgell	25%

Departmental Home: Sociology

Tenure Status: Professor and Associate Dean for the Social Sciences

Educational History: Ph.D. University of Chicago, 1995

Languages

Overseas Experience: **Research:** Yes **Teaching:** Yes

Recent Publications

"From Existential to Social Understandings of Risk: Examining Gender Differences in Non-religion." Penny Edgell, Jacqueline Frost, Evan Stewart. *Social Currents* (forthcoming)

"Work-Family Conflict among Black, White and Hispanic Men and Women." Samantha Ammons, Eric Dahlin, Penny Edgell, Jonathan Santo. *Community, Work and Family*. 2016

Courses:

SOC 8735 Sociology of Culture

Research and Teaching Specialties:

Culture	Gender
Religion	Work
Sociology of Religion	Family

Dissertations and Theses Supervised: 5

Distinctions:

Faculty Mentoring Award, Sociology Department, University of Minnesota.

Teaching Time Spent on Subject Matter	
Liora Elias	25%

Departmental Home: Communication Studies

Tenure Status: Lecturer

Educational History: Ph.D. University of Minnesota, Twin Cities, MN 2015
M.A. Simmons College, Boston, MA (2005)

Languages

Overseas Experience: **Research:** Yes **Teaching:** Yes

Recent Publications

The Heterosexualization of LGB Culture in a Post-Gay Era: 'Don't Ask, Don't Tell' and its Repeal as seen in Lifetime's *Army Wives* (2007-2013). Editors AnnaFroula and Stacy Takacs, *Living Room Wars: American Militarism on the Small Screen*

Research and Teaching Specialties

Critical Media Studies	Queer Studies
Gender and Sexuality Studies	Critical Race Theory

Dissertations and Theses Supervised:

Distinctions:

Conference Travel Award, Department of Communication Studies, University of Minnesota, June 2013, September 2014
Communication Studies Graduate Student Scholar Award, Department of CommunicationStudies, University of Minnesota (2013)

(eds.) *Survey of Pidgin and Creole Languages, Volume I: English-based and Dutch-based languages*, Oxford: Oxford University Press, 2012.

Christina Ewig	Teaching Time Spent on Subject Matter 25%
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Departmental Home: Humphrey School of Public Affairs

Tenure Status: Professor and Faculty Director

Educational History: Ph.D. Political Science, University of North Carolina at Chapel Hill, December 2001
M.A. Political Science, University of North Carolina at Chapel Hill, August 1996

Languages Spanish(4)

Overseas Experience: Peru **Research:** Yes **Teaching:** Yes

Recent Publications

“The Reactive Left: Gender Equality and the Latin American Pink Tide” (with Merike Blofield and Jennifer M. Piscopo). *Social Politics: International Studies in Gender, State & Society* vol. 24 no. 4, 2017, pp. 345–69.

“Latin America’s Left-Turn and the Political Empowerment of Indigenous Women” (with Stéphanie Rousseau). *Social Politics: International Studies in Gender, State & Society* vol 24 no 4, 2017, pp. 425–51.

Courses:

PA 5601 Global Survey of Gender and Public Policy PA 8690 Advanced Topics in Women, Gender and Public Policy
PA 5698 Topics in Women, Gender and Public Policy

Research and Teaching Specialties:

International development Social welfare policy
Democracy Health care policy

Dissertations and Theses Supervised: 2

Distinctions:

2016 Faculty Director of Center on Women, Gender, and Public Policy

Kale Fajardo	Teaching Time Spent on Subject Matter 50%
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Departmental Home: American Studies; Asian American Studies

Tenure Status: Associate Professor

Educational History: Ph.D. University of California, Santa Cruz, 2004
M.A. University of California, Santa Cruz, CA, 1996
B.S. Cornell University, Ithaca, NY, 1990

Languages Tagalog(4)

Overseas Experience: Philippines **Research:** Yes **Teaching:** Yes

Recent Publications

Fajardo, Kale Bantigue, Siobhan Somerville, Martin F. Manalansan. Chantal Nadeau, and Ricky Rodriguez. ““Queering and Transing the Great Lakes: Filipino/a Tomboy Masculinities and Manhoods Across Waters.” GLQ forthcoming

Fajardo, Kale Bantigue, Deirdre de la Cruz (Ed.). “The Filipino Seaman”. *Figures of Southeast Asian Modernity*. (2013).

Courses:

AAS 3001 Contemporary Perspectives on Asian America

Research and Teaching Specialties

Philippine Studies, Filipino/a American Studies, Asian/Asian American Studies
Masculinity studies, gender studies, feminist studies, queer studies
Migration, immigration, transnationalism, diasporas, globalization

Dissertations and Theses Supervised:

Distinctions:

UMN Grant-in-Aid of Scholarship and Artistry, 2012-2015

Teaching Time Spent on Subject Matter	
Yingling Fan	100%

Departmental Home: Humphrey School of Public Affairs

Tenure Status: Associate Professor

Educational History: Ph.D. City and Regional Planning, University of North Carolina at Chapel Hill (2007)

Languages

Overseas Experience: China **Research:** Yes **Teaching:** Yes

Recent Publications

Zhu, J., & Fan, Y. (2018). Commute happiness in Xi'an, China: Effects of commute mode, duration, and frequency. *Travel Behaviour and Society*, 11, 43-51.

Qi, Y., Fan, Y., Sun, T., & Hu, L. . I. (2018). Decade-long changes in spatial mismatch in Beijing, China: Are disadvantaged populations better or worse off? *Environment and Planning Courses:*

PA 5880 Exploring Global Cities

Research and Teaching Specialties:

Income inequality and poverty Sustainable development
Land use planning Transportation planning

Dissertations and Theses Supervised: 2

Distinctions:

2014 Richard P. Braun Distinguished Service Award, Center for Transportation Studies, University of Minnesota
2012-2014, McKnight Land-Grant Professorship Award, University of Minnesota

Teaching Time Spent on Subject Matter	
Leili Fatehi	25%

Departmental Home: Humphrey School of Public Affairs

Tenure Status: Adjunct Associate Professor

Educational History: J.D. University of Minnesota Law School, 2010

Languages Adjunct Associate Professor

Overseas Experience: **Research:** Yes **Teaching:** Yes

Recent Publications

Leili Fatehi & Ralph F. Hall, *Enforcing Rights and Limits on Incidental Finding Disclosures by Biobanks and Researchers: State and Federal Mechanisms*, *Minnesota Journal of Law , Science & Technology* (forthcoming Spring 2012)

Courses:

PA 5731 Emerging Technologies and Society

Research and Teaching Specialties:

Technology and society

Dissertations and Theses Supervised:

Distinctions:

Dean's Distinguished Scholarship, 2010

Teaching Time Spent on Subject Matter	
Robert Ferguson	25%

Departmental Home: Architecture

Tenure Status: Adjunct Assistant Professor

Educational History: PhD History and philosophy of architecture, University of Cambridge, 2011
MPhil History and philosophy of architecture, University of Cambridge, 1990

Languages

Overseas Experience: **Research:** Yes **Teaching:** Yes

Recent Publications

Courses:

ARCH 3411V Architectural History to 1750	ARCH 3412H Honors: Architectural History Since 1750
ARCH 3411W Architectural History to 1750	ARCH 4425 Baroque Architecture
ARCH 3412 Architectural History Since 1750	ARCH 4431 Eighteenth-Century Architecture

Research and Teaching Specialties:

History and philosophy of architecture and art	Church, city, and garden in English and continental baroque
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Dissertations and Theses Supervised:

Distinctions:

Teaching Time Spent on Subject Matter	
Thomas Fisher	50%

Departmental Home: Architecture

Tenure Status: Professor

Educational History: Case Western Reserve University-Masters of Arts, Intellectual History

Languages

Overseas Experience: **Research:** Yes **Teaching:** Yes

Recent Publications

"Designing our Way to a better World", University of Minnesota Press, 2016
"Designing to Avoid Disaster: The Nature of Fracture-Critical Design", Routledge, 2013

Courses:

ARCH 5711 Theory and Principles of Urban Design
GCC 3005/5005 Grand Challenge: Global Venture Design - What Impact Will You Make?

Research and Teaching Specialties:

Urban Design	Theory
Ethics	Criticism

Dissertations and Theses Supervised: 2

Distinctions:

Minnesota Magazine and Publishing Association: Best Feature (2010), Best Regular Column (2010)

M.J. Fitzgerald	Teaching Time Spent on Subject Matter 25%
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Departmental Home:	English
Tenure Status:	Associate Professor
Educational History:	MPhil. York University, 1978
Languages	Italian(4)
Overseas Experience:	Research: Yes Teaching: Yes

Recent Publications

Drifts of Chance: Fitzgerald, M., Literary Imagination, 2014.

Courses:

ENGL 1701 Modern Fiction
ENGL 1701H Honors: Modern Fiction
ENGL 3350 Women Writers

Research and Teaching Specialties:

World literatures	Creative writing
Italian twentieth century literature	Modern and contemporary European writing

Dissertations and Theses Supervised:

Distinctions:

2014 Hawkins Professorship, 2nd place.
2012 Imagine Fund Grant

Clayton Forester	Teaching Time Spent on Subject Matter 25%
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Departmental Home:	Accounting
Tenure Status:	Senior Lecturer
Educational History:	Ph.D., Accounting and Finance, University of Iowa, 2007
Languages	
Overseas Experience:	Research: Yes Teaching: Yes

Recent Publications

Courses:

CSOM 5310 International Accounting	IBUS 3002 Managerial Accounting in Argentina and Chile
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Research and Teaching Specialties:

International finance	International accounting
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Dissertations and Theses Supervised:

Distinctions:

Dissertations and Theses Supervised: 1

Distinctions:

2011-2014, Resident Fellow, Institute on the Environment – UMN

Teaching Time Spent on Subject Matter	
John Freeman	50%

Departmental Home:	Political Science
Tenure Status:	Professor
Educational History:	Ph.D. University of Minnesota, 1978 B.A. Macalester College, 1972
Languages	
Overseas Experience:	China Taiwan
Research:	Yes
Teaching:	Yes

Recent Publications:

“Progress in the Study of Nonstationary Time Series? A Comment.” Forthcoming Political Analysis (forthcoming)
Time Series Analysis for Social Scientists (with Janet Box-Steffensmeier, Matthew Hitt and Jon Pevehouse) Cambridge University Press, 2014.

Courses:

POL 4322/5322 Rethinking the Welfare State
POL 4481 Government and Markets
POL 8406 Politics of International Finance

Research and Teaching Specialties:

Political economy
International relations
Methodology

Dissertations and Theses Supervised:

Distinctions:

Life Time Achievement Award, Political Methodology Section, American Political Science Association, 2014
Outstanding Reviewer Award, Political Analysis, 2014

Teaching Time Spent on Subject Matter	
Barbara Frey	50%

Departmental Home:	Global Studies
Tenure Status:	Senior Lecturer, Director, Human Rights Program
Educational History:	BA University of Notre Dame JD University of Wisconsin, Law School
Languages	Spanish(3)
Overseas Experience:	Mexico
Research:	Yes
Teaching:	Yes

Recent Publications

Filling the Migrant Rights Gap: Localized Protections of International Economic and Social Rights : Frey, Barbara, Ana Melisa Pardo, Taylor & Francis, Public Integrity, 19 136-50, 2017.
Uneven Ground: Asymmetries of Power in Human Rights Advocacy in Mexico : Frey, Barbara, Palgrave-MacMillan, The Social Practice of Human Rights, 2015.

Courses:

GLOS 3401W International Human Rights Law
GLOS 3402 Human Rights Internship
GLOS 5403 Human Rights Advocacy
LAW 6058 Human Rights Advocacy

Research and Teaching Specialties

Human rights
Humanitarian aid
Refugee law
Small arms proliferation

Dissertations and Theses Supervised:

Distinctions

Eclipse Award, Center for Victims of Torture, 2015

Gerald Fry	Teaching Time Spent on Subject Matter 100%
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Departmental Home: Organizational Leadership, Policy and Development

Tenure Status: Professor & Coordinator of International Development Education Program

Educational History: Ph.D. Stanford University
M.P.A. Princeton University

Languages

Overseas Experience: Thailand **Research:** Yes **Teaching:** Yes
Malaysia

Recent Publications

Fry, G. W. (2014). A comedy of errors: A critical analysis of the political drama in Thailand. *Harvard International Review*, 35(4), 29-31.

Fry, G. W. (2013). Malaysia: Leapfrogging into the Future. *The Nation*, 15.

Courses:

OLPD 5048 Cross-Cultural Perspectives on Leadership
OLPD 5124 Critical Issues in International Education and Educational Exchange

Research and Teaching Specialties:

Education Reform in Thailand and Southeast Asia Impact of Study Abroad
Reducing Educational Inequalities Cross-Cultural Communication

Dissertations and Theses Supervised: 2

Distinctions:

2009 Award for Global Engagement

Keya Ganguly	Teaching Time Spent on Subject Matter 100%
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Departmental Home: Cultural Studies and Comparative Literature

Tenure Status: Associate Professor

Educational History: Ph.D. University of Illinois, Urbana-Champaign, 1990
M.A. University of Pennsylvania, 1985
B.A. Temple University, 1983
B.A. Lady Shri Ram College, 1979

Languages

Overseas Experience: India **Research:** Yes **Teaching:** Yes

Recent Publications

Nostalgia for the Future: The Bombay 'Social Film' and Progressive Indian Thought (in progress).

Courses:

CSCL 3115 Cinema and Ideology CSCL 5401 Origins of Cultural Studies
CSCL 5305 Vision and Visuality: An Intellectual History

Research and Teaching Specialties

Cultural materialism Postcolonial theory and criticism
South Asian film and culture

Dissertations and Theses Supervised: 4

Distinctions:

"Imagine" Fund, University of Minnesota, 2010-12

Cindy García	Teaching Time Spent on Subject Matter 25%
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Departmental Home: Theatre Arts and Dance

Tenure Status: Associate Professor

Educational History: Ph.D. University of California, Los Angeles, 2005
M.A. University of California, Los Angeles, 2001
B.A. University of Colorado, 1991

Languages: Spanish

Overseas Experience: **Research:** Yes **Teaching:** Yes

Recent Publications:

García, C. (2013). The great migration: Los Angeles salsa speculations and the performance of latinidad. *Dance Research Journal*, 45(3), 125-136.

Courses:

DNCE 1914 Latinx Moves: The Politics of Salsa, Race, and Migration TH 5178 History and Theory of Performance Conventions
DNCE 1401 Introduction to Dance

Research and Teaching Specialties:

Dissertations and Theses Supervised: 1

Distinctions:

Ford Foundation Post-Doctoral Fellowship Program, 2010 - 2011

Robert Gardner	Teaching Time Spent on Subject Matter 25%
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Departmental Home: History of Science, Technology and Medicine

Tenure Status: Assistant Professor

Educational History: PhD Montana State University

Languages:

Overseas Experience: **Research:** Yes **Teaching:** Yes

Recent Publications

"Trees as Technology: Planting Shelterbelts on the Great Plains." *History and Technology* 25 (December 2009): 325-341.

Courses:

HSCI 3401 Ethics in Science and Technology

Research and Teaching Specialties:

Environmental history Ecological restoration
History of technology Ecological engineering
History of forestry

Dissertations and Theses Supervised: 1

Distinctions:

William Gartner	Teaching Time Spent on Subject Matter 25%
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Departmental Home: Professor

Tenure Status: Applied Economics

Educational History: Ph.D. Michigan State University, 1981.

Languages

Overseas Experience: **Research:** Yes **Teaching:** Yes

Recent Publications

Pavesi, A., Gartner, W., & Denizci-Guillet, B. (2016). The Effects of a Negative Travel Experience on Tourists' Decisional Behavior. *International Journal of Tourism Research*, 18(5), 423-433.

Courses:

APEC 4311 Tourism Development: Principles, Processes, Policies

Research and Teaching Specialties:

Tourism Development - domestic and international
Community, Economic & Rural Development

Macroeconomics, Growth & Development

Dissertations and Theses Supervised: 1

Distinctions:

Claudia Giannini	Teaching Time Spent on Subject Matter 50%
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Departmental Home: Translation and Interpreting

Tenure Status: Teaching Specialist

Educational History: MA Hispanic Linguistics, University of Minnesota, 1996
BA Translation and Interpreting, Universidad Central de Venezuela, 1989

Languages Spanish(4)

Overseas Experience: **Research:** Yes **Teaching:** Yes

Recent Publications

Courses:

TRIN 3001 Introduction to Translation
TRIN 3002 Intermediate Translation
TRIN 3005 Principles of Translation

Research and Teaching Specialties:

Principles of Translation

Dissertations and Theses Supervised:

Distinctions:

Teaching Time Spent on Subject Matter	
Vinay Gidwani	100%

Departmental Home:	Geography, Institute for Global Studies
Tenure Status:	Professor, Director of Center for Asian Studies
Educational History:	Ph.D. University of California at Berkeley
Languages	Hindi(4), Gujarati(4)
Overseas Experience:	India
Research:	Yes
Teaching:	Yes

Recent Publications

Gidwani, V., & Maringanti, A. (2016). The waste-value dialectic: Lumpen urbanization in contemporary India.

Comparative Studies of South Asia, Africa and the Middle East, 36(1), 112-133.

Sheppard, E., Gidwani, V., Goldman, M., Leitner, H., Roy, A., & Maringanti, A. (2015). Introduction: Urban revolutions in the age of global urbanism. *Urban Studies*, 52(11), 1947-1961.

Courses:

GEOG 3212 Producing India

GEOG 3331/GLOS 3231 Geography of the World Economy

GEOG 8214 South Asia

GEOG 8336 Development Theory and the State

Dissertations and Theses Supervised:

Research and Teaching Specialties Post-socialism and justice, Labor geographies, Marxism, Identity politics and subaltern movements

Distinctions:

2016-2017 National Science Foundation Grant, National Law and Local Economy: India's changing electronics recycling sector

Teaching Time Spent on Subject Matter	
Meredith Gill	25%

Departmental Home:	Cultural Studies and Comparative Literature
Tenure Status:	Senior Lecturer
Educational History:	Ph.D. University of Minnesota, 2012 B.A. History, University of Florida, 2001.
Languages	
Overseas Experience:	
Research:	Yes
Teaching:	Yes

Recent Publications

Gill, M. (2011). Absent causality and shocking connections: The question of revolutionary reading in Louis Althusser and E.L.

Doctorow's the book of Daniel. *Canadian Review of Comparative Literature*, 38(4), 482-498.

Courses:

CSCL 3177 On Television

CSCL 3322 Natural World & Political Thought

Research and Teaching Specialties:

Soviet and Post-Soviet Russian Literature

Theories of Value

Theories of the Subject

Interrogation Techniques

Dissertations and Theses Supervised:

Distinctions:

Social Science Research Council Eurasia Program Pre-dissertation Fellowship, 2005

Teaching Time Spent on Subject Matter	
Paul Glewwe	100%

Departmental Home:		Applied Economics			
Tenure Status:		Professor; Distinguished McKnight University Professor			
Educational History:		Ph.D. Economics, Stanford University, 1985			
Languages					
Overseas Experience:	Thailand China	Research:	Yes	Teaching:	Yes

Recent Publications

Wongmonta, S., & Glewwe, P. (2017). An analysis of gender differences in household education expenditure: the case of Thailand. *Education Economics*, 25(2), 183-204.

Glewwe, P., Huang, Q., & Park, A. (2017). Cognitive skills, noncognitive skills, and school-to-work transitions in rural China. *Journal of Economic Behavior and Organization*, 134, 141-164

Courses:

APEC 8703 Trade and Development III

Research and Teaching Specialties:

Development and Growth
Economics of Public Services

Poverty and Welfare

Dissertations and Theses Supervised: 2

Distinctions:

Outstanding Contributions to Postbaccalaureate, Graduate and Professional Education Award, University of Minnesota. 2015.

Teaching Time Spent on Subject Matter	
Michael Goh	25%

Departmental Home:	Organizational Leadership, Policy and Development				
Tenure Status:	Associate Professor				
Educational History:	Ph.D. University of Minnesota, counseling and student personnel psychology M.S. Indiana University, counseling and counselor education				
Languages					
Overseas Experience:	Japan Singapore	Research:	Yes	Teaching:	Yes

Recent Publications

Hirai, T., & Goh, M. (2016). Personal and professional characteristics of master therapists: A qualitative investigation on expertise in psychotherapy and counseling in Japan. In L. Jennings & T. M. Skovholt (Eds.), *Expertise in counseling and psychotherapy: Master therapist studies from around the world* (pp. 155-194). New York, NY: Oxford University Press.

Courses:

OLPD 5132 Intercultural Education and Training: Theory and Application

Research and Teaching Specialties:

Intercultural education
Intercultural training for leaders, educators, and counselors

Counseling and mental health around the world
Equity, diversity, and inclusion in higher education

Dissertations and Theses Supervised: 2

Distinctions:

2012 Outstanding Mentor Award, University of Minnesota Multicultural Center for Academic Excellence

Michael Goldman	Teaching Time Spent on Subject Matter 75%
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Departmental Home: Institute for Global Studies, Sociology

Tenure Status: Associate Professor of Global Studies and Sociology

Educational History: Ph.D.: University of California, Santa Cruz, CA, 1994.
MA: Sociology, University of California at Santa Cruz, Santa Cruz, CA, 1990.
B.S: History and Journalism, Northwestern University, Evanston, IL, 1982.

Languages

Overseas Experience: **Research:** Yes **Teaching:** Yes

Recent Publications

"With the Declining Significance of Labor, Who is Building our Global Cities?" 2015.

International Labor and Working-Class History (87): 137-164.

"Development and the City." 2014. Pp 54-65 in Cities of the Global South Reader, eds F. Miraftab and N. Kudva. Routledge.

Speculative Urbanism and the Making of the next World City." 2011. International Journal of Urban and Regional Research

Courses: Soc 3417 - Global Institutions of Power: WB, IMT, WTO
Soc 4090 - Social Change and the Global City
Soc 8090 - Topics: Finance, Space, and Power
Soc 8290 - Topics: Global Cities
GLOS 3145 - Theoretical Approaches to Global Studies
GLOS 3900 - Ways of Knowing

Research and Teaching Specialties:

Transnational Sociology of Development, Environment, Financial Institutions, Knowledge/Power,
Expertise, Land Politics, and Global Urbanisms/Cities

Dissertations and Theses Supervised: 8

Distinctions:

The Dr. V.K.R.V. Rao Chair Professor at the Institute for Social and Economic Change, Bangalore, India

CLA Teaching Award, 2012 - 2013

McKnight Presidential Fellow

Sumanth Gopinath	Teaching Time Spent on Subject Matter 25%
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Departmental Home: Music

Tenure Status: Associate Professor

Educational History: Ph.D. Yale University, New Haven, Connecticut, 2005.

Languages

Overseas Experience: **Research:** Yes **Teaching:** Yes

Recent Publications

"Sentimental Remembrance and the Amusements of Forgetting in Karl and Harty's 'Kentucky,'" co-authored with Anna Schultz,
Journal of the American Musicological Society 69/2 (Summer 2016), 477-524.

"Researching the Mobile Phone Ringtone: Towards and Beyond The Ringtone Dialectic," in Richard Purcell and Richard Randall,
eds., *Listening Spaces: 21st Century Perspectives on Music, Technology, and Culture* (Palgrave Macmillan, 2015), 182-194.

Courses:

MUS 4504 Intensive Theory and Analysis of 20th-Century Music

MUS 4514 Ear-Training and Sight-Singing for 20th-Century Music

Research and Teaching Specialties:

Musical Minimalisms

Sonata Theory

Theory and Analysis of American Popular Music

Sociologies of Music

Dissertations and Theses Supervised:

Distinctions:

Winner of the American Musicological Society's H. Colin Slim Award, 2017

Jessica Gordon-Roth	Teaching Time Spent on Subject Matter 25%
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Departmental Home:	Philosophy
Tenure Status:	Assistant Professor
Educational History:	Ph.D. Philosophy, University of Illinois, Chicago, 2012. M.A. Philosophy, University of Illinois, Chicago, 2008. B.A. Philosophy, Wheaton College, Norton, MA, 2004.
Languages	Latin(3)
Overseas Experience:	Research: Yes Teaching: Yes

Recent Publications

"Including Early Modern Women Writers in Survey Courses: A Call to Action." Co-authored with Nancy Kendrick. *Metaphilosophy*, (Volume 46, no. 3, July 2015).

Courses:

PHIL 1006W Philosophy and Cultural Diversity PHIL 8090 Seminar: History of Modern Philosophy
PHIL 5040 Rationalists

Research and Teaching Specialties:

History of Early Modern Philosophy Epistemology
Personal Identity Feminist Philosophy

Dissertations and Theses Supervised:

Distinctions:

Provost support for Oxford Research Stay, January 2016
CUNY Graduate Center Philosophy Program support for Locke Workshop, Spring 2016

Paul Goren	Teaching Time Spent on Subject Matter 25%
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Departmental Home:	Political Science
Tenure Status:	Professor
Educational History:	Ph.D. University of Pittsburgh, 1998 M.A. University of Pittsburgh, 1994 B.S. Carnegie Mellon University, 1989
Languages	
Overseas Experience:	Research: Yes Teaching: Yes

Recent Publications:

Caitlin M. Jewitt and Paul Goren. 2016. "Ideological Constraint in the Age of Polarization." *American Politics Research* 44: 81-105.
Paul Goren. 2013. On Voter Competence. New York: Oxford University Press (275 pages).

Courses:

POL 5767 Public Opinion and Voting Behavior POL 8308 Proseminar in Political Psychology II
POL 8302 Public Opinion and Political Behavior POL 8404 International Hierarchy
POL 8307 Proseminar in Political Psychology I

Research and Teaching Specialties:

American Politics Probability and Statistics
Political Psychology

Dissertations and Theses Supervised:

Distinctions:

Department of Political Science, MacMillan Travel Grant, 2016

Teresa Gowan	Teaching Time Spent on Subject Matter 25%
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Departmental Home: Sociology

Tenure Status: Associate Professor

Educational History: Ph.D. University of California, Berkeley, 2003
B.A. University of Manchester, 1991

Languages: French(4)

Overseas Experience: **Research:** Yes **Teaching:** Yes

Recent Publications:

Slocum, Rachel, and Teresa Gowan. "Les Économies Alternatives Dans Les Corbières et La Haute Vallée de l'Aude: Vers Le Travail Non Aliéné et L'approvisionnement Communautaire." *Journal of Political Ecology* 22 (2015): 116–45.

Gowan, Teresa. 2013. "Thinking Neoliberalism, Gender, Justice." *The Scholar & Feminist Online*. Special Issue on "Gender, Justice, and Neoliberal Transformations" edited by Elizabeth Bernstein and Janet R. Jakobsen. (11.1-11.2)

Courses:

SOC 3415 Consume This! The Sociology and Politics of Consumption

Research and Teaching Specialties:

Urban Sociology Deviance
Ethnography Social Control

Dissertations and Theses Supervised:

Distinctions:

Imagine Award, Fall 2013

Kathryn Grace	Teaching Time Spent on Subject Matter 25%
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Departmental Home: Department of Geography, Environment and Society

Tenure Status: Assistant Professor

Educational History: Ph.D. University of California, Santa Barbara, 2008
M.A. University of California, Santa Barbara 2006□

Languages

Overseas Experience: Burkina Faso **Research:** Yes **Teaching:** Yes
Ethiopia

Recent Publications

F. Davenport, K. Grace, C. Funk, S. Shukla. 2017. The future of infant health and mortality in sub-Saharan Africa: evaluating the relative importance of changes in socio-economics versus climate. *Global Environmental Change*, In Press

Courses:

GEOG 3411W Geography of Health and Health Care

Research and Teaching Specialties:

Food insecurity Climate change
Children's health and women's health West and East Africa

Dissertations and Theses Supervised:

Distinctions:

Institut National d'Etudes Demographiques (INED) Visiting Researcher Fellowship, 2015

Jennifer Green	Teaching Time Spent on Subject Matter 25%
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Departmental Home: School of Law

Tenure Status: Professor

Educational History: J.D. Harvard Law School, 1991

Languages

Overseas Experience: **Research:** Yes **Teaching:** Yes

Recent Publications

International Human Rights Litigation in U.S. Courts (Martinus Nijhoff, 2d ed., 2008) with Beth Stephens, Judith Chomsky, Paul Hoffman & Michael Ratner

Courses:

LAW 6637 Business and Human Rights

LAW 7400 CL: Human Rights Litigation and International Legal Advocacy

LAW 7401 CL: Human Rights Litigation and International Legal Advocacy Directors

Research and Teaching Specialties:

International and international human rights law

Litigation in U.S. courts and the international legal systems

Dissertations and Theses Supervised: 1

Distinctions:

Associate Clinical Professor of Law

Daniel Griffin	Teaching Time Spent on Subject Matter 25%
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Departmental Home: Geography, Environment and Society

Tenure Status: Assistant Professor

Educational History: Postdoctorate: Geology & Geophysics, Woods Hole Oceanographic Institution
Ph.D. Geography, University of Arizona

Languages

Overseas Experience: **Research:** Yes **Teaching:** Yes

Recent Publications

Ackerman, D., Griffin, D., Hobbie, S. E., & Finlay, J. C. (2017). Arctic shrub growth trajectories differ across soil moisture levels. *Global Change Biology*, 23(10), 4294-4302. DOI: 10.1111/gcb.13677

Courses:

GEOG 1403H Honors: Biogeography of the Global Garden

Research and Teaching Specialties:

Climate variability and change

Paleoenvironmental dynamics

Natural resources management

Dendrochronology

Dissertations and Theses Supervised: 3

Distinctions:

NOAA Climate and Global Change Postdoctoral Fellowship

Teaching Time Spent on Subject Matter	
Oren Gross	50%

Departmental Home: School of Law

Tenure Status: Professor

Educational History: S.J.D. Harvard Law School, 1997
LL.M. Harvard Law School, 1992

Languages

Overseas Experience: **Research:** Yes **Teaching:** Yes

Recent Publications

Gross, O. (2015). Applying the extra-legal measures model to humanitarian interventions: A reply to Devon Whittle. *European Journal of International Law*, 26(3), 699-708.

Aoláin, F. N., & Gross, O. (2015). The trial of terrorism: National security courts and beyond. In *Routledge Handbook of Law and Terrorism* (pp. 206-221). Taylor and Francis Inc.

Courses: LAW 7300 Minnesota Journal of International Law Editor
LAW 6619 International Trade
LAW 6889 Laws of War

Research and Teaching Specialties: International law Middle East and the Arab-Israeli conflict
National security law

Dissertations and Theses Supervised: 1

Distinctions: 2016-2017 Stanley V. Kinyon Tenured Faculty of the Year Award, University of Minnesota Law School
Irving Younger Professor of Law

Teaching Time Spent on Subject Matter	
Jarrett Gupton	25%

Departmental Home: Organizational Leadership, Policy and Development

Tenure Status: Assistant Professor

Educational History: Ph.D. Urban educational policy, University of Southern California, 2009
M.Ed. Arizona State University, 2004, higher and postsecondary education

Languages

Overseas Experience: **Research:** Yes **Teaching:** Yes

Recent Publications

Gupton, J. T. (2017). Campus of Opportunity: A Qualitative Analysis of Homeless Students in Community College. *Community College Review*, 45(3), 190-214.

Courses: OLPD 5061 Ethnographic Research Methods

Research and Teaching Specialties: Opportunity and equity Social policy
Equitable outcomes for marginalized students

Dissertations and Theses Supervised: 1

Distinctions: 2013 IDEA Multicultural Research Awards

Tasoulla Hadjiyanni	Teaching Time Spent on Subject Matter 50%
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Departmental Home: Architecture

Tenure Status: Professor

Educational History: Ph.D. Department of Design, Housing, and Apparel, University of Minnesota, 1999
M.A. Carnegie Mellon University 1991

Languages

Overseas Experience: China **Research:** Yes **Teaching:** Yes

Recent Publications

Hadjiyanni, T. (2015). Transbodied spaces - The home experiences of undocumented Mexicans in Minnesota. *Space and Culture*, 18(1), 81-97.

Hadjiyanni, T. (2013). Rethinking culture in interior design pedagogy – The potential beyond CIDA Standard 2g. *Journal of Interior Design*, 38(3), v-xii.

Courses:

DES 5165 Design and Globalization

Research and Teaching Specialties:

Housing in marginalized populations Sex trafficking transition housing
Design and global citizenship

Dissertations and Theses Supervised: 2

Distinctions:

2017 - IDEC Service Award (for role as Guest Editor of the Journal of Interior Design Special Issue on Design and Culture)

Serra Hakyemez	Teaching Time Spent on Subject Matter 100%
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Departmental Home: Anthropology, Global Studies

Tenure Status: Assistant Professor

Educational History: Ph.D. : Cultural Anthropology, Johns Hopkins University, Baltimore, MD, 2016.
MA: Sociology and Anthropology, Central European University, Hungary, 2008.

Languages Hungarian(4), Turkish(4)

Overseas Experience: **Research:** Yes **Teaching:** Yes

Recent Publications

(2017). Margins of the Archive: Torture, Heroism, and the Ordinary in Prison No. 5, Turkey. *Anthropological Quarterly*, 90, 107-138.

(2017). The Seals of the Constitutional Referendum in Turkey. *Political and Legal Anthropology Review*.

(2017). Turkey's Failed Peace Process with the Kurds: A Different Explanation. *Middle East Brief*, pp 1-9

Courses:

ANTH 3021W/5021W Anthropology of the Middle East Turkey

Research and Teaching Specialties:

Political-legal anthropology Political violence "War on terror"
Social theory Middle East Courtroom ethnography
Human rights Kurdish freedom movement

Dissertations and Theses Supervised:

Distinctions:

American Council of Learned Societies Fellowship, 2015 - 2016
National Science Foundation Dissertation Fieldwork Grant, 2013 - 2014

Teaching Time Spent on Subject Matter	
Carol Hakim	75%

Departmental Home:	History
Tenure Status:	Associate Professor
Educational History:	Ph.D. Oxford University, U.K., 1998
Languages	Arabic(4), French(3)
Overseas Experience:	Research: Yes Teaching: Yes

Recent Publications

The Origins of the Lebanese National Idea (University of California Press, 2012).

Courses:

ALL 3883 The Ottoman Empire	HIST 3509 Approaches to the Study of the Middle East
HIST 3505 Survey of the Modern Middle East	HIST 5547 Empire and Nations in the Middle East
HIST 3507 History of Modern Egypt	

Research and Teaching Specialties

Nationalism and intellectual history
 Political and economic development of the Arab world in the late 19th- and 20th-centuries
 State formation, state-society relations, and authoritarianism in the Arab world

Dissertations and Theses Supervised:

Distinctions:

Research Fellowship, Institute for the Transregional Study of the Contemporary Middle East, North Africa and Central Asia, Princeton University, Fall 2011 - Spring 2012

Teaching Time Spent on Subject Matter	
Claire Halpert	50%

Departmental Home:	Linguistics
Tenure Status:	Assistant Professor
Educational History:	Ph.D. Massachusetts Institute of Technology, 2012 B.A. Yale University, 2007
Languages:	Zulu(4), French(3)
Overseas Experience:	South Africa Research: Yes Teaching: Yes

Recent Publications:

Halpert, Claire. Prosody-syntax mismatches in the Zulu conjoint/disjoint alternation. In Hyman, Larry and Jenneke van der Wal, eds., *The conjoint/disjoint alternation in Bantu*, Trends in Linguistics series. Mouton de Gruyter. 2017
 2017. Existential crisis: The curious case of borrowed adjectives in Zulu. In *A Pesky Set: Papers for David Pesetsky*. Cambridge, MA: MITWPL.

Courses:

LING 4202 Syntax II	LING 5106 Field Methods in Linguistics II
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Research and Teaching Specialties:

Syntax	Prosody
Morphology	Bantu languages

Dissertations and Theses Supervised: 4

Distinctions:

Arthur "Red" Motley Exemplary Teaching Award, College of Liberal Arts, University of Minnesota, 2017
 University of Minnesota African Studies Initiative course development grant (for World Englishes), 2017

Teaching Time Spent on Subject Matter	
Karin Hamilton	75%

Departmental Home: Veterinary Medicine

Tenure Status: Assistant Professor

Educational History: DVM, Tufts University
MPH, University of Minnesota

Languages

Overseas Experience: Nepal **Research:** Yes **Teaching:** Yes
Thailand

Recent Publications

Mikota, S. K., Gairhe, K., Giri, K., Hamilton, K., Miller, M., Paudel, S., ... Kaufman, G. E. (2015). Tuberculosis surveillance of elephants (*Elephas maximus*) in Nepal at the captive-wild interface. *European Journal of Wildlife Research*, 61(2), 221-229.

Courses:

AHS 3002 Global Health in Thailand - Humans, Elephants, and Disease

Research and Teaching Specialties:

Veterinary medicine Global health
Public health

Dissertations and Theses Supervised:

Distinctions:

Teaching Time Spent on Subject Matter	
John Harkness	50%

Departmental Home: Linguistics

Tenure Status:

Educational History:

Languages

Overseas Experience: **Research:** Yes **Teaching:** Yes

Recent Publications

Courses:

LING 3601 Historical Linguistics

Research and Teaching Specialties:

Historical change in phonology Semantics
Syntax Genetic relationship among languages

Dissertations and Theses Supervised:

Distinctions:

Elizabeth Hartman	Teaching Time Spent on Subject Matter 50%
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Departmental Home: American Studies

Tenure Status: Lecturer

Educational History:

Languages

Overseas Experience: **Research:** Yes **Teaching:** Yes

Recent Publications

Courses:

AMST 1401 Comparative Genders and Sexualities

Research and Teaching Specialties:

How gender and sexual practices express national/international division

Gender and sexual practices/identities within a comparative (i.e. international) frame

Dissertations and Theses Supervised:

Distinctions:

Douglas Hartmann	Teaching Time Spent on Subject Matter 50%
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Departmental Home: Sociology

Tenure Status: Professor

Educational History: Ph.D. University of California San Diego
M.A./C.Phil University of California San Diego

Languages:

Overseas Experience: **Research:** Yes **Teaching:** Yes

Recent Publications:

2016. *Midnight Basketball: Race, Sports, and Neoliberal Social Policy*. Chicago: University of Chicago Press

2015. *Migration, Incorporation, and Change in an Interconnected World*. (with Syed Ali). New York: Routledge / Taylor-Francis.

Courses:

SOC 4451 Modern Sport: Its Power & Paradoxes

Research and Teaching Specialties:

Ethnographic Studies Mass media
Culture Popular culture
Field methods

Dissertations and Theses Supervised: 3

Distinctions:

2015-16. Faculty Interactive Research Program Grant, Center for Urban and Regional Affairs, "Not Just Fun and Games: Mapping Activities." Diversity and Inequality in Out-of-School Youth Activities."

2014-15 President-Elect/Program Chair "Sociology and its Publics," Midwest Sociological Society (MSS)

Craig Hassel	Teaching Time Spent on Subject Matter 25%
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Departmental Home: Food Science and Nutrition

Tenure Status: Associate Professor

Educational History: Ph.D. Food Science and Nutrition

Languages

Overseas Experience: **Research:** Yes **Teaching:** Yes

Recent Publications

Craig A. Hassel; *Reconsidering nutrition science: Critical reflection with a cultural lens*; Nutrition Journal. 2014;13(1).

Courses:

CSPH 5111 Ways of Thinking about Health

CSPH 5115 Cultural Knowledge, Health, and Contemporary Cultural Communities

Research and Teaching Specialties:

Indigenous and biomedical worldviews

Ancestral and experiential understandings of food and health

Dissertations and Theses Supervised: 1

Distinctions:

Craig Hedberg	Teaching Time Spent on Subject Matter 50%
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Departmental Home: School of Public Health

Tenure Status: Professor

Educational History: PhD Epidemiology, University of Minnesota, 1993
MS Environmental Health, University of Minnesota, 1984

Languages

Overseas Experience: **Research:** Yes **Teaching:** Yes

Recent Publications

Seys, S. A., Sampedro, F., & Hedberg, C. W. (2017). Assessment of meat and poultry product recalls due to salmonella contamination: Product recovery and illness prevention. *Journal of Food Protection*, 80(8), 1288-1292.

Courses:

PUBH 7210 Topics: Global Food Systems

Research and Teaching Specialties:

Environment & exposures

Food & nutrition

Infectious disease

Foodborne disease

Dissertations and Theses Supervised: 1

Distinctions:

Outstanding Public Health Impact Award, School of Public Health, 2016

Wendy Hellerstedt	Teaching Time Spent on Subject Matter 25%
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Departmental Home: Division of Epidemiology and Community Health

Tenure Status: Associate Professor Emerita

Educational History: PhD Epidemiology, University of Minnesota
MPH Epidemiology, University of Minnesota

Languages

Overseas Experience: **Research:** Yes **Teaching:** Yes

Recent Publications

Federowicz A, Hellerstedt WL, Schreiner PJ, Bolland JM. The associations of adolescent hopelessness and self-worth with pregnancy attempts and pregnancy desire. In press, Am J Public Health, January 29, 2014.

Courses:

PUBH 6601 Born a Girl: Global Women's Health

Research and Teaching Specialties:

Sexual and reproductive health

Dissertations and Theses Supervised: 1

Distinctions:

2015–2020, HRSA Maternal and Child Health Bureau Grant, "Leadership Education in Maternal and Child Public Health,"

George Henderson	Teaching Time Spent on Subject Matter 50%
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Departmental Home: Geography, Environment and Society

Tenure Status: Associate Professor

Educational History: Ph.D. University of California, Berkeley, 1992
M.A. University of Delaware, 1981
B.S. University of Delaware, 1981
B.A. University of Delaware, 1981

Languages

Overseas Experience: **Research:** Yes **Teaching:** Yes

Recent Publications

The Living End: Marx and the Persistence of Value Full contract with University of Minnesota Press, 23 February 2012. Spring 2013.

Courses:

GEOG 3771W Cities, Citizens, and Communities
GEOG 3374W The City in Film

GEOG 4001 Modes of Geographic Inquiry
GEOG 8001 Problems in Geographic Thought

Research and Teaching Specialties:

Marxism
Post-capitalist politics

Value theory of labor
Marxist cultural critique

Dissertations and Theses Supervised:

Distinctions:

Director of Undergraduate Studies, 2007-2010, 2011-2012
Chair Undergraduate Education Policy, 2007-2010, 2011-2012

Teaching Time Spent on Subject Matter	
Kyle Herkenhoff	25%

Departmental Home:	Economics
Tenure Status:	Assistant Professor
Educational History:	Ph.D. Economics, University of California-Los Angeles, 2014.
Languages	Portuguese(3), French(3)
Overseas Experience:	Indonesia
Research:	Yes
Teaching:	Yes

Recent Publications

Tarnishing the Golden and Empire States: Land-Use Regulations and the U.S. Economic Slowdown: Herkenhoff, Kyle, Ohanian, Prescott, *Journal of Monetary Economics*, 2017
Labor Market Dysfunction during the Great Recession: Herkenhoff, Kyle, Lee E. Ohanian, *Cato Papers on Public Policy*, Volume 1, 2011.

Courses:

ECON 4538 Advanced Labor Economics

Research and Teaching Specialties:

Macroeconomics
 Empirical macroeconomics
 Consumer finance
 Real estate economics

Dissertations and Theses Supervised:

Distinctions:

Heller Hurwicz Institute Grant, 2017 - 2018

Teaching Time Spent on Subject Matter	
Lisa Hilbink	25%

Departmental Home:	Political Science
Tenure Status:	Professor
Educational History:	Ph.D. University of California, San Diego, 1999 M.A. University of California, San Diego, 1993 B.A. University of Wisconsin, Madison, 1988
Languages	Spanish(4), Quechua(4), French(3), Portuguese(3), Mandarin Chinese(2)
Overseas Experience:	Chile Colombia Mexico
Research:	Yes
Teaching:	Yes

Recent Publications

Ferrán, O., & Hilbink, L. (2016). Introduction: Legacies of violence in contemporary Spain. In *Legacies of Violence in Contemporary Spain: Exhuming the Past, Understanding the Present* (pp. 1-22). Taylor and Francis.
 Hilbink, L. (2016). When you wish upon a star: Baltasar garzón and the frustration of legal accountability for franco-era crimes. In *Legacies of Violence in Contemporary Spain: Exhuming the Past, Understanding the Present* (pp. 199-222). Taylor and Francis.

Courses:

POLI 3479 Latin American Politics
 POL 4403W Constitutions, Democracy, and Rights
 POL 4492 Law and (In)Justice in Latin America
 POL 8619 Latin American Politics

Research and Teaching Specialties

Civil law tradition
 Rule of Law
 Latin America

Dissertations and Theses Supervised:

Distinctions:

Herbert Jacob Book Prize, Law and Society Association, 2008, for *Judges beyond Politics in Democracy and Dictatorship*

Karen Ho	Teaching Time Spent on Subject Matter 50%
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Departmental Home: Anthropology

Tenure Status: Associate Professor

Educational History: Ph.D. Princeton University, 2003
M.A. Stanford University, 1994
B.A. Stanford University, 1993

Languages

Overseas Experience: **Research:** Yes **Teaching:** Yes

Recent Publications

2012. "'Studying Up' Wall Street: Reflections on Theory and Methodology." In *Researching Amongst Elites: Challenges and Opportunities in Studying Up*. Aguiar, Luis, and Christopher Schneider, eds. London: Ashgate Press.

Courses:

ANTH 8203 Research Methods in Social and Cultural Anthropology

Research and Teaching Specialties

Anthropology of finance Work, corporations, postindustrialism Feminist Studies

Dissertations and Theses Supervised:

Distinctions:

Sabbatical Supplement Award, College of Liberal Arts, University of Minnesota (2011-2012)

James Hollyer	Teaching Time Spent on Subject Matter 50%
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Departmental Home: Political Science

Tenure Status: Associate Professor

Educational History: Ph.D. Wilf Family Department of Politics, New York University, May 2012
MA Committee on International Relations, University of Chicago, June 2006

Languages

Overseas Experience: **Research:** Yes **Teaching:** Yes

Recent Publications

Transparency, Protest and Democratic Stability, with B. Peter Rosendorff, NYU and James Raymond Vreeland, Georgetown. *British Journal of Political Science* (forthcoming)

Transparency, Protest and Autocratic Instability, November 2015. With B. Peter Rosendorff, NYU and James Raymond Vreeland, Georgetown. *American Political Science Review*

Courses

POL 4887 Thinking Strategically in International Politics

Research and Teaching Specialties:

Corruption International Political Economy
Transparency Methodology
Comparative Political Economy

Dissertations and Theses Supervised:

Distinctions:

Teaching Time Spent on Subject Matter	
Sarah Holtman	25%

Departmental Home: Philosophy

Tenure Status: Associate Professor

Educational History: Ph.D. University of North Carolina, Chapel Hill, 1995
M.A. University of Virginia, 1986
J.D. University of Virginia, 1985
B.A. College of William and Mary, 1982

Languages German(4), French(4)

Overseas Experience: **Research:** Yes **Teaching:** Yes

Recent Publications

Beneficence and Disability: Holtman, Sarah, Adam Cureton and Thomas E. Hill, Jr, eds, Oxford University Press, Disability in Practice: Attitudes, Policies and Relationships, (forthcoming).

Kant & Moral Responsibility for Ebola Orphans: Holtman, Sarah, Guillaume A.W. Attia, Editor-in-Chief, The Critique, The Bright Continent: Illuminating the Challenges, Opportunities & Promises of a Rising Africa, 2016

Courses:

PHIL 1004W Introduction to Political Philosophy PHIL 8420 Seminar: Political Philosophy

Research and Teaching Specialties

Moral Philosophy Kant's Practical Philosophy
Philosophy of Law

Dissertations and Theses Supervised:

Distinctions

Dolan Chair in Philosophy, University of Minnesota, Twin Cities, Summer 2010-Summer 2011

Teaching Time Spent on Subject Matter	
Scott Homler	50%

Departmental Home: Translation and Interpreting

Tenure Status: Teaching Specialist; Director

Educational History: Ph.D. Translating and Interpreting, University of Minnesota

Languages French(4)

Overseas Experience: Morocco **Research:** Yes **Teaching:** Yes
Martinique

Recent Publications

Courses:

Research and Teaching Specialties:

Legal interpretation

Dissertations and Theses Supervised:

Distinctions:

Director of the Program on Translation and Interpreting at the University of Minnesota

Teaching Time Spent on Subject Matter	
Michael Houston	50%

Departmental Home: Carlson School of Management
Tenure Status: Associate Dean, Ecolab-Pierson M. Grieve Chair in International Marketing International programs

Educational History: Ph.D. University of Illinois
M.S. University of Illinois

Languages

Overseas Experience: **Research:** Yes **Teaching:** Yes

Recent Publications

Serves or has served on editorial boards of the Journal of Marketing, Journal of Marketing Research, Journal of Consumer Research, Journal of Consumer Psychology, International Journal of Research in Marketing and the Asian Journal of Marketing. Ng, Sharon, Michael J. Houston, and Rohini Ahluwalia, "Culture and Branding," in Lee, A. and S. Ng, Handbook of Culture and Consumer Behavior.

Courses:

Research and Teaching Specialties:

Branding, Consumer Behavior, Cultural effects in marketing, Global marketing and branding

Dissertations and Theses Supervised: 10

Distinctions:

University of Minnesota Global Engagement Award 2012, Identified as One of Top Academic Market Researchers for Past 20 years

International business consulting

Supply Chain and Operations

Dissertations and Theses Supervised: 1

Distinctions:

Carlson School of Management, Outstanding Teaching Award, 2014

Teaching Time Spent on Subject Matter	
Jisu Huh	100%

Departmental Home: Journalism and Mass Communication
Tenure Status: Professor

Educational History: Ph.D. Mass Communication, University of Georgia, 2003
B.A. Mass Communication, Korea University, Seoul, Korea, 1994

Languages Korean(4)

Overseas Experience: South Korea **Research:** Yes **Teaching:** Yes

Recent Publications

Ray, Atanu, Jisu Huh, Alexander Pfeuffer, and Jaideep Srivastava (2017), "Development of Trust Scores in Social Media (TSM) Algorithm and Application to Advertising Practice and Research," Journal of Advertising, 46(2), 269-282.

Im, Heewon and Jisu Huh (2017), "Does Health Information in Mass Media Help or Hurt Patients? Investigation of Potential Negative Influence of Mass Media Health Information on Patients' Beliefs and Medication Regimen Adherence," Journal of Health Communication, published online on February 14, 2017, DOI: 10.1080/10810730.2016.1261970.

Courses:

JOUR 4272 Interactive Advertising

Research and Teaching Specialties:

Advertising effects

Interactive/digital/social advertising

Big data / computational advertising research

DTC pharmaceutical and medical device advertising

Dissertations and Theses Supervised: 6

Distinctions:

Director of Graduate Studies, School of Journalism and Mass Communication, 2010-present

President, American Academy of Advertising, 2016

International Journal of Advertising 2016 Best Reviewer Award

Teaching Time Spent on Subject Matter	
Christopher Isett	100%

Departmental Home: History

Tenure Status: Associate Professor

Educational History: Ph.D. University of California, Los Angeles, 1998
M.A. University of Michigan, Ann Arbor, 1989
B.A. University of Michigan, Ann Arbor, 1985

Languages Chinese(4), Japanese(4), French(4)

Overseas Experience: China **Research:** Yes **Teaching:** Yes
Taiwan

Recent Publications

The Social History of Agriculture: From the Origins to the Present Crisis. Isett, Christopher, Stephen Miller, Rowman & Littlefield, Author, 2016.

The Taiwanese Way: Isett, Christopher, Jacobin.

Courses:

HIST 3283/5283 Marx, Capital, and History	HIST 5469 Historiographies of China, 1000 - 1700
HIST 3363 Global History of the Cold War	HIST 5479 History of Chinese Cities and Urban Life
HIST 3478 Tiger and Dragons	HSIT 5633 Socio-Economic History of China
HIST 5468 Social Change in Modern China	HIST 8464 Research in Yuan, Ming, and Qing History

Research and Teaching Specialties:

The Political Economies of Post-War East Asia	Marxism
The History of Global Capitalism	Comparative Economic History

Dissertations and Theses Supervised:

Distinctions:

National Science Foundation, 2011-2014	London School of Economics, Erasmus Mundus Fellowship 2013
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Teaching Time Spent on Subject Matter	
Qadri Ismail	75%

Departmental Home: English

Tenure Status: Professor

Educational History: Ph.D. Columbia University, 1998
M.A. Columbia University, 1992
B.A. University of Peradeniya, Sri Lanka, 1984

Languages Tamil(4)

Overseas Experience: Sri Lanka **Research:** Yes **Teaching:** Yes
India

Recent Publications

Culture and Eurocentrism. (London: Rowman and Littlefield International, Disruptions Series, 2015.)
"Sanjeeva Kumara's 'Uncanny' Elephants." *Artra, No 19*, August/September 2015. Invited.

Courses:

ENGL 8400 Seminar in Post-Colonial Literature, Culture, and Theory

Research and Teaching Specialties:

Democracy	Gender/sexuality	The enlightenment
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Dissertations and Theses Supervised: 1

Distinctions:

Imagine Fund, 2010, 2011, 2015

Neha Jain	Teaching Time Spent on Subject Matter 50%
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Departmental Home: School of Law

Tenure Status: Associate Professor

Educational History: B.C.L. and D.Phil. Law, Oxford University

Languages

Overseas Experience: South Africa **Research:** Yes **Teaching:** Yes
Germany

Recent Publications

Radical Dissents in International Criminal Trials, 28 *European Journal of International Law* 1163 (2017)
Perpetrators and Accessories in International Criminal Law: Individual Modes of Responsibility for Collective Crimes (Hart, 2014)

Courses:

LAW 6011 International Law: 1L
LAW 6071 International Law
LAW 6648 International Criminal Law
LAW 6861 International Law Workshop

Research and Teaching Specialties:

Public international law
Criminal law
Comparative law

Dissertations and Theses Supervised: 1

Distinctions:

McKnight Land-Grant Professor (2016-18)
2015 Brandon Research Fellowship at the Lauterpacht Centre for International Law at Cambridge University

Timothy Johnson	Teaching Time Spent on Subject Matter 25%
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Departmental Home: Political Science

Tenure Status: Professor

Educational History: Ph.D. Washington University in St. Louis, 1998
M.A. Washington University in St. Louis, 1995
B.A. Gustavus Adolphus College, St. Peter, MN, 1993

Languages

Overseas Experience: **Research:** Yes **Teaching:** Yes

Recent Publications

Johnson, T. R., & Savelsberg, J. J. (2016). Editors Note: Happy Fiftieth Anniversary to the Law & Society Review! *Law and Society Review*, 50(1), 5-8.

Courses:

POL 8403 International Norms and Institutions

Research and Teaching Specialties:

Judicial Politics
Supreme Court Oral Arguments
Executive/Judiciary Relations
American politics

Dissertations and Theses Supervised: 1

Distinctions:

President's Distinguished Faculty Mentor Program, 2012 - 2013

Christopher Johnstone	Teaching Time Spent on Subject Matter 50%
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Departmental Home: Organizational Leadership, Policy and Development

Tenure Status: Assistant Professor

Educational History: Ph.D. University of Minnesota, comparative and international development education
M.S. Syracuse University, special education

Languages

Overseas Experience: **Research:** Yes **Teaching:** Yes

Recent Publications

Engsig, T.T. & Johnstone, C. (2015). Is there something rotten in the state of Denmark? The paradoxical policies of inclusive education – lessons from Denmark. *International Journal of Inclusive Education*, 19 (5), 469-486.

Courses:

MDP 5100 International Field Seminar
OLPD 5104 Strategies for International Development of Education Systems

Research and Teaching Specialties:

International Development Inclusive Education
Internationalization of Higher Education

Dissertations and Theses Supervised: 1

Distinctions:

Outstanding Mentoring and Advising Award, Council of Graduate Students (2016)
Global Engagement, University of Minnesota (2015)

Susan Jones	Teaching Time Spent on Subject Matter 25%
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Departmental Home: History of Science, Technology and Medicine

Tenure Status: Professor

Educational History: Ph.D. History and Sociology of Science, University of Pennsylvania (1997)

Languages

Overseas Experience: **Research:** Yes **Teaching:** Yes

Recent Publications

Jones, S. D. (2017). Population Cycles, Disease, and Networks of Ecological Knowledge. *Journal of the History of Biology*, 50(2), 357-391

Courses:

HSCI 1212 Life on Earth: Origins, Evolution & Ecology
HSCI 3244/5244 Nature's History: Science, Humans, and the Environment

Research and Teaching Specialties:

History of biomedical sciences Historical ecology of disease
History of life sciences Role of science in mediating human-animal interactions

Dissertations and Theses Supervised: 1

Distinctions:

Guggenheim Foundation Fellowship 2017

Miranda Joseph	Teaching Time Spent on Subject Matter 25%
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Departmental Home: Gender, Women and Sexuality Studies

Tenure Status: Professor and Chair of Department

Educational History: Ph.D. Modern Thought and Literature, Stanford University, 1995

Languages

Overseas Experience: **Research:** Yes **Teaching:** Yes

Recent Publications

"Community, Collectivity, Affinities," *A Companion to Critical and Cultural Theory*. Edited by Sarah Blacker, Justin Sully, and Imre Szeman (Wiley-Blackwell, 2017)

Courses:

GWSS 3406 Gender, Labor, and Politics GWSS 8210 Seminar: Feminist Theory & Praxis

Research and Teaching Specialties:

Gender, Culture and Capitalism LGBTQ Studies
Queer Theories

Dissertations and Theses Supervised:

Distinctions:

Winton Chair in the Liberal Arts, University of Minnesota, Spring/Fall 2016

Indira Junghare	Teaching Time Spent on Subject Matter 100%
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Departmental Home: Linguistics

Tenure Status: Professor

Educational History: PhD University of Texas-Austin
MA University of Texas-Austin
BA Nagpur University, India

Languages Marathi (4), Hindi (4), Sanskrit (4), Pali (4), Prakrit (4), Urdu (4), Bengali (4), Gujarathi (4), Russian (4)

Overseas Experience: **Research:** No **Teaching:** Yes

Recent Publications

"Gender Marking in Hindi and Marathi," In *Essays in Indo-European Language and Culture in Historical Perspective*, Vol. III, Special issue of *General Linguistics* 39, ed. Drinka and Salmons, 2003.

Courses:

RELS 5671 Hinduism

Research and Teaching Specialties

South Asian Languages & Linguistics South Asian Cultures
South Asian Literatures South Asian Philosophy & Religions

Dissertations and Theses Supervised:

Distinctions

Screening panel, Fulbright Scholarship Awards for India, Institute of International Education Committee, 2002-04

Teaching Time Spent on Subject Matter	
Mary Jo Kane	25%

Departmental Home: School of Kinesiology

Tenure Status: Professor

Educational History: Ph.D. University of Illinois, Champaign, IL, summa cum laude, 1985

Languages

Overseas Experience: **Research:** Yes **Teaching:** Yes

Recent Publications

Kane, M. J., LaVoi, N. M., & Fink, J. S. (2013). Exploring elite female athletes' interpretations of sport media images: A window into the construction of social identity and "Selling sex" in Women's sports. *Communication & Sport*.

Courses:

KIN 5371 Sport and Society

Research and Teaching Specialties:

Sport sociology Women's athletic leadership
Women's sports

Dissertations and Theses Supervised: 2

Distinctions:

Named One of the 100 Most Influential Sports Educators by the Institute for International Sport, University of Rhode Island, 2016.

Teaching Time Spent on Subject Matter	
David Karjanen	25%

Departmental Home: American Studies

Tenure Status: Assistant Professor

Educational History: Ph.D. University of Michigan
M.A. John Hopkins University
B.A. University of New Hampshire

Languages Czech, French, Slovak, Spanish

Overseas Experience: Slovakia **Research:** Yes **Teaching:** Yes

Recent Publications:

The limits to quantitative thinking: Engaging economics on the unemployed : Karjanen, David, Jong Bum Kwon and Carrie M. Lane eds, Cornell University Press , Anthropologies of Unemployment: New Perspectives on Work and Its Absence, 34-52, 2016.
Morality, Normativity, and Economic Development in Slovakia : Karjanen, David, Studies of Transition States and Societies, 7(1) 27-38, 2015.

Courses:

AMST 1012 Migrants, Refugees, Citizens, and Exiles
AMST 3114 America in International Perspective

Research and Teaching Specialties:

Political economy Employer-employee relations
Labor markets Urbanization
Migration Inequality

Dissertations and Theses Supervised:

Distinctions:

Editorial Board Member: Anthropology of Work Review, 2016
Faculty Residential Fellow, Institute of Advanced Study, University of Minnesota

Diana Karwan	Teaching Time Spent on Subject Matter 25%
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Departmental Home: Forest Resources

Tenure Status: Assistant Professor

Educational History: Ph.D. Yale University, School of Forestry & Environmental Studies
2010 M.Phil. Yale University, Graduate School of Arts & Sciences, 2006

Languages

Overseas Experience: **Research:** Yes **Teaching:** Yes

Recent Publications

J. E. Pizzuto, J. Keeler, K. Skalak, D.L. Karwan. Storage Filters Upland Suspended Sediment Signals Delivered From Watersheds. Geology. ACCEPTED November 2016.

Courses:

FNRM 3114/5114 Hydrology and Watershed Management

Research and Teaching Specialties:

Watershed hydrology Forest hydrology
Critical zone processes

Dissertations and Theses Supervised:

Distinctions:

2016-2019 Delaware Watershed Research Fund via William Penn Foundation

Patrick Kehoe	Teaching Time Spent on Subject Matter 50%
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Departmental Home: Economics

Tenure Status: Professor

Educational History: Ph.D. Harvard University, 1986
M.A. McGill University, 1979
B.A. Providence College, 1978

Languages

Overseas Experience: **Research:** Yes **Teaching:** Yes

Recent Publications

Kehoe, P. J., & Pastorino, E. (2017). Fiscal unions redux. *Economic Theory*, 64(4), 741-776.
Brinca, P., Chari, V. V., Kehoe, P. J., & McGrattan, E. (2016). Accounting for Business Cycles. In *Handbook of Macroeconomics*, 2016 (Vol. 2, pp. 1013-1063). (Handbook of Macroeconomics; Vol. 2). Elsevier B.V..

Courses:

ECON 8404 International Trade and Payments Theory

Research and Teaching Specialties:

Fiscal growth International finance International trade
Fiscal policy Open-economy macroeconomics Macroeconomic theory

Dissertations and Theses Supervised: 2

Distinctions:

Fellow of the Econometric Society

Teaching Time Spent on Subject Matter	
Timothy Kehoe	50%

Departmental Home:	Economics
Tenure Status:	Professor
Educational History:	Ph.D. Yale University, 1979 M.A. Yale University, 1977 B.A. Providence College, 1975
Languages	Spanish(4)
Overseas Experience:	Spain Mexico Portugal
Research:	Yes
Teaching:	Yes

Recent Publications

"The Macroeconomics of Aging," volume of *Journal of the Economics of Ageing*, edited with Juan Carlos Conesa, (forthcoming)
 "Models of Debt and Debt Crises," volume of *Economic Theory*, 64, edited with Cristina Arellano and Herakles Polemarchakis, (2017)

Courses:

ECON 8401 International Trade and Payments Theory
 ECON 8491 Workshop in Trade and Development
 ECON 8492 Workshop in Trade and Development

Research and Teaching Specialties:

Applied general equilibrium modeling
 Intertemporal general equilibrium theory
 Public finance
 Trade theory

Dissertations and Theses Supervised: 15

Distinctions:

Doctor Honoris Causa, Universitat Autònoma de Barcelona, 2016.
 Fellowship, John Simon Guggenheim Memorial Foundation, 2015–2016.

Teaching Time Spent on Subject Matter	
Daniel Kelliher	75%

Departmental Home:	Political Science
Tenure Status:	Associate Professor
Educational History:	Ph.D. Yale University, 1985 B.A. Oberlin College, 1975
Languages	Chinese(4)
Overseas Experience:	China
Research:	Yes
Teaching:	Yes

Recent Publications

"The Chinese Debate Over Village Self-Government" 1997, *The China Journal*, No. 37: 64-86
 "The Logic of Privatization" 1995, *The Political Economy of East Asia: China, Korea, and Taiwan*, vol. II: 323-359

Courses:

POL 4495 Politics of Family, Sex, and Children

Research and Teaching Specialties:

Comparative politics
 Rural China and peasant politics

Dissertations and Theses Supervised:

Distinctions:

Arthur "Red" Motley Exemplary Teaching Award, 2011

	Teaching Time Spent on Subject Matter
Jason Kerwin	25%

Departmental Home: Applied Economics

Tenure Status: Assistant Professor

Educational History: Ph.D. Economics, University of Michigan, 2015
M.A. Economics, University of Michigan, 2011

Languages

Overseas Experience: **Research:** Yes **Teaching:** Yes

Recent Publications

Kerwin, J. T., Thornton, R. L., & Foley, S. M. (2014). Prevalence of and Factors Associated with Oral Sex Among Rural and Urban Malawian Men. *International Journal of Sexual Health*, 26(1), 66-77.

Kerwin, J. T., Foley, S. M., Thornton, R. L., Basinga, P., & Chinkhumba, J. (2011). Missing safer sex strategies in HIV prevention: A call for further research. *Etude de la Population Africaine*, 25(2), 286-297.

Courses:

APEC 8704 Trade and Development IV

Research and Teaching Specialties:

Development and Growth
Health Economics

Labor Economics
Labor markets in sub-Saharan Africa.

Dissertations and Theses Supervised:

Distinctions:

Best Poster Prize, Population Association of America Annual Meeting (2017)
Dorothy S. Thomas Award, Population Association of America (2016)

	Teaching Time Spent on Subject Matter
Don Kilberg	25%

Departmental Home: Forest Resources

Tenure Status: Lecturer

Educational History: M.A. Geographic Information Science and Cartography University of Minnesota, 2011

Languages German(4)

Overseas Experience: **Research:** Yes **Teaching:** Yes

Recent Publications

Economic and Environmental Costs and Benefits of Living Snow Fences: Safety, Mobility, and Transportation Authority Benefits, Farmer Costs, and Carbon Impacts, Report no. MnDOT 2012-03

Courses:

FNRM 3262/5262 Remote Sensing and Geospatial Analysis of Natural Resources and Environment

Research and Teaching Specialties:

Land and minerals
Conservation easements

Geoprocessing tools

Dissertations and Theses Supervised:

Distinctions:

2017 CTS Research Partnership Award

William King	Teaching Time Spent on Subject Matter 50%
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Departmental Home: College of Continuing and Professional Studies

Tenure Status: Senior Lecturer

Educational History: M.S. operations and technology management, Illinois Institute of Technology

Languages

Overseas Experience: **Research:** No **Teaching:** Yes

Recent Publications

Courses:
MM 3001W Manufacturing in the Global Economy

Research and Teaching Specialties:
Manufacturing operations

Dissertations and Theses Supervised:

Distinctions:

Paul Klaas	Teaching Time Spent on Subject Matter 50%
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Departmental Home: School of Law

Tenure Status: Adjunct Professor

Educational History: J.D. Harvard Law School 1977
A.B. Dartmouth College 1974

Languages

Overseas Experience: **Research:** Yes **Teaching:** Yes

Recent Publications

Courses:
LAW 6911 International Commercial Arbitration

Research and Teaching Specialties:
International, intellectual property litigation International arbitration

Dissertations and Theses Supervised:

Distinctions:
Chambers USA and/or Chambers Global (Top Ranked "Leading Individual" in Commercial Litigation) 2011-2015
Fellow, Chartered Institute of Arbitrators (London branch)

Teaching Time Spent on Subject Matter	
Katherine Klink	25%

Departmental Home: Geography, Environment and Society

Tenure Status: Associate Professor

Educational History: Ph.D. University of Delaware, 1992
M.S. University of Delaware, 1987
B.S. University of Wisconsin-Milwaukee, 1982

Languages

Overseas Experience: **Research:** Yes **Teaching:** Yes

Recent Publications

Klink, K. (2015) Seasonal patterns and trends of fastest 2-min winds at coastal stations in the conterminous USA. *International Journal of Climatology*

Klink, K., J.J. Wiersma, C.J. Crawford,* and D.D. Stuthman (2014) Impacts of temperature and precipitation variability in the Northern Plains of the United States and Canada on the productivity of spring barley and oat. *International Journal of Climatology*

Courses:

GEOG 3401/5401 Geography of Environmental Systems and Global Change
GEOG 8240 Medical Geography

Research and Teaching Specialties:

Climate Dynamics Environmental Science
Wind Climatology Quantitative Methods

Dissertations and Theses Supervised:

Distinctions:

Member, Association of American Geographers Nominating Committee (elected). 2014

Teaching Time Spent on Subject Matter	
David Knoke	25%

Departmental Home: Sociology

Tenure Status: Professor

Educational History: Ph.D. University of Michigan, Ann Arbor, 1972
M.S.W. University of Michigan, 1971
M.A. University of Chicago, 1970
B.A. University of Michigan, 1969

Languages

Overseas Experience: **Research:** Yes **Teaching:** Yes

Recent Publications

David Knoke. "Power Networks." In *Palgrave Handbook of Political Elites*, edited by John Higley and Heinrich Best. Basingstoke, UK: Palgrave Macmillan. (forthcoming)

David Knoke. 2015. "Emerging Trends in Social Network Analysis of Terrorism and Counterterrorism." In *Emerging Trends in the Social and Behavioral Sciences: An Interdisciplinary, Searchable, and Linkable Resource*, edited by Robert A. Scott and Stephen M. Kosslyn. Hoboken, NJ: John Wiley and Sons

Courses:

SOC 3411W Organizations and Society SOC 8412 Social Network Analysis: Theory and Methods
SOC 4411/5411 Terrorist Networks and Counterterror Organizations

Research and Teaching Specialties:

Organizations and work Economic Sociology Statistics and Methods
Social Networks Political Sociology

Dissertations and Theses Supervised: 4

Distinctions:

"Understanding and Implementing Care Teams" Grant, 2010-2011

Ellen Koski	Teaching Time Spent on Subject Matter 25%
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Departmental Home: School of Public Health

Tenure Status: Lecturer

Educational History: MPH Public Health, University of Minnesota, 2016

Languages Spanish(4)

Overseas Experience: **Research:** Yes **Teaching:** Yes

Recent Publications

Courses:

PUBH 3040 Dying and Death in Contemporary Society: Implications for Intervention

Research and Teaching Specialties:

HIV/AIDS, alcohol and drug abuse Thanatology

Dissertations and Theses Supervised:

Distinctions:

2016-present Director of Fox Valley Advance Care Planning Partnership

Ronald Krebs	Teaching Time Spent on Subject Matter 50%
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Departmental Home: Political Science

Tenure Status: Professor

Educational History: Ph.D. Columbia University, 2003
M.Phil. Columbia University, 2000
A.B. Princeton University, 1995

Languages Hebrew(4), French(3), German(3)

Overseas Experience: Israel **Research:** Yes **Teaching:** Yes

Recent Publications

Narrative and the Making of US National Security. Cambridge Studies in International Relations. Cambridge: Cambridge University Press, 2015.

"United They Fall: Why the International Community Should Not Promote Military Integration After Civil War." With Roy Licklider. *International Security* 40:3 (winter 2015/2016): 93-138.

Courses:

POL 4885W International Conflict and Security POL 8402 International Security

Research and Teaching Specialties:

The use of military force Consequences of war and military service
Counterterrorism Rhetoric and foreign policy

Dissertations and Theses Supervised: 1

Distinctions:

Scholar of the College, College of Liberal Arts (2017–2020)

Robert L. Jervis and Paul W. Schroeder Best Book Award in International History and Politics, American Political Science Association (2016)

Giovanni Sartori Book Award, for the best book developing or applying qualitative methods, Qualitative and Multi-Method Research Section, American Political Science Association (2016)

Teaching Time Spent on Subject Matter	
Jean Langford	100%

Departmental Home: Anthropology
Tenure Status: Professor

Educational History: Ph.D. University of Washington, 1998
M.A. University of Washington, 1993
B.A. University of Washington, 1990

Languages

Overseas Experience: India **Research:** Yes **Teaching:** Yes
Laos

Recent Publications

2017 *Avian Bedlam: Toward a Biosemiosis of Troubled Parrots* . Environmental Humanities 9(1): 84-107
2013 *Consoling Ghosts: Stories of Medicine and Mourning from Southeast Asians in Exile* . Minneapolis: University of Minnesota Press.

Courses:

ANTH 3035 Anthropologies of Death ANTH 8120 Problems in Applied Anthropology
ANTH 4075 Cultural Histories of Healing ANTH 8207 Political and Social Anthropology
ANTH 5031W Ethnographies of Science

Research and Teaching Specialties:

Healing practices South and Southeast Asia
Medicine Interspecies relationships

Dissertations and Theses Supervised:

Distinctions:

2016-2017 Institute of Advanced Studies Fellowship, UMN: Animal Bedlam: Troubled Creatures & Interspecies Care

Teaching Time Spent on Subject Matter	
Rachmi Diyah Larasati	75%

Departmental Home: Theatre Arts and Dance

Tenure Status: Associate Professor

Educational History: Ph.D. University of California - Riverside, 2006
M.A. University of California - Los Angeles, 2000

Languages Indonesian(4)

Overseas Experience: Indonesia **Research:** Yes **Teaching:** Yes

Recent Publications

The Rethinking of Remembering: Who Lays Claim to Speech in the Wake of Catastrophe ? . Larasati, Rachmi Diyah, Editor: Fazil Moradi, Ralph Buchenhorst, Maria Six-Hohenbalken, Routledge, Author, 2017
From "Che to Guantanamo: Decolonizing the Corporeality of the Displaced" : Larasati, Rachmi Diyah, Rowman & Littlefield International, Kilombo: International Relations and Colonial Questions). 2017

Courses:

DANCE 1315 Flamenco DNCE 3487W Dance and Citizenship
DNCE 3401W Dance History I DNCE 3495 Dance and Global Tourism

Research and Teaching Specialties

Memory of Violence & Creative Project in Post Conflict Zone Genocide/Massacres Cultural Reconstruction
Performing Arts in Global Politics & Culture Politics of Human Rights and Creative Arts
Dancing Body, Tourism & Female Citizenship Dancing Body in Islam of Southeast Asia

Dissertations and Theses Supervised:

Distinctions

Grant in Aid, July 1, 2015 - January 15, 2017

Geoffrey Larson	Teaching Time Spent on Subject Matter 50%
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Departmental Home: School of Law

Tenure Status: Adjunct Professor

Educational History: J.D. University of Iowa

Languages

Overseas Experience: **Research:** No **Teaching:** Yes

Recent Publications

Courses:

LAW 7075 International Moot Court
LAW 7076 International Moot Court Director

LAW 7077 International Moot Court Administrative
LAW 7078 International Moot Court Competition Team

Research and Teaching Specialties:

Civil Litigation
Human Rights
International Law

Litigation, Alternative Dispute Resolution & Advocacy

Dissertations and Theses Supervised:

Distinctions:

2018 International Moot Court and the Philip C. Jessup International Law Moot Court Competition Supervisor

Thanh Le	Teaching Time Spent on Subject Matter 50%
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Departmental Home: Carlson School of Management

Tenure Status: Senior Lecturer

Educational History: Ph.D. Economics, University of Minnesota, 1994
B.S. Economics, University of Minnesota, 1988

Languages

Overseas Experience: **Research:** Yes **Teaching:** Yes

Recent Publications

Courses:

FINA 6341 World Economy

Research and Teaching Specialties:

Financial Economics
Public Finance

Econometrics
Cost Benefit Analysis

Dissertations and Theses Supervised:

Distinctions:

Erika Lee	Teaching Time Spent on Subject Matter 100%
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Departmental Home: Global Studies, Immigration History Research Center

Tenure Status: Professor, Director of Immigration History Research Center

Educational History: Ph.D.: History, University of California, Berkeley, Berkeley, California, 1998.
M.A.: History, University of California, Berkeley, Berkeley, California, 1993.

Languages: Mandarin Chinese(4)

Overseas Experience: **Research:** Yes **Teaching:** Yes

Recent Publications

The Making of Asian America: A History. Lee, Erika, Simon & Schuster, Author, 2015.
“Chinese immigrants now largest group of new arrivals to the U.S”: Lee, Erika, 2015.

Courses:

CHIC/HIST 3862 American Immigration History

Research and Teaching Specialties:

Migration, Race, and Ethnicity Law and Public Policy
Asian Americans

Dissertations and Theses Supervised:

Distinctions:

2018 Distinguished Historian Award, Society for Historians of the Gilded Age and Progressive Era
2017 College of Liberal Arts Dean’s Medal
University of Minnesota Distinguished McKnight Professor , 2016 - to present

Josephine Lee	Teaching Time Spent on Subject Matter 75%
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Departmental Home: English

Tenure Status: Professor

Educational History: Ph.D. Princeton University, 1987
B.S. Massachusetts Institute of Technology, 1982

Languages

Overseas Experience: **Research:** Yes **Teaching:** Yes

Recent Publications

East West Players and Asian American Theatre : A Retrospective: Lee, Josephine, Theatre Survey, 57:2 238--241, 2016.
“‘Something Beyond and Above’: David Henry Hwang’s Revision of *Flower Drum Song* .: Lee, Josephine, edited by Esther Kim Lee, The Theatre of David Henry Hwang, 2015.

Courses:

ENGL 4233 Modern and Contemporary Drama

Research and Teaching Specialties:

Dramatic literature, theater history, performance studies
Asian American studies

Dissertations and Theses Supervised:

Distinctions:

U.S. Department of Education Asian American Native American Pacific Islander Serving Institution Grant (co--PI, with PI Bic Ngo, Curriculum and Instruction), 2016 - 2021

	Teaching Time Spent on Subject Matter
Mai Na Lee	100%

Departmental Home: History

Tenure Status: Associate Professor

Educational History: Ph.D. University of Wisconsin-Madison, 2005
M.A. University of Wisconsin-Madison, 2000
B.A. Carleton College, 1994

Languages Hmong(4), Thai (4), French(4)

Overseas Experience: Vietnam **Research:** Yes **Teaching:** Yes
Laos

Recent Publications

The Women of Dragon Capital (Long Cheng): Marriage Alliances and the Rise of Vang Pao : Lee, Mai Na, University of Minnesota Press, Claiming Place: Hmong Women, Power and Knowledge Productions, Forthcoming.

Dreams of the Hmong Kingdom. Lee, Mai Na, University of Wisconsin Press, Author, 2015

Courses:

HIST 3483/ALL 3672 Hmong History Across the Globe HIST 3486 Hmong Refugees from the Secret War
HIST 3485/ALL 3771 History of Southeast Asia HIST 3487 The Vietnam Wars

Research and Teaching Specialties:

Southeast Asia
Southeast Asian American/Hmong communities

Dissertations and Theses Supervised:

Distinctions:

Talle Faculty Award 2015-16

	Teaching Time Spent on Subject Matter
Michael Lee	25%

Departmental Home: Social Work

Tenure Status: Assistant Professor

Educational History: Ph.D. Social Work, University of Minnesota, 2014

Languages

Recent Publications
Fisher, C.M., Lee, M.G., Chung, C-T., Center, B.A. (2014) Adolescent sexual risk-taking: Within- and between-person patterns over time. *Journal of the Society for Social Work and Research* , 5(1), 79-105.

Courses:
SW 8807 International and Comparative Social Welfare Policy

Research and Teaching Specialties:
Human development over the lifespan Social welfare history and policy
GLBT & Social Welfare History HIV/AIDS Prevention

Dissertations and Theses Supervised:

Distinctions:

Teaching Time Spent on Subject Matter	
Michelle Lekas	25%

Departmental Home: Cultural Studies and Comparative Literature

Tenure Status: Lecturer

Educational History: Ph.D. University of Minnesota, 2000
M.A. University of Florida, 1987
B.A. University of Illinois, 1982
B.A. University of Illinois, 1980

Languages

Overseas Experience: **Research:** Yes **Teaching:** Yes

Recent Publications

"*Writing and Reading...Aloud: notes on the Revision Process*," : Lekas, Michelle, NCTE, English Journal, vol. 99, no. 7 68-80, 2010.

Courses:

SCMC 3001W History of Cinema and Media Culture
CSCL 3212W Documentary Cinema: History and Politics

Research and Teaching Specialties:

Lacanian Psychoanalysis American and British Literature: 1810 to 1990
Film Music: 1912 to present Queer Theory

Dissertations and Theses Supervised:

Distinctions:

Teaching Time Spent on Subject Matter	
Bernard Levinson	75%

Departmental Home: Classical and Near Eastern Studies

Tenure Status: Professor

Educational History: Ph.D. Brandeis University, 1991
M.A. McMaster University, 1978

Languages Akkadian, Aramaic, Hebrew, Ugaritic, Arabic, German, Hebrew, French

Overseas Experience: **Research:** Yes **Teaching:** Yes

Recent Publications

Levinson, B. M. (2016). Refining the Reconstruction of Col. 2 of the Temple Scroll (11QTa): The Turn to Digital Mapping and Historical Syntax. *Dead Sea Discoveries*, 23(1), 1-26.

Courses:

JWST/RELS 5513W Scripture and Interpretation RELS 3503 History and Development of Israelite Religion

Research and Teaching Specialties

Ancient Near Eastern studies Divine revelation
History of interpretation

Dissertations and Theses Supervised: 1

Distinctions:

Scholar of the College Award, College of Liberal Arts, 2010

Malinda Lindquist	Teaching Time Spent on Subject Matter 75%
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Departmental Home: History

Tenure Status: Associate Professor

Educational History:

Languages

Overseas Experience: **Research:** Yes **Teaching:** Yes

Recent Publications

Keith Mayes and Malinda Alaine Lindquist, Civil Rights and Black Power: The Struggle for Black Equality in the United States, 1941 to 1975, 2016

Courses:

HIST 1000/3000 Visions of the Past: Thematic Approaches to Understanding History

Research and Teaching Specialties:

African-American history

U.S. history

Manhood in the Americas

Feminist theory

Dissertations and Theses Supervised:

Distinctions:

NEH Postdoctoral Fellow, Schomburg Center for Research in Black Culture , 2007

Jay Lipe	Teaching Time Spent on Subject Matter 50%
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Departmental Home: Carlson School of Management

Tenure Status: Senior Lecturer & Adjunct Faculty Coordinator

Educational History: M.B.A. Management, Northwestern University, 1987

Languages

Overseas Experience: **Research:** Yes **Teaching:** Yes

Recent Publications

Stand Out from the Crowd; Secrets to Crafting a Winning Company Identity, Kaplan Business; Original edition (September 1, 2006)

Courses:

IBUS 4082W Brand Management

MKTG 6072 International Marketing

Research and Teaching Specialties:

Brand Management

Marketing Channels

Marketing Strategy

International Marketing

Luxury Brand Marketing

Dissertations and Theses Supervised: 1

Distinctions:

2015 Dean's Grant/Teaching Development Award

David Lipset	Teaching Time Spent on Subject Matter 75%
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Departmental Home: Anthropology

Tenure Status: Professor

Educational History:

Languages

Overseas Experience: Papua New Guinea **Research:** Yes **Teaching:** Yes

Recent Publications:

Lipset, David and Eric K. Silverman eds. (2016). Mortuary Dialogues: Death Rites and the Reproduction of Moral Community in Pacific Modernities. New York: Berghahn.

Lipset, David and Richard Handler, eds. (2014). Vehicles: Cars, Canoes and other Metaphors of Moral Imagination. New York: Berghahn.

Courses:

ANTH 3046W Romance and Culture
ANTH 3242W Hero or Savage?

ANTH 8001 Ethnography, Theory, History

Research and Teaching Specialties:

Masculinity, personhood and modernity

The state in the Pacific

Symbolic, political-legal, and psychoanalytic anthropology

Papua New Guinea, Sepik River

Romance, the body

NonWestern people in mass media

Dissertations and Theses Supervised:

Distinctions:

McKnight Land Grant Professorship

Holly Littlefield	Teaching Time Spent on Subject Matter 50%
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Departmental Home: Carlson School of Management

Tenure Status: Senior Lecturer

Educational History: Ph.D. English and composition University of Minnesota, 1999

Languages

Overseas Experience: Spain **Research:** No **Teaching:** Yes

Recent Publications

Courses:

IBUS 3033W Business Communication in Spain

MGMT 3900 International Business Communication

Research and Teaching Specialties:

Business communication

Strategic Management & Entrepreneurship

International communications

Dissertations and Theses Supervised: 1

Distinctions:

Donald Liu	Teaching Time Spent on Subject Matter 50%
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Departmental Home: Applied Economics

Tenure Status: Professor

Educational History: Ph.D. Department of Agricultural and Applied Economics, University of Minnesota, 1985
M.S. Department of Agricultural Economics, California State University, Fresno, 1980

Languages

Overseas Experience: **Research:** Yes **Teaching:** Yes

Recent Publications

Wang, Y., Zhao, S., Yang, Z., & Liu, D. J. (2015). Food versus crude oil: What do prices tell us? Evidence from China. *China Agricultural Economic Review*, 7(3), 435-447.

Courses:

APEC 1101H Principles of Microeconomics

Research and Teaching Specialties:

Economic Education Marketing Economics
Industrial Organization

Dissertations and Theses Supervised: 1

Distinctions:

National Award for Excellence in College and University Teaching in the Food and Agricultural Sciences, USDA 2007

Enid Logan	Teaching Time Spent on Subject Matter 25%
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Departmental Home: Sociology; African American and African Studies

Tenure Status: Associate Professor

Educational History: Ph.D. University of Michigan, Ann Arbor, MI, 2005
Grad Certificate: Latin American & Caribbean Studies, University of Michigan, 2001
M.A. Sociology, University of Michigan, Ann Arbor, MI, 1997

Languages

Overseas Experience: **Research:** Yes **Teaching:** Yes

Recent Publications

Logan, E. (2015). Review of Culling the Masses: The Democratic Origins of Racist Immigration Policy in the Americas. *International Journal of Comparative Sociology*, 56(2), 163-166.

Logan, E. (2014). Barack Obama, the new politics of race, and classed constructions of racial blackness. *Sociological Quarterly*, 55(4), 653-682.

Courses:

SOC 3003 Social Problems

Research and Teaching Specialties:

Race and the Body Blacks and Social Class
Race and Electoral Politics Afro-Latin America

Dissertations and Theses Supervised:

Distinctions:

2016 Joan Aldous Diversity & Public Engagement Grant
2015 Cooperman Summer Interdisciplinary Award, University of Minnesota

Teaching Time Spent on Subject Matter	
Ann Lowry	50%

Departmental Home: Carlson School of Management

Tenure Status: Lecturer

Educational History: Ph.D. Organizational communication, University of Minnesota
M.A. Interpersonal communication, University of Wisconsin-Madison

Languages

Overseas Experience: **Research:** No **Teaching:** Yes

Recent Publications

Courses:

ABUS 3510 Communicating Virtually Across Global Teams in Applied Business Settings
ABUS 4023W Communicating for Results

Research and Teaching Specialties:

Dissertations and Theses Supervised:

Distinctions:

Teaching Time Spent on Subject Matter	
Nancy Luxon	25%

Departmental Home: Political Science

Tenure Status: Associate Professor

Educational History: Ph.D. University of California, San Diego, 2005
B.A. Stanford University, 1995

Languages French(4), Italian(3), German(3), Polish(3), Russian(3)

Overseas Experience: **Research:** Yes **Teaching:** Yes

Recent Publications

"Rancière's Lessons in Failure," *Philosophy and Rhetoric* 49.4 (2016): 392-407.
Disorderly Families: Infamous Letters from the Bastille Archives. Luxon, Nancy, by Arlette Farge and Michel Foucault, Trans. Thomas Scott-Railton, University of Minnesota Press, Editor, 2016.

Courses:

POL 4253 Modernity and its Discontents: Late Modern Political Thought
POL 8253 Late Modern Political Thought

Research and Teaching Specialties:

French political thought; Psychoanalysis
Contemporary political and social theory Ancient and modern practices of the self

Dissertations and Theses Supervised: 7

Distinctions:

Talle Faculty Research Award (for Staging the Political: Colonial Encounters in North Africa and France), 2017 - 2019
Mellon Sawyer Seminar, "The Politics of Land", 2017 - 2018

Svjetlana Madzar	Teaching Time Spent on Subject Matter 50%
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Departmental Home: Carlson School of Management

Tenure Status: Senior Lecturer

Educational History: Ph.D. University of Minnesota
M.A. University of Minnesota

Languages

Overseas Experience: **Research:** Yes **Teaching:** Yes

Recent Publications

Jonsen, K., Aycan, Z., Berdrow, I., Boyacigiller, N. A., Brannen, M. Y., Davison, S. C., ... Weber, T. J. (2010). Scientific mindfulness: A foundation for future themes in international business. *Advances in International Management*, 23, 43-69.

Courses:

MGMT 4500 Senior Seminar in International Business

Research and Teaching Specialties:

International Business Multinational companies
Strategic Management & Entrepreneurship

Dissertations and Theses Supervised:

Distinctions:

Steven Manson	Teaching Time Spent on Subject Matter 50%
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Departmental Home: Geography, Environment and Society

Tenure Status: Associate Professor

Educational History: Ph.D. Clark University, 2002
B.A. University of Victoria, Canada, 1995

Languages

Overseas Experience: **Research:** Yes **Teaching:** Yes

Recent Publications:

Kugler, T. A., Manson, S. M., & Donato, J. R. (2017). Spatiotemporal aggregation for temporally extensive international microdata. *Computers, Environment and Urban Systems*, 63, 26-37.

Courses:

GEOG 5565 Geographical Analysis of Human-Environment Systems
GEOG 8350 Seminar: World Population

Research and Teaching Specialties:

Geographic information science
Spatial analysis of human-environment systems

Dissertations and Theses Supervised: 2

Distinctions:

2016 Scholar of the College, College of Liberal Arts, University of Minnesota
2016 Best Paper Award, Journal of Map and Geography Libraries

Teaching Time Spent on Subject Matter	
Jean-Philippe Marcotte	50%

Departmental Home:	Linguistics
Tenure Status:	Assistant Professor
Educational History:	
Languages	French(4)
Overseas Experience:	Research: Yes Teaching: Yes

Recent Publications

Syntactic Categories in the Correspondence Architecture, *CSLI Publications*, Jean-Philippe Marcotte, 2014
 Marcotte, J-P. (2006). Causative alternation errors as event-driven construction paradigm completions. In E. V. Clark, & B. F. Kelly. (Eds.), *Constructions in acquisition* CSLI Publications

Courses:

LING 1701 Language and Society
 LING 3101W Languages of the World

Research and Teaching Specialties:

World languages

Dissertations and Theses Supervised:

Distinctions:

Teaching Time Spent on Subject Matter	
Michelle Mason	25%

Departmental Home:	Philosophy
Tenure Status:	Associate Professor
Educational History:	Ph.D. University of Chicago, 2001 B.S. Boston University, 1988 B.A. Boston University, 1988
Languages	
Overseas Experience:	Research: Yes Teaching: Yes

Recent Publications

"Reactivity and Refuge." In *Oxford Studies in Agency and Responsibility Vol. 2*, edited by D. Shoemaker and N. Tognazzini, 143–62. Oxford University Press, 2014.

Courses:

PHIL 4320W Intensive Study of an Historical Moral Theory
 PHIL 4321W Theories of Justice

Research and Teaching Specialties:

Ethical Theory Practical Reasoning Aesthetics

Dissertations and Theses Supervised: 2

Distinctions:

Program in Ethical Inquiry Grant, Brown University, 2016

Teaching Time Spent on Subject Matter	
Nabil Matar	75%

Departmental Home:	History; English
Tenure Status:	Professor
Educational History:	Ph.D. Emmanuel College, University of Cambridge, 1976 M.A. American University of Beirut, 1972 B.A. American University of Beirut, 1971
Languages	Arabic(4)

Overseas Experience:	Morocco	Research:	Yes	Teaching:	Yes
	Turkey				

Recent Publications:

The United States through Arab Eyes: Anthology of Writings from Early Emigrants (1876-1914), introduced, selected, and translated (forthcoming 2018, Edinburgh University Press).

An Arab Ambassador in the Mediterranean World (1779-1787), abridged, translated, and introduced (Routledge, 2015).

Courses

ALL 3871/HIST 3493 Islam: Religion and Culture
ENGL 3021 Captivity in Literature and Film

ENGL 3026 Literature and History on the Borders of Three Continents
RELS 3718W Christ in Islamic Thought

Research and Teaching Specialties:

English 17th-century religious literature
Travel writing

Modern Arabic literature
Arab-Islamic civilization

Dissertations and Theses Supervised:

Distinctions:

Kuwait Foundation for the Advancement of Sciences Award, December 2017
Samuel Russell Chair in the Humanities, University of Minnesota, July 2017

Teaching Time Spent on Subject Matter	
Saje Mathieu	25%

Departmental Home:	History
Tenure Status:	Associate Professor
Educational History:	Joint Ph.D. History and African American Studies, Yale University, 2001
Languages	

Overseas Experience:	Research:	Yes	Teaching:	Yes
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Recent Publications

1919: *Race, Riot, and Revolution*. Mathieu, Saje, Author, under development.

North of the Color Line: Migration and Black Resistance in Canada, 1870-1955. Mathieu, Saje, The John Hope Franklin Series in African American History and Culture, University of North Carolina Press, Author, 2010.

Courses:

CHIC 3862 American Immigration History
HIST 1361W World War I: A Global History

Research and Teaching Specialties:

African American history since Reconstruction
20th century American history

Migration, social movements and political resistance

Dissertations and Theses Supervised:

Distinctions:

Arthur "Red" Motley Exemplary Teaching Award for 2011-12.

Teaching Time Spent on Subject Matter	
Keith Mayes	25%

Departmental Home:	African American and African Studies
Tenure Status:	Associate Professor, Director of Undergraduate Studies
Educational History:	Ph.D. Princeton University, 2002
Languages	
Overseas Experience:	Research: Yes Teaching: Yes

Recent Publications

Mayes, K. A., & Mayes, K. A. (2010). Review of Richard Iton, *In Search of the Black Fantastic: Politics and Popular Culture in the Post-Civil Rights Era. The Political Science Quarterly, Spring*.
 Kwanzaa: Black Power and the Making of the African American Holiday Tradition (New York: Routledge, 2009).

Courses:

AFRO 3103 World History and Africa	HIST 3452 African Conservation Histories
AFRO 5120 Social and Intellectual Movements in the African Diaspora	HIST 3864 African American History, 1619-1865

Research and Teaching Specialties:

African-American History, 19th and 20th century	Black History and Educational Policy
Kwanzaa and Black holidays	African American Public History

Dissertations and Theses Supervised:

Distinctions:

2018 Horace T. Morse-University of Minnesota Alumni Association Award

Teaching Time Spent on Subject Matter	
Mary Jo Maynes	25%

Departmental Home:	History
Tenure Status:	Professor
Educational History:	Ph.D. University of Michigan, 1977 B.A. University of Pennsylvania, 1971
Languages	German(4)
Overseas Experience:	Germany Research: Yes Teaching: Yes

Recent Publications

“Modern Political Revolutions: Connecting Grassroots Political Contention and Global Historical Transformations” in *World History from Below* edited by Antoinette Burton and Tony Ballantyne. (2016) [with Ann Waltner]
 “Family History and World History: From Domestication to Biopolitics,” in *Cambridge History of the World, Vol. 1* (CUP, 2015), 208-233 [with Ann Waltner].

Courses:

HIST 1411W The Family from 10,000 BCE to the Present

Research and Teaching Specialties:

European social history	History of the family
France, Germany	Ireland

Dissertations and Theses Supervised: 4

Distinctions:

Awarded Residential Fellowship, Humboldt University Berlin, Spring 2013, plus CLA plus Imagine fund support

Teaching Time Spent on Subject Matter	
Silvia McCalip	100%

Departmental Home: Translation and Interpreting

Tenure Status: Teaching Specialist

Educational History: JD William Mitchell College of Law, 2002
MA Translation and Interpreting, Universidad Nacional de la Plata, Argentina

Languages Spanish(4)

Overseas Experience: **Research:** No **Teaching:** Yes

Recent Publications

Courses:
TRIN 3102 Consecutive Interpreting

Research and Teaching Specialties:
Organizational development

Dissertations and Theses Supervised:

Distinctions:

Teaching Time Spent on Subject Matter	
Stuart Mclean	25%

Departmental Home: Anthropology, Institute for Global Studies

Tenure Status: Professor

Educational History: Ph.D. Columbia University
M. Phil. Columbia University
M.A. Columbia University

Languages: Irish(4)

Overseas Experience: **Research:** Yes **Teaching:** Yes

Recent Publications
Fictionalizing Anthropology: Encounters and Fabulations at the Edges of the Human . McLean, Stuart, University of Minnesota Press, Author, 2017
Crumpled Paper Boat: Experiments in Ethnographic Writing . McLean, Stuart, Anand Pandian, Duke University Press, Co-Editor, 2017.

Courses:
ANTH 1003V Understanding Cultures: Honors GLOS 3105 Ways of Knowing in Global Studies
GLOS 3144H Honors: Knowledge, Power, & the Politics of Representation
GLOS 3144 Knowledge, Power, and the Politics of Representation
GLOS 4344 Europe and its Margins

Research and Teaching Specialties
Anthropology of modernity Historical anthropology Nationality and ethnicity landscape
European union Ireland Social and cultural theory

Dissertations and Theses Supervised:

Distinctions

Teaching Time Spent on Subject Matter	
Patrick McNamara	25%

Departmental Home: History
Tenure Status: Associate Professor

Educational History: PhD University of Wisconsin, Madison, 1999

Languages Spanish(4)

Overseas Experience: Mexico **Research:** Yes **Teaching:** Yes
El Salvador

Recent Publications

Political Refugees from El Salvador: Gang Politics, The State & Asylum Claims: McNamara, Patrick, Oxford , Refugee Survey Quarterly, 36 1-24, 2017
Rewriting Zapata: Generational Conflict on the Eve of the Mexican Revolution : McNamara, Patrick, Mexican Studies/Estudios Mexicanos, 30:1 122-149, 2014.

Research and Teaching Specialties:

History and Memory in Mexico Latin America
Comparative Revolutions Peasantries

Courses:

HIST 3402W Modern Latin American 1825 to Present HIST 3425 History of Modern Mexico
HIST 3418 Drink in History HIST 3429 Latin American History in Film and Text
HIST 3423 Central American Revolutions HIST 5902 Latin America Proseminar: Modern

Dissertations and Theses Supervised:

Distinctions:
Arthur "Red" Motley Exemplary Teaching Award, University of Minnesota, 2009

Teaching Time Spent on Subject Matter	
Ann Meier	25%

Departmental Home: Sociology
Tenure Status: Associate Professor

Educational History: Ph.D. University of Wisconsin, Madison, 2003
M.A. University of Wisconsin, Madison, 1999
B.A. The George Washington University, 1995

Languages

Overseas Experience: **Research:** Yes **Teaching:** Yes

Recent Publications:

Musick, Kelly, Ann Meier, and Sarah Flood. 2016. "Mother's Time with Children and Subjective Well-Being." *American Sociological Review* 81: 1069-1085.
Meier, Ann, Gina Erickson, and Heather McLaughlin. 2016. "Older Sexual Partners and Adolescent Females' Mental Health." *Perspectives on Sexual and Reproductive Health* 48(1): 25-33.

Courses:

SOC 3511 World Populations Problems

Research and Teaching Specialties:

Sociology of the Family Sociology of Sexualities
Population/Demography Introduction to Sociology

Dissertations and Theses Supervised: 1

Distinctions:

Sowah Mensah	Teaching Time Spent on Subject Matter 25%
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Departmental Home: School of Music

Tenure Status: Teaching Specialist

Educational History:

Languages

Overseas Experience: Nigeria **Research:** Yes **Teaching:** Yes

Recent Publications

Sii Sii Sii Solo Album, 2007

Courses:

MUS 5494 West African Music Ensemble

Research and Teaching Specialties:

African Music Ensembles

African percussion

Traditional Ghanaian music

Dissertations and Theses Supervised:

Distinctions:

Joanne Miller	Teaching Time Spent on Subject Matter 50%
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Departmental Home: Political Science

Tenure Status: Associate Professor

Educational History: Ph.D. Ohio State University, 2000
M.A. Ohio State University, 1995
B.A. University of Richmond

Languages

Overseas Experience: **Research:** Yes **Teaching:** Yes

Recent Publications

Sharrow, Elizabeth A., Dara Z. Strolovitch, Michael T. Heaney, Seth E. Masket, and Joanne M. Miller. 2016. "Gender Attitudes, Gendered Partisanship: Feminism and Support for Sarah Palin and Hillary Clinton among Party Activists." *Journal of Women, Politics, and Policy*. 37:4, 394-416,

Research and Teaching Specialties:

Survey research methods

Political propaganda

Courses:

POL 3785 Persuasion and Political Propaganda

POL 8411 Political Psychology and Foreign Policy

Dissertations and Theses Supervised: 4

Distinctions:

University of Minnesota, Outstanding Advising and Mentoring Award (2017; given by the Council of Graduate Students)

Tania Mitchell	Teaching Time Spent on Subject Matter 25%
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Departmental Home: Organizational Leadership, Policy and Development

Tenure Status: Associate Professor

Educational History: Ed.D. University of Massachusetts, Graduate Certificate, University of Massachusetts

Languages

Overseas Experience: **Research:** Yes **Teaching:** Yes

Recent Publications

Mitchell, T. D. (2017). Citizen scholars' conceptions of social justice. In *Educating for Citizenship and Social Justice: Practices for Community Engagement at Research Universities* (pp. 129-148). Springer International Publishing.

Courses:

OLPD 3380 Developing Intercultural Competence
OLPD 5712 Multicultural Theories of College Student Development Applied to Teaching and Learning

Research and Teaching Specialties:

Community engagement and service learning
Civic identity
Social justice
Critical pedagogy
Ethical leadership Diversity

Dissertations and Theses Supervised: 1

Distinctions:

2017 Bridge Funding Awards
Early Career Research Award by the International Association for Research on Service Learning and Community Engagement

Hiromi Mizuno	Teaching Time Spent on Subject Matter 100%
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Departmental Home: History

Tenure Status: Associate Professor

Educational History: Ph.D. University of California, Los Angeles

Languages Japanese(4)

Overseas Experience: Japan **Research:** Yes **Teaching:** Yes

Recent Publications

Mizuno, Hiromi. "Rasa Island: What Industrialization To Remember and Forget." Japan Focus 15 (Jan 2016)
Mizuno, Hiromi. "押し上げてもらっ雁：帝国と技術協力 [The Flying Goose Needs To Be Pushed Up: Technical Aid and Empire].
Geidai shiso July 2015 (2015)

Courses:

ALL 3478/ HIST 3471 Modern Japan, Meiji to the Present (1868-2000) HIST 3477 Samurai, Geisha, and How They Became Japanese
HIST 3476 War and Peace in Japan Through Popular Culture

Research and Teaching Specialties:

Modern Japan
Intellectual and cultural history
Cultural studies of science and technology
Nationalism and colonialism
Human Rights and international laws
Gender and sexuality

Dissertations and Theses Supervised:

Distinctions:

Science for the Empire awarded Choice Outstanding Academic Book, 2009

Teaching Time Spent on Subject Matter	
Andrew Montgomery	25%

Departmental Home: Landscape Architecture

Tenure Status: Adjunct Assistant Professor

Educational History: MLA, Landscape Architecture, University of Minnesota, 2013

Languages

Overseas Experience: **Research:** Yes **Teaching:** Yes

Recent Publications

Courses:

LA 4001 Sustainable Landscape Design and Planning Practices

Research and Teaching Specialties:

Landscape architecture
Health and vitality of natural systems
Management of water resources

Dissertations and Theses Supervised:

Distinctions:

2015 Act of Excellence Award, Short Elliott Hendrickson

Teaching Time Spent on Subject Matter	
Fred Morrison	25%

Departmental Home: School of Law

Tenure Status: Professor

Educational History: J.D. University of Chicago
Ph.D., M.A. Princeton University

Languages

Overseas Experience: China
Iran
Japan **Research:** Yes **Teaching:** Yes

Recent Publications

Fiscal Rules: Limits on Governmental Deficits and Debt (Springer, 2016) (editor)
Morrison, F. L. (2012). Condominium and Coimperium. In R. Wolfrum (Ed.), *Max Planck Encyclopedia of Public International Law* (Vol. 2, pp. 598). Oxford University Press.

Courses:

LAW 6071 International Law

Research and Teaching Specialties:

International law
Constitutional law
Comparative public law

Dissertations and Theses Supervised: 2

Distinctions:

Popham, Haik, Schnobrich/Lindquist & Venum Professor of Law

	Teaching Time Spent on Subject Matter
Helen Moser	50%

Departmental Home: Carlson School of Management

Tenure Status: Senior Lecturer

Educational History: MBA, Finance St. Cloud State University, 1998

Languages Arabic(4)

Overseas Experience: **Research:** No **Teaching:** Yes

Recent Publications

Courses:
IBUS 6402 Economic Diversification: Moving Beyond Oil in UAE and Oman

Research and Teaching Specialties:
International finance Investing and real estate

Dissertations and Theses Supervised: 1

Distinctions:
2005-06 and 2006-07 school years: Nominated by students for "Faculty of the Year Award"

	Teaching Time Spent on Subject Matter
Claudia Muñoz-Zanzi	25%

Departmental Home: School of Public Health

Tenure Status: Associate Professor

Educational History: PhD Epidemiology, University of California-Davis, 2002
DVM Veterinary Medicine, University of Concepcion, 1994

Languages

Overseas Experience: Chile **Research:** Yes **Teaching:** Yes

Recent Publications

Munoz-Zanzi C, Campbell C, Berg S. "Seroepidemiology of toxoplasmosis in rural and urban communities from Los Rios Region, Chile," *Infection Ecology & Epidemiology*, Jan 2017

Courses:
PUBH 6388 Foundations of Global Health

Research and Teaching Specialties:
Infectious disease Disease diagnosis
Eco-epidemiology Community-based research

Dissertations and Theses Supervised: 1

Distinctions:
Global Leptospirosis Action Network Symposium Grant 2014-2015
2010 "Distinguish Mentor Award", President's Distinguished Faculty Program, Multicultural Center, University of Minnesota

Elton Mykerezi	Teaching Time Spent on Subject Matter 25%
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Departmental Home: Applied Economics

Tenure Status: Associate Professor

Educational History: Doctor of Philosophy, Economics, Virginia Polytechnic Institute, August 2007

Languages

Overseas Experience: **Research:** Yes **Teaching:** Yes

Recent Publications

Leak, T. M., Swenson, A., Rendahl, A., Vickers, Z., Mykerezi, E., Redden, J. P., ... Reicks, M. (2017). Examining the feasibility of implementing behavioural economics strategies that encourage home dinner vegetable intake among low-income children. *Public Health Nutrition*, 20(8), 1388-1392.

Courses:

APEC 5321 Regional Economic Analysis

Research and Teaching Specialties:

Community, Economic & Rural Development
Labor Economics
Poverty & Welfare
Regional Economics

Dissertations and Theses Supervised:

Distinctions:

College of Food Agriculture and Natural Sciences, Faculty Diversity and Inclusion Award, (2012).

Richa Nagar	Teaching Time Spent on Subject Matter 100%
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Departmental Home: Gender, Women and Sexuality Studies

Tenure Status: Professor

Educational History: Ph.D. University of Minnesota, 1995
M.A. University of Poona, India 1989
B.A. Lucknow University, India 1986

Languages Hindi, Ura, Gujarati, Marathi, Kiswahili, Arabic

Overseas Experience: **Research:** Yes **Teaching:** Yes

Recent Publications

Richa Nagar. Muddying the Waters: Co-authoring Feminisms Across Scholarship and Activism. Dissident Feminisms Series. Champaign: University of Illinois Press, 2016
Ek Aur Neemsaar: Sangtin Atmamanthan aur Andolan [On the making of Sangtin Kisaan Mazdoor Sangathan]. Nagar, Richa, Richa Singh, New Delhi: Rajkamal Prakashan, Co-Author, 2012.

Courses:

Research and Teaching Specialties:

Politics of development
People's movement
Feminisms and praxis

Dissertations and Theses Supervised: 4

Distinctions:

Visiting Professor, Centre for Humanities Research, University of the Western Cape, Cape Town, August-October 2013.
Peg Zeglin Brand Distinguished Lecturer, Department of Gender Studies, Indiana University, Bloomington, 2013.

Teaching Time Spent on Subject Matter	
Tenzin Namdul	100%

Departmental Home:	Center for Spirituality and Healing		
Tenure Status:	Adjunct Instructor		
Educational History:	M.A. Anthropology, Emory University, 2016 B.A. Anthropology, University of Minnesota		
Languages	Tibetan(native), Hindi(4)		
Overseas Experience:	India Tibet	Research: Yes	Teaching: Yes

Recent Publications

Cameron, M. E., Torkelson, C., Haddow, S., Namdul, T., Prasek, A., & Gross, C. R. (2012). Tibetan medicine and integrative health: Validity testing and refinement of the constitutional self-assessment tool and lifestyle guidelines tool. *Explore: The Journal of Science and Healing*, 8(3), 158-171.

Courses:

CSPH 5318 Tibetan Medicine, Ayurveda, and Yoga in India

Research and Teaching Specialties:

Health issues related to terminal illness, death, and dying in Tibetan Medicine

Dissertations and Theses Supervised:

Distinctions:

Fulbright Hays Doctoral Dissertation Research Abroad: 2016-2017

Wenner-Gren Ph.D. Dissertation Fieldwork Grant: 2017

Dalai Lama Trust Scholarship: 2013, 2014 and 2015

Teaching Time Spent on Subject Matter	
Kristen Nelson	25%

Departmental Home:	Forest Resources		
Tenure Status:	Professor		
Educational History:	Ph.D. 1994, Natural Resource and Environment, University of Michigan-Ann Arbor		
Languages			
Overseas Experience:	Costa Rica Ecuador	Research: Yes	Teaching: Yes

Recent Publications

Barnes, M. R., K. C. Nelson, A. Meyer, E. Watkins, S. Bono, B. Horgan, W. Meyer, J. Murphy, C. Yue. 2018. Public land managers and sustainable urban vegetation: The case of low-input turfgrasses. *Urban Forestry & Urban Greening*, 29, 284-292.

Courses:

ESPM 3271 Environmental Policy, Law, and Human Behaviour

Research and Teaching Specialties:

Environmental sociology

Coupled human and natural systems

Sustainable development

Dissertations and Theses Supervised: 2

Distinctions:

National Institute of Food and Agriculture, 2016-2020.

Teaching Time Spent on Subject Matter	
August Nimtzt Jr.	25%

Departmental Home:	Political Science
Tenure Status:	Professor
Educational History:	Ph.D. Indiana University, 1973
Languages	Spanish(4), Swahili(3), Arabic(3), French(3)
Overseas Experience:	Tanzania South Africa Cuba
Research:	Yes
Teaching:	Yes

Recent Publications

Nimtzt, A. H. (2017). "the Bolsheviks come to power": A new interpretation. *Science and Society* , 81(4), 478-500.
Nimtzt, A. H. (2016). Another "side" to the marxism versus anarchism "story": A reply. *Science and Society*, 80(3), 403-406.
Lenin's Electoral Strategy from 1907 to the October Revolution of 1917: The Ballot, the Streets—or Both (New York: Palgrave Macmillan, 2014)

Courses:

POL 3739 Politics of Race, Class and Ethnicity
POL 4463 The Cuban Revolution Through Cuban Revolutionaries
POL 4478W Contemporary Politics in Africa and the Colonial Legacy
POL 4487 The Struggle for Democratization and Citizenship
POL 8605 Government and Politics in Africa

Research and Teaching Specialties:

African politics
Marxism
Politics of the transition to Socialism

Dissertations and Theses Supervised:

Distinctions:

Teaching Time Spent on Subject Matter	
Jody Nyboer	50%

Departmental Home:	Architecture
Tenure Status:	Instructor
Educational History:	Ph.D. Design, University of Minnesota, 2017 M.A. Architecture, University of New Mexico, 2007
Languages	
Overseas Experience:	
Research:	Yes
Teaching:	Yes

Recent Publications

Learning Through Generative Exploration, University of Minnesota Libraries Publishing, 2017
Beyond Creativity: The life-changing MOOC, *Educational Technology* 2016

Courses:

DES 4165 Design and Globalization

Research and Teaching Specialties:

Globalization, technology, and society
Spatial-behavioral dialogue
Design thinking

Dissertations and Theses Supervised:

Distinctions:

Outstanding Graduate Student Award 2016, University of Minnesota

Carrie Oelberger	Teaching Time Spent on Subject Matter 50%
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Departmental Home: Humphrey School of Public Affairs

Tenure Status: Assistant Professor

Educational History: Ph.D. Education, Stanford, 2014

Languages

Overseas Experience: **Research:** Yes **Teaching:** Yes

Recent Publications

Oelberger, C. R. (Author). (2018). Navigating Work-Life Conflict. Digital or Visual Products

Oelberger, C. R., Fechter, A. M., & McWha-Hermann, I. (2017). Managing human resources in International NGOs. In *The Nonprofit Human Resource Management Handbook: From Theory to Practice* (pp. 285-303). Taylor and Francis.

Courses:

PA 5151/8151 Organizational Perspectives on Global Development & Humanitarian Assistance

Research and Teaching Specialties:

International development

Philanthropy

Nonprofit and NGO management

Professionalization

Dissertations and Theses Supervised: 1

Distinctions:

2018 IDEA Multicultural Research Award Recipient

Yuichiro Onishi	Teaching Time Spent on Subject Matter 75%
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Departmental Home: African American and African Studies

Tenure Status: Associate Professor

Educational History: Ph.D. University of Minnesota, 2004
M.A. University of Minnesota, 1999
B.A. Macalester College, 1995

Languages

Overseas Experience: Japan **Research:** Yes **Teaching:** Yes

Recent Publications:

Onishi, Yuichiro. "'Gerald Horne's Japan'." Black Perspectives (April 2017)

Onishi, Yuichiro. "Afro-Asian Solidarity Through Time and Space: Roads Taken and Not Taken." Routledge Handbook of Asian American Studies (2017)

Courses:

AFRO 1012 Black Worlds in Global Perspective: Challenges and Changes

AFRO 5101 Seminar: Introduction to Africa and the African Diaspora

Research and Teaching Specialties:

Black radicalism and internationalism

Asian American Studies

African American history

Critical race studies

Dissertations and Theses Supervised:

Distinctions:

UMN College of Liberal Arts Talle Faculty Research Award, 2017 - 2019

Institute for Advanced Study Collaborative Fellowship, Minneapolis, MN, 2017 - 2018

Teaching Time Spent on Subject Matter	
Steven Ostrow	25%

Tenure Status: Professor

Educational History: Ph.D. Princeton University, 1987

Languages: Italian(4)

Overseas Experience: **Research:** Yes **Teaching:** Yes

Recent Publications:

Ostrow, Steven F. "The Contested Legacy of Michelangelo in Rome, 1564-1635ca." *Dopo il 1564: L'eredità di Michelangelo nel tardo Cinquecento/After 1564: Michelangelo's Legacy in Late Cinquecento Rome* (2016): 15-35.

Ostrow, Steven F, E. Levy and C. Mangone, eds. "Bernini's Bozzetti and the Trope of Fire." *Material Bernini* (2016.): 147-168.

Courses:

ARTH 3311 Baroque Art in Seventeenth Century Europe ARTH 5950 Topics: Art History
 ARTH 3312 European Art of the Eighteenth Century ARTH 8340 Seminar: Baroque Art
 ARTH 3335/5335 Baroque Rome

Research and Teaching Specialties:

Early-modern Italian (especially Roman) visual culture Late-sixteenth-century tomb sculpture
 Post-Tridentine period Iconography
 Interplay among art, politics, science, and religion

Dissertations and Theses Supervised:

Distinctions:

Accademia Nazionale dei Lincei Fellowship, Rome

Teaching Time Spent on Subject Matter	
Joseph Owens	25%

Departmental Home: Philosophy

Tenure Status: Professor

Educational History: Ph.D. University of California, Los Angeles, 1981

Languages

Overseas Experience: **Research:** Yes **Teaching:** Yes

Recent Publications

"Psychological Externalism and the Role of Belief in the analysis of Knowledge" *Internalism and Externalism in Semantics and Epistemology*. Stanford Goldberg (ed.) Oxford University Press, 2006.

Courses:

PHIL 3001W General History of Western Philosophy: Ancient Period PHIL 3602 Science, Technology, and Society
 PHIL 3231 Philosophy and Language PHIL 3615 Minds, Bodies, and Machines

Research and Teaching Specialties:

Language Metaphysics
 Philosophy of mind

Dissertations and Theses Supervised:

Distinctions:

Outstanding Service to Students with Disabilities, University of Minnesota

Teaching Time Spent on Subject Matter	
Sonali Pahwa	50%

Departmental Home:	Theater Arts and Dance
Tenure Status:	Assistant Professor
Educational History:	PhD: Anthropology, Columbia University.
Languages	Arabic (4)
Overseas Experience:	Research: Yes Teaching: Yes

Recent Publications

Pahwa, S., & Winegar, J. (2012). Culture, state and revolution. *Middle East Report* , 42(263).
Pahwa, S. (2012). International festivals and transnational theatre circuits in Egypt: Ambassadors of no nation. In *African Theatre 11: Festivals* (pp. 68-74). Boydell and Brewer Ltd.

Courses:

TH 8115 History and Theory of Western Theatre: 20th Century Through World War II

Research and Teaching Specialties:

Middle East Studies	Gender studies
Performance studies	Youth studies
Digital media	Egypt

Dissertations and Theses Supervised:

Distinctions:

Teaching Time Spent on Subject Matter	
Philip Pardey	50%

Departmental Home:	Applied Economics
Tenure Status:	Professor, Director of International Science and Technology Practice and Policy Center
Educational History:	Ph.D. University of Minnesota, 1986 M.Agr.Sc. Univeristy of Adelaide, 1979 B.Econ. University of Adelaide, 1979
Languages	
Overseas Experience:	Research: Yes Teaching: Yes

Recent Publications

Hurley, T. M., Rao, X., & Pardey, P. G. (2017). Re-examining the reported rates of return to food and agricultural research and development: Reply. *American Journal of Agricultural Economics* , 99(3), 827-836.

Courses:

APEC 5721 Economies of Science and Technology Policy

Research and Teaching Specialties:

Agricultural Development	Economics of Science & Technology
Agricultural Policy	Intellectual Property Rights
Biodiversity & Endangered Species	International Trade
Biotechnology & Genetic Resources	Macroeconomics, Growth & Development

Dissertations and Theses Supervised: 2

Distinctions:

Fellow of the American Association for the Advancement of Science (AAAS)
Distinguished Life Member of the International Association of Agricultural Economists (IAAE),

Xul Perez	Teaching Time Spent on Subject Matter 50%
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Departmental Home: Translation and Interpreting

Tenure Status: Teaching Specialist

Educational History: MA in interpreting

Languages Spanish(4)

Overseas Experience: **Research:** Yes **Teaching:** Yes

Recent Publications

Courses:
TRIN 1201 Health Care Terms and Concepts for Interpreters

Research and Teaching Specialties:
Medical interpreting

Dissertations and Theses Supervised:

Distinctions:
Board of Directors of the Interpreting Stakeholder Group from 2012 to 2016

Jennifer Pierce	Teaching Time Spent on Subject Matter 25%
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Departmental Home: American Studies

Tenure Status: Professor

Educational History: Ph.D. University of California, Berkeley, 1991
M.A. University of California, Berkeley, 1984
B.A. University of California, Berkeley, 1980

Languages French(3), Italian(1)

Overseas Experience: **Research:** Yes **Teaching:** Yes

Recent Publications
Murphy, K. P., Pierce, J. L., & Ruiz, J. (2016). What Makes Queer Oral History Different. *Oral History Review*, 43(1), 1-24.

Courses:
AMST 8288 Working in the Global Economy

Research and Teaching Specialties:
Ethnographic Research Methods
Personal Narrative Analysis
Race Relations
Sexualities
Sociology of Emotions
Work and Organizations

Dissertations and Theses Supervised: 2

Distinctions:
Frenzel Chair, College of Liberal Arts, University of Minnesota, 2014 - 2017

Teaching Time Spent on Subject Matter	
Patrick Plonski	50%

Departmental Home: Agricultural Education

Tenure Status: Adjunct Professor

Educational History: Ph.D International Education University of Minnesota, 2009

Languages

Overseas Experience: Zimbabwe **Research:** Yes **Teaching:** Yes
Mozambique
Tanzania

Recent Publications

Why Are More African Countries Adopting English as an Official Language? Patrick Plonski, Asratie Teferra, and Rachel Brady,
Presented at African Studies Association Annual Conference, November 23, 2013

Courses:

AFEE 3361/5361 World Development Problems

Research and Teaching Specialties:

World development projects International literacy in Africa

Dissertations and Theses Supervised:

Distinctions:

Executive director, Books For Africa

Teaching Time Spent on Subject Matter	
Marguerite Ragnow	50%

Departmental Home: History

Tenure Status: Associate Librarian

Educational History: Ph.D. Medieval History, University of Minnesota, 2006
M.A. Medieval History, University of Minnesota

Languages French(3), German(3), Spanish(3), Latin(3)

Overseas Experience: **Research:** Yes **Teaching:** Yes

Recent Publications

Religious Conflict and Accommodation in the Early Modern World, *Minnesota Studies in Early Modern History*, 2011

Courses:

HIST 5962 Bell Library Research Seminar in Comparative World History, ca. 1000-1800 CE
HIST 8990 Topics in Comparative History-Research

Research and Teaching Specialties:

Early modern world trade Medieval Studies

Dissertations and Theses Supervised:

Distinctions:

Andrew W. Mellon Foundation, "Consortium for the Study of the PreModern World" 2014
National Endowment for the Humanities, "Revealing Maps in the James Ford Bell Library Collection" 2011

Matthew Rahaim	Teaching Time Spent on Subject Matter 100%
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Departmental Home: School of Music

Tenure Status: Assistant Professor

Educational History: Ph.D. University of California, Berkeley. Ethnomusicology. May 2009
M.A. University of California, Berkeley, Music. May 2005

Languages Hindi(3), Spanish(3)

Overseas Experience: **Research:** Yes **Teaching:** Yes

Recent Publications

2012 *Musicking Bodies: Gesture and Voice in Hindustani Music*. Middletown: Wesleyan University Press.
2011 "That Ban(e) of Indian Music: Hearing Politics in the Harmonium" *Journal of Asian Studies* 70(3): 657–82.

Courses:

MUS 1801W Music, Society, and Cultures MUS 8864 Current Issues in Ethnomusicology
MUS 1804 World Music

Research and Teaching Specialties:

Indian music theory History of the harmonium.
Sufi ritual music World music

Dissertations and Theses Supervised: 2

Distinctions:

2013 Residential Fellow, Institute for Advanced Studies, UMN
2013 UMN Grant-In-Aid for Voice Cultures: Ethical Power and Vocal Techniques in South Asia

Gloria Raheja	Teaching Time Spent on Subject Matter 100%
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Departmental Home: Anthropology

Tenure Status: Professor

Educational History: Ph.D. University of Chicago, 1985
M.A. University of Chicago, 1976
B.A. Chatham College, 1971

Languages Hindi(4), French(3)

Overseas Experience: **Research:** Yes **Teaching:** Yes

Recent Publications

Scandalous Traductions: Landscape, History, Memory. Book manuscript in preparation.
Logan Country Blues: Frank Hutchison in the Sonic Landscape of the Appalachian Coalfields. Book manuscript in preparation.

Courses:

ANTH 3023/ALL 3676 Culture and Society of India
ANTH 4003W Contemporary Perspectives in Cultural Anthropology
ANTH 8215 Anthropology of Gender

Research and Teaching Specialties:

Cultural production in India (caste, gender, and oral traditions) Colonialism, culture, and colonial knowledge
Poetics and politics of speech and song The politics of representation

Dissertations and Theses Supervised: 2

Distinctions:

Single-Semester Research Leave, University of Minnesota, Fall, 2016

Teaching Time Spent on Subject Matter	
Wendy Rahn	25%

Departmental Home:	Political Science
Tenure Status:	Professor
Educational History:	Ph.D. University of Minnesota, 1990 B.A. Creighton University, Omaha, NE, 1984
Languages	
Overseas Experience:	Research: Yes Teaching: Yes

Recent Publications

Rahn, W. M., Gollust, S. E., & Tang, X. (2017). Framing Food Policy: The Case of Raw Milk. *Policy Studies Journal*, 45(2), 359-383.

Courses:

POL 3317 Food Politics: Actors, Arenas, and Agendas POL 8641 Comparative Mass Political Behavior

Research and Teaching Specialties:

Role of emotions in political thinking and behavior The origins and consequences of political and social trust
Citizen participation in politics New forms of inequality in American society

Dissertations and Theses Supervised:

Distinctions:

Spirit of Collaboration Award, Minnesota Cancer Alliance, 2009

Teaching Time Spent on Subject Matter	
Anu Ramaswami	50%

Departmental Home:	Humphrey School of Public Affairs
Tenure Status:	Professor and Department Chair
Educational History:	Ph.D. Carnegie Mellon University, 1995 M.S. Carnegie Mellon University 1989
Languages	
Overseas Experience: India	Research: Yes Teaching: Yes

Recent Publications

Sperling, J. B., & Ramaswami, A. (2018). Cities and “budget-based” management of the energy-water-climate nexus: Case studies in transportation policy, infrastructure systems, and urban utility risk management. *Environmental Progress and Sustainable Energy*, 37(1), 91-107.

Courses:

PA 5751 Urban Infrastructure Systems for Sustainable and Healthy Cities
PA 8707 Interdisciplinary Sustainability Systems Research Seminar

Research and Teaching Specialties:

Energy and environment Science and technology
Environmental planning Sustainable development
Industrial ecology Public Health

Dissertations and Theses Supervised: 2

Distinctions:

2016-2018 Elected Vice-Chair of the Gordon Research Conference on Industrial Ecology

Teaching Time Spent on Subject Matter	
Kate Ranachan	25%

Departmental Home: Communication Studies

Tenure Status: Lecturer

Educational History: Ph.D. Communication Studies, University of Minnesota (in progress)

Languages

Overseas Experience: **Research:** Yes **Teaching:** Yes

Recent Publications

Selling Players for Pride and Profit: Sporting Labour, Neoliberalism, and Postcolonialism in Brazil, Western Washington University, Kate Ranachan, 2013

Courses:

COMM 4235 Electronic Media and Ethnic Minorities - A World View

Research and Teaching Specialties:

Postcolonial studies Neoliberalism

Dissertations and Theses Supervised:

Distinctions:

Teaching Time Spent on Subject Matter	
Portia Richardson	75%

Departmental Home: Center for Spirituality and Healing

Tenure Status: Adjunct Instructor

Educational History: M.A. Oriental Medicine, Northwestern Health Sciences University, 2013

Languages

Overseas Experience: India **Research:** No **Teaching:** Yes

Recent Publications

Courses:

CSPH 5311 Introduction to Traditional Chinese Medicine

Research and Teaching Specialties:

Spiritual transformation Women's health & empowerment
Mental-emotional wellness Global healing
Asian medicine

Dissertations and Theses Supervised:

Distinctions:

Marilyn Sime Scholarship: Center for Spirituality and Healing

Teaching Time Spent on Subject Matter	
Christopher Roberts	25%

Departmental Home: School of Law

Tenure Status: Associate Professor

Educational History: Ph.D. University of Michigan, 2010
J.D. University of Southern California Gould School of Law, 2000

Languages

Overseas Experience: **Research:** Yes **Teaching:** Yes

Recent Publications

2017 "Human Rights Lost: The (Re)making of an American Story," *Minnesota Journal of International Law*, Vol. 26.
2017 "Developments in Monitoring and Measuring Human Rights Violations," *American Sociological Association, Human Rights Section Newsletter*, Spring Issue.

Courses:

LAW 6621 Civil Rights: Citizenship and Human Rights

Research and Teaching Specialties:

Human rights Sociology, and public policy
International law Legal history

Dissertations and Theses Supervised:

Distinctions:

2016-17 Vance Opperman Research Scholar
Institute for Advanced Study Faculty Fellowship (Fall 2016)

Teaching Time Spent on Subject Matter	
Julia Robinson	25%

Departmental Home: Architecture

Tenure Status: Professor

Educational History: Ph.D. Delft Technical University, the Netherlands 2004
M.A. Anthropology, University of Minnesota 1980

Languages

Overseas Experience: **Research:** Yes **Teaching:** Yes

Recent Publications

Robinson, J. W. (2017). *Complex Housing: Designing for Density*. Routledge.

Courses:

ARCH 3711V Honors: Environmental Design and the Sociocultural Context
ARCH 3711W Environmental Design and the Sociocultural Context

Research and Teaching Specialties:

Dutch housing Environmental housing

Dissertations and Theses Supervised:

Distinctions:

Teaching Time Spent on Subject Matter	
James Ron	50%

Departmental Home: Humphrey School of Public Affairs
Tenure Status: Professor

Educational History: Ph.D. U.C. Berkeley, 1999

Languages: Spanish(4)
Overseas Experience: India **Research:** Yes **Teaching:** Yes
Mexico
Nigeria

Recent Publications:

PANDYA, A. & J. RON. "Local Resources for Local Rights? The Mumbai Fundraiser's Dilemma." *Journal of Human Rights* 17/3. Accepted for publication on April 11, 2016.
DUPUY, K., J. RON, & A. PRAKASH. In press. "Hands Off My Regime! The Backlash Against Foreign Funding to Local NGOs." *World Development*. Accepted for publication February 21, 2016.

Courses:

POL 5485 Human Rights Policy: Issues and Actors PA 5886 Master of Human Rights Cohort Seminar I
PA 5801 Global Public Policy PA 5887 Master of Human Rights Cohort Seminar II
PA 5885 Human Rights Policy: Issues and Actors PA 5890 Topics in Foreign Policy and International Affairs

Research and Teaching Specialties:

International conflict and civil wars Global access to medicine
Human rights and non-profit organizations in the Global South Civil society in the Global South
International development assistance

Dissertations and Theses Supervised:

Distinctions:

2016-18 Open Society Foundation Grant: *Polling Publics in Mexico and Colombia: Human Rights Attitudes and Willingness to Donate*

Teaching Time Spent on Subject Matter	
Carlisle Runge	25%

Departmental Home: Applied Economics
Tenure Status: Professor

Educational History: Ph.D. University of Wisconsin, 1981
B.A., M.A. Oxford University (Rhodes Scholar), 1977
B.A. University of North Carolina-Chapel Hill, 1974

Languages

Overseas Experience: **Research:** Yes **Teaching:** Yes

Recent Publications

Daschle, T., Runge, C. F., & Senauer, B. (2007). Runge and Senauer reply. *Foreign Affairs*, 86(5), 160-162.
Runge, F. C. (2010). *Biofuel backlash*. Technology Review, 113(3).

Courses:

APEC 3007 Applied Macroeconomics: Policy, Trade, and Development
GCC 3017/5017 Grand Challenge: World Food Problems: Agronomics, Economics and Hunger

Research and Teaching Specialties:

Environmental Economics Trade
Food security WTO negotiations

Dissertations and Theses Supervised: 3

Distinctions:

Distinguished McKnight University Professor of Applied Economics and Law

Arun Saldanha	Teaching Time Spent on Subject Matter 50%
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Departmental Home: Geography

Tenure Status: Associate Professor

Educational History: Ph.D. The Open University, U.K., 2004

Languages Dutch(3), French(3), German(3), Portuguese(3)

Overseas Experience: **Research:** Yes **Teaching:** Yes

Recent Publications

Space After Deleuze. Saldanha, Arun, Bloomsbury Academic, Author, 2017

Arun Saldanha and Hoon Song, eds. *Sexual Difference between Psychoanalysis and Vitalism*. London, Routledge, 2013.

Arun Saldanha and Jason Michael Adams, eds. *Deleuze and Race*. Edinburgh, Edinburgh University Press, 2013.

Courses:

GEOG 3161 Europe: A Geographic Perspective

GEOG 8213 East Asia and China

GEOG 3377 Music in the City

Research and Teaching Specialties:

Race

Continental philosophy

Colonialism

Feminist theory

Travel

Marxism

Dissertations and Theses Supervised:

Distinctions:

Imagine Chair for Arts, Design and Humanities, 2016 - 2018

Juliana Salomao	Teaching Time Spent on Subject Matter 50%
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Departmental Home: Carlson School of Management

Tenure Status: Assistant Professor

Educational History: Ph.D. Economics, Stanford University, 2014
M.A. Economics Pontificia Universidade Catolica, Rio de Janeiro, 2008

Languages Portuguese(4)

Overseas Experience: **Research:** Yes **Teaching:** Yes

Recent Publications

Sovereign Debt Renegotiation and Credit Default Swaps, October 2017 [Journal of Monetary Economics](#)

Courses:

FINA 3622 International Finance

Research and Teaching Specialties:

International Finance

Global Economy

Sovereign and corporate credit markets

Dissertations and Theses Supervised:

Distinctions:

2013 Haley-Shaw fellowship, SIEPR

2012-13 Kohlhaugen Fellowship Fund, Stanford University, SIEPR

Abdi Ismail Samatar	Teaching Time Spent on Subject Matter 50%
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Departmental Home: Geography, Environment and Society
Tenure Status: Professor
Educational History: Ph.D. University of California, Berkeley, 1985
M.C.R.P. Iowa State University, 1981
B.A. University of Wisconsin, La Crosse, 1979
Languages Somali(4), Arabic(4)
Overseas Experience: Botswana **Research:** Yes **Teaching:** Yes
Somalia
Ethiopia

Recent Publications

Fei, D., Samatar, A. I., & Liao, C. (2018). Chinese–African encounters in high-tech sectors: Comparative investigation of Chinese workplace regimes in Ethiopia. *Development Policy Review*, 36, O455-O475. DOI: 10.1111/dpr.12357
Africa's First Democrats: Somalia's Aden A. Osman & Abdirazak H. Hussen. Samatar, Abdi, University of Indiana Press, Author, 2016.
Samatar, AI 2013, 'Africa: Beware of Obama's second term' *African Studies Review*, vol 56, no. 2, pp. 179-183.

Courses:

GEOG 3379 Environment and Development in the Third World GEOG 8212 Africa
GEOG 5385 Globalization and Development: Political Economy GLOS 3645 Islamic World

Research and Teaching Specialties:

Development Theory and the State Globalization and Development
The State and Development Theory Environment and Development

Dissertations and Theses Supervised:

Distinctions:

University of Minnesota Somali Student Association Award, 2017

David Samuels	Teaching Time Spent on Subject Matter 25%
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Departmental Home: Political Science
Tenure Status: Professor
Educational History: Ph.D. University of California at San Diego, 1998
B.A. Swarthmore College, 1989
Languages
Overseas Experience: **Research:** Yes **Teaching:** Yes

Recent Publications

Ansell, B., & Samuels, D. (2016). Journal Editors and “Results-Free” Research: A Cautionary Note.
Comparative Political Studies, 49(13), 1809-1815.

Courses:

POL 1054/H Politics of Countries Around the World POL 8860 Topics in Comparative Politics
POL 4494W US-Latin American Relations

Research and Teaching Specialties:

Brazilian politics Legislatures
Immigration NAFTA

Dissertations and Theses Supervised: 3

Distinctions:

Distinguished McKnight University Professor
McKnight Land Grant Professorship

Jodi Sandfort	Teaching Time Spent on Subject Matter 25%
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Departmental Home: Humphrey School of Public Affairs

Tenure Status: Professor

Educational History: Ph.D. Political science and Social work, University of Michigan

Languages

Overseas Experience: **Research:** Yes **Teaching:** Yes

Recent Publications

Sandfort, J., & Gerdes, K. (2017). The design, pedagogy and practice of an integrated public affairs leadership course. *Teaching Public Administration*, 35(1), 50-65.

Courses:

PA 5051 Cohort Leadership I PA 5052 Cohort Leadership II

Research and Teaching Specialties:

Child and family policy Public service redesign
Policy and program implementation Social welfare policy

Dissertations and Theses Supervised: 1

Distinctions:

2017 Elected to National Academy of Public Administration

Daniela Sandler	Teaching Time Spent on Subject Matter 25%
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Departmental Home: Architecture

Tenure Status: Assistant Professor

Educational History: Ph.D. Visual and Cultural Studies, University of Rochester

Languages Portuguese(4)

Overseas Experience: Brazil **Research:** Yes **Teaching:** Yes
Germany

Recent Publications

Counterpreservation: Architectural Decay in Berlin since 1989 (Cornell University Press, 2016)

Courses:

ARCH 4410 Topics in Architectural History ARCH 5412 Architecture: A Global and Cultural History
ARCH 4434 Contemporary Architecture

Research and Teaching Specialties:

Architectural decay, memory, and gentrification in Berlin Representations of the city in early Brazilian modernism
Grassroots urbanism and social justice in São Paulo

Dissertations and Theses Supervised:

Distinctions:

2016 IAS Fellowship Grant

Teaching Time Spent on Subject Matter	
Anoop Sarbahi	100%

Departmental Home: Political Science

Tenure Status: Assistant Professor

Educational History: Ph.D. Political Science, University of California, Los Angeles, 2011
M.Phil. Planning and Development, Indian Institute of Technology, Bombay, 2002

Languages

Overseas Experience: India **Research:** Yes **Teaching:** Yes
Pakistan

Recent Publications

Johnston, P. B., & Sarbahi, A. K. (2016). The impact of us drone strikes on terrorism in Pakistan. *International Studies Quarterly*, 60(2), 203-219.

Sarbahi, A. K. (2014). Insurgent-Population Ties and the Variation in the Trajectory of Peripheral Civil Wars. *Comparative Political Studies*, 47(10), 1470-1500.

Courses:

POL 1054 Puzzles in World Politics POL 3423 Politics of Disruption: Violence and Its Alternatives
POL 3410 Topics in Comparative Politics POL 8660 Topics in Comparative Politics
POL 3431 Politics of India

Research and Teaching Specialties:

Ethnicity Post-conflict transition and state rebuilding
Civil wars Political economy of inter-group disparities.
Counter insurgency South Asia

Dissertations and Theses Supervised: 3

Distinctions:

United State Institute of Peace (USIP) Grant 2009

Teaching Time Spent on Subject Matter	
Joachim Savelsberg	50%

Departmental Home: Sociology

Tenure Status: Professor

Educational History: Doctorate, University of Trier, FRG, 1982
Diplom, University of Cologne, FRG, 1978
Zwischenprüfung, University of Cologne, FRG, 1975

Languages German(4), French(4), Italian(3), Latin(3), Spanish(3)

Overseas Experience: Sudan **Research:** Yes **Teaching:** Yes

Recent Publications

Savelsberg, Joachim J (2018). "Punitive Turn and Justice Cascade: Mutual Inspiration from Punishment & Society and Human Rights Literatures.". *Punishment & Society*, 20, 73-91

Savelsberg, Joachim J (2017). "Formal and Substantive Rationality in Max Weber's Sociology of Law: Tensions in International Criminal Law,". *Recht als Kultur? Beitrage zu Max Webers Soziologie des Rechts*, edited by Werner Gephart and Daniel Witte, 493-510.

Courses:

GLOS 5104 Crime and Human Rights SOC 4104H Honors: Crime and Human Rights
SOC 4104/5104 Crime and Human Rights SOC 8101 Sociology of Law

Research and Teaching Specialties:

Knowledge Human Rights
Law Comparative
Crime & Punishment Theory

Dissertations and Theses Supervised:

Distinctions:

Albert J. Reiss, Jr. Distinguished Scholar Award, Section for Crime, Law and Deviance, Amerian Sociological Association, 2017

Teaching Time Spent on Subject Matter	
Daniel Schroeter	75%

Departmental Home: History

Tenure Status: Professor

Educational History: Ph.D. University of Manchester, 1984
M.A. University of Michigan, Ann Arbor, 1977
B.A. University of Washington, Seattle, 1975

Languages

Overseas Experience: Morocco **Research:** Yes **Teaching:** Yes

Recent Publications:

Schroeter, D. (2017). Vichy in Morocco: The residency, mohammed v, and his indigenous jewish subjects. In *Colonialism and the Jews* (pp. 215-250). Indiana University Press.

Courses:

GLOS 3942 History of Modern Israel/Palestine: Society and Politics
RELS 3078 Jews of the Islamic Mediterranean & Christian Europe
RELS 3079 Muslims and Jews

RELS 3113 History of Modern Israel/Palestine
JWST/HIST 3511 Muslims and Jews
JWST/HIST 3512 History of Modern Israel/Palestine

Research and Teaching Specialties:

Jewish Studies Middle East
North Africa

Dissertations and Theses Supervised: 2

Distinctions:

Shoshana Shier Distinguished Visiting Professor, University of Toronto, Fall 2016.

Teaching Time Spent on Subject Matter	
Rachel Schurman	50%

Departmental Home: Sociology, Institute for Global Studies

Tenure Status: Professor

Educational History: Ph.D. University of Wisconsin Madison, 1993
MA, Tufts University, 1983
BA, University of Massachusetts, Amherst, 1979

Languages Spanish(4)

Overseas Experience: **Research:** Yes **Teaching:** Yes

Recent Publications

Schurman, R. (2017). Building an Alliance for Biotechnology in Africa. *Journal of Agrarian Change* , 17(3), 441-458.
Schurman, R. (2011). Erratum: Plenitude: The new economics of true wealth (Contemporary Sociology (2011) 40:4 (485-486)

Courses:

GLOS/SOC 3215 Supercapitalism: Labor, Consumption & the Environment in the New Global Economy
GLOS 3613V Honors: Stuffed and Starved: The Politics of Eating
GLOS 3613W Stuffed and Starved: The Politics of Eating
SOC 8311 Political Sociology

Dissertations and Theses Supervised:

Distinctions

2015-2021 National Science Foundation Grant for Assessing the New Green Revolution for Africa:The Impact
Winner of the American Political Science Association's 2011 Lynton Caldwell Prize for Best Book in Environmental Politics
Member, American Sociological Association

Jole Shackelford	Teaching Time Spent on Subject Matter 25%
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Departmental Home: History of Science, Technology and Medicine

Tenure Status: Assistant Professor

Educational History: Ph.D. History of Science, University of Wisconsin

Languages

Overseas Experience: **Research:** Yes **Teaching:** Yes

Recent Publications

Shackelford, J. (2016). Paracelsianism in Denmark. In *Western Esotericism in Scandinavia* (pp. 402-409). Brill.

Shackelford, J. (2016). Rosicrucianism in the early modern period in Denmark. In *Western Esotericism in Scandinavia* (pp. 431-438). Brill.

Courses:

HMED 3001W Health, Disease, and Healing I
HMED 3040 Human Health, Disease, and the Environment in History

HMED 8001 Foundations in the History of Early Medicine
HSCI 8112 Historiography of Science, Tech., & Medicine

Research and Teaching Specialties:

Early Modern European Science and Medicine
History of Paracelsianism

History of Biological Rhythm Studies

Dissertations and Theses Supervised: 1

Distinctions:

National Science Foundation Grant 2011

Sima Shakhsari	Teaching Time Spent on Subject Matter 75%
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Departmental Home: Gender, Women and Sexuality Studies

Tenure Status: Assistant Professor

Educational History: Ph.D. Cultural and social Anthropology, Stanford University.
M.A. Women's Studies, San Francisco State University.

Languages

Overseas Experience: Turkey **Research:** Yes **Teaching:** Yes

Recent Publications

"The Queer Time of Death: Temporality, Geopolitics, and Refugee Rights." *Sexualities*. Special issue guest edited by Rachel Lewis and Nancy A. Naples, "Queer Migration, Asylum, and Displacement."

"Killing Me Softly with Your Rights: Queer Death and the Politics of Rightful Killing." *Queer Necropolitics*. Jin Haritaworn, Adi Kuntsman, & Silvia Posocco (editors). Routledge.

Courses:

GWSS 4103 Transnational Feminist Theories
GWSS 8250 Seminar: Nation, State, and Citizenship

Research and Teaching Specialties:

Transnational Feminism
Studies of Governmentality
Colonialism and Empire

Immigration and Refugees,
Women and Gender Studies
Diaspora

Dissertations and Theses Supervised: 1

Distinctions:

2013-14 Faculty Research Awards, Wellesley College.

Craig Sheaffer	Teaching Time Spent on Subject Matter 25%
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Departmental Home: Agronomy and Plant Genetics

Tenure Status: Professor

Educational History: Ph.D. Maryland (1977)

Languages

Overseas Experience: **Research:** Yes **Teaching:** Yes

Recent Publications

Goplen, J. J., Sheaffer, C. C., Becker, R. L., Moon, R. D., Coulter, J. A., Breitenbach, F. R., ... Gunsolus, J. L. (2018). Giant Ragweed (*Ambrosia trifida*) Emergence Model Performance Evaluated in Diverse Cropping Systems. *Weed Science*, 66(1), 36-46.

Courses:

AGRO 4888 Issues in Sustainable Agriculture

Research and Teaching Specialties:

Alfalfa and forage management

Sustainable cropping systems

Dissertations and Theses Supervised:

Distinctions:

Roozbeh Shirazi	Teaching Time Spent on Subject Matter 75%
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Departmental Home: Organizational Leadership, Policy and Development

Tenure Status: Assistant Professor

Educational History: Ph.D. Teachers College, Columbia University
M.A. Teachers College, Columbia University

Languages

Overseas Experience: Jordan **Research:** Yes **Teaching:** Yes

Recent Publications

Shirazi, R. (2017). When Schooling Becomes a Tactic of Security: Educating to Counter "Extremism". *Diaspora, Indigenous, and Minority Education*, 11(1), 2-5.

Shirazi, R. (2016). 'These boys are wild': constructions and contests of masculinities at two Jordanian high schools. *Gender and Education*, 28(1), 89-107.

Courses:

OLPD 5103 Comparative Education

OLPD 8022 Education and Globalization: Anthropological Perspectives

Research and Teaching Specialties:

Education and social change in the Middle East

Youth citizenship and political participation

Representation and social inclusion/exclusion

Globalization and migration

Gender and development

Transnational and diaspora studies

Dissertations and Theses Supervised:

Distinctions:

GC Research Interdisciplinary Team Awards for 2017-19

Institute of Diversity, Equity, and Advocacy Multicultural Research Award

College of Education and Human Development Faculty Research Award

Teaching Time Spent on Subject Matter	
Eric Shook	25%

Departmental Home: Geography, Environment and Society

Tenure Status: Assistant Professor

Educational History: Ph.D. Geography, University of Illinois, Urbana-Champaign, 2013
M.S. Geography, University of Illinois, Urbana-Champaign, 2010

Languages

Overseas Experience: **Research:** Yes **Teaching:** Yes

Recent Publications

Haynes, D., Manson, S., & Shook, E. (2017). Terra Populus' architecture for integrated big geospatial services. *Transactions in GIS*, 21(3), 546-559.

Courses:

GEOG 5900 Topics in Geography

Research and Teaching Specialties:

Geographic information science	Big data analytics and modeling
CyberGIS	Social media data analytics
Geocomputing	

Dissertations and Theses Supervised:

Distinctions:

CyberGIS Fellow, 2014 - 2015
XSEDE Campus Champion Fellow, 2013 - 2014

Teaching Time Spent on Subject Matter	
Robert Silberman	25%

Departmental Home: Art History

Tenure Status: Associate Professor

Educational History: Ph.D. Columbia University, 1982

Languages

Overseas Experience: **Research:** Yes **Teaching:** Yes

Recent Publications

Silberman, R. (2014). Hopper drawing. *Burlington Magazine*, 156(1333), 266-267.
"Between Heaven and Earth: The Impact Photographs of Stan Gaz" in Stan Gaz, *Sites of Impact: Meteorite Craters Around the World* (New York: Princeton Architectural Press, 2009), 18-29.

Courses:

ARTH 1921W Introduction to Film Study	ARTH 5655 African American Cinema
ARTH 3921W Art of the Film	ARTH 8920 Seminar: Film History and Criticism

Research and Teaching Specialties:

Contemporary art	Film studies
History of photography	

Dissertations and Theses Supervised:

Distinctions:

David and Reva Logan Competition, First Place Award

Matt Simcik	Teaching Time Spent on Subject Matter 25%
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Departmental Home: School of Public Health

Tenure Status: Associate Professor

Educational History: Ph.D. Environmental Science, Rutgers University, 1998
M.S. Civil Engineering, University of Minnesota, 1994

Languages

Overseas Experience: **Research:** Yes **Teaching:** Yes

Recent Publications

Fitzgerald, N. J. M., Simcik, M. F., & Novak, P. J. (2018). Perfluoroalkyl Substances Increase the Membrane Permeability and Quorum Sensing Response in *Aliivibrio fischeri*. *Environmental Science and Technology Letters*, 5(1), 26-31.

Courses:

PUBH 6132 Air, Water, and Health

PUBH 6154 Climate Change and Global Health

Research and Teaching Specialties:

Environment & exposures

Transport processes

Chemistry, water, air, pollution

Dissertations and Theses Supervised: 1

Distinctions:

2013-present, Editorial Board, Journal of Pollution Effects and Control

Ajay Skaria	Teaching Time Spent on Subject Matter 100%
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Departmental Home: History, Institute for Global Studies

Tenure Status: Professor

Educational History: Ph.D. Gonville and Caius College, Cambridge, UK, 1992
MA, Maharaja Sayajirao University, Baroda, 1988
BA, Maharaja Sayajirao Univeristy, Baroda, 1986

Languages Gujarati(4), Hindi(4), Malayalam(4), Dangi(4)

Overseas Experience: **Research:** Yes **Teaching:** Yes

Recent Publications

Skaria, A. (2017). The opening and obscuring of nonwilling freedom. *Contemporary South Asia*, 25(4), 439-450

Skaria, A. (2016). *Unconditional equality: Gandhi's religion of resistance*. University of Minnesota Press

Skaria, Ajay (2015). "Remembering Chris Bayly". *Economic and Political Weekly*, Vol. L, no. 21 (May 23),

Courses:

ALL 3671/5671 Hinduism

GLOS 3412/5412 What is Equality?

GLOS 3145 Global Modernity, the Nation-State, and Capitalism

GLOS 3969/HIST 3489 20th Century India

GLOS 3145H Honors: Global Modernity, the Nation-State, and Capitalism

Research and Teaching Specialties

20th Century India

19th and 20th caste politics

Colonialism and Modernity

19th and 20th Century Hinduism

Intellectual history

Postcolonial studies/theory

Dissertations and Theses Supervised:

Distinctions

Single Semester Leave, College of Liberal Arts, University of Minnesota, Fall 2016

University of Minnesota Imagine Fund Award, 2015

Andrew Slattengren	Teaching Time Spent on Subject Matter 25%
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Departmental Home: School of Medicine
Tenure Status: Assistant Professor
Educational History: DO, Lake Erie College of Osteopathic Medicine, 2005
University of Wisconsin-Madison Family Medicine Residency

Languages

Overseas Experience: **Research:** Yes **Teaching:** Yes

Recent Publications

Paulson W and Slattengren AH. Effectiveness of ACL Injury Prevention Programs *Am Fam Physician* . 2018 Feb 1;97(3)
Slattengren AH, Nissly T, Blustin J, Bader A, Westfall, E. Best uses of osteopathic manipulation. *J Fam Pract*. 2017 December;66
(12):743-747.

Courses:

ACCT 1600 The Future Physician I: Medicine in the 21st Century
ACCT 1601 The Future Physician II

Research and Teaching Specialties:

Medical education Medical History
Osteopathic manipulative therapy

Dissertations and Theses Supervised:

Distinctions:

Pamela Smith	Teaching Time Spent on Subject Matter 50%
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Departmental Home: Applied Economics
Tenure Status: Associate Professor
Educational History: Ph.D. Economics, University of Wisconsin
M.A. Economics, Tufts University
B.A. Political Science, University of Vermont

Languages

Overseas Experience: **Research:** Yes **Teaching:** Yes

Recent Publications

Smith, P. J., & Katovich, E. S. (2017). Are GMO policies "trade related"? Empirical analysis of Latin America. *Applied Economic Perspectives and Policy* , 39(2), 286-312.

Courses:

APEC 5751 Global Trade and Policy

Research and Teaching Specialties:

International trade Genetically modified organisms
Intellectual property rights

Dissertations and Theses Supervised: 3

Distinctions:

2015, Principal Investigator. "International trade and technology policies," Minnesota Agricultural Experiment Station Grant □

Rodney Smith	Teaching Time Spent on Subject Matter 100% 15
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Departmental Home: Applied Economics

Tenure Status: Professor

Educational History: Ph.D. University of Maryland, 1992

Languages

Overseas Experience: China **Research:** Yes **Teaching:** Yes
Burkina Faso

Recent Publications

Fang, X., Roe, T. L., & Smith, R. B. W. (2015). Water shortages, intersectoral water allocation and economic growth: The case of China. *China Agricultural Economic Review*, 7(1), 2-26.

Courses:

APEC 5731 Economic Growth and International Development

Research and Teaching Specialties:

Government regulation and policy Resource economics
Economic development and growth Mechanism design theory

Dissertations and Theses Supervised: 3

Distinctions:

2014-2015 United Nations Environment Programme Grant

Hooi Ling Soh	Teaching Time Spent on Subject Matter 100%
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Departmental Home: Linguistics

Tenure Status: Professor

Educational History: Ph.D. Massachusetts Institute of Technology, 1998
M.A. University of Calgary, Canada 1994

Languages: Chinese (4), Malay (4)

Overseas Experience: **Research:** Yes **Teaching:** yes

Recent Publications:

Soh, Hooi Ling (to appear). Aspect and tense. In *The Handbook of Chinese Linguistics*, C.-T. James Huang, Y. H. Audrey Li and Andrew Simpson (eds.). Malden: Wiley-Blackwell Publishing.

Soh, Hooi Ling (to appear). Aspect. In *Encyclopedia of Chinese Language and Linguistics*. Rint Sybesma, Wolfgang Behr, Gu Yueguo, Zev Handel and C.-T. James Huang (eds.). Leiden: Brill.

Courses:

Ling 3001 Introduction to Linguistics Ling 5201, Syntactic Theory I
Ling 5202 syntactic Theory II Ling 8210 Seminar in Syntax

Dissertations and Theses Supervised: 1

Research and Teaching Specialties:

Syntax, Syntax-Semantics Interface, Chinese and Malay Linguistics

Distinctions:

Teaching Time Spent on Subject Matter	
Catherine Solheim	100%

Departmental Home: Family Social Science

Tenure Status: Professor

Educational History: Ph.D. Family Social Science, University of Minnesota
M.A. Family Social Science, University of Minnesota

Languages

Overseas Experience: Thailand **Research:** Yes **Teaching:** Yes

Recent Publications

Solheim, C. A., & *Ballard, J. (2016). Ambiguous loss due to separation in voluntary transnational families. *Journal of Family Theory & Review*, 8(3), 341-359. doi: 10.1111/jftr.12160.

Courses:

FSOS 3104 Global and Diverse Families

FSOS 4158 Thailand: Global Change, Communities and Families

Research and Teaching Specialties:

Families and Culture

Transnational Family Systems

Refugee Family Resettlement and Adjustment

Ambiguous Loss and Social Justice Theories

Dissertations and Theses Supervised: 3

Distinctions:

2016 Presidents' Civic Engagement Steward Award

2013 Internationalizing Teaching and Learning Fellow, Global Programs & Strategy

Teaching Time Spent on Subject Matter	
Hoon Song	75%

Departmental Home: Anthropology

Tenure Status: Associate Professor

Educational History: Ph.D. University of Chicago, 2000

Languages

Overseas Experience: **Research:** Yes **Teaching:** Yes

Recent Publications:

Song, H. (2017). James Clifford and the ethical turn in Anthropology. *Cultural Critique*, 97, 176-200.

Song, H. (2013). Filiation, Continuous and Discontinuous: Two Recent Anthropological Approaches to North Korea. *Critical Asian Studies*, 45(2), 303-322.

Courses:

ANTH 4019 Symbolic Anthropology

ANTH 4071 Race, Culture and Vision

ANTH 4025 Studies in Ethnographic Classics

ANTH 8810 Topics in Sociocultural Anthropology

ANTH/RELS 4049 Religion and Culture

Research and Teaching Specialties:

Ontology of power, materiality of sovereignty

Animality

Psychoanalysis

North Korea

Dissertations and Theses Supervised:

Distinctions:

Imagine Fund, 2012

Ying Song	Teaching Time Spent on Subject Matter 75%
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Departmental Home: Geography, Environment and Society

Tenure Status: Assistant Professor

Educational History: Ph.D. Geography, The Ohio State University, Columbus, OH, USA, 2015
M.S. Geography, University of Utah, Salt Lake City, Utah, USA, 2009
B.S. Geographic Information Science, Wuhan University, Wuhan, China, 2007

Languages

Overseas Experience: **Research:** Yes **Teaching:** Yes

Recent Publications

Song, Y., Miller, H. J., Stempihar, J., & Zhou, X. (2017). Green accessibility: Estimating the environmental costs of network-time prisms for sustainable transportation planning. *Journal of Transport Geography*, 64, 109-119

Song, Y., Fan, Y., Li, X., & Ji, Y. (2017). Multidimensional visualization of transit smartcard data using space-time plots and data cubes. *Transportation*, 1-23.

Courses:

GEOG 3211 East Asia

Research and Teaching Specialties:

Geographic Information Science (GIS)
Time Geography

Spatio-Temporal Modeling and Analysis
Transportation Geography

Dissertations and Theses Supervised:

Distinctions:

2016, William L. Garrison Award for Best Dissertation in Computational Geography, Association of American Geographers
2016, The Outstanding Dissertation Award, Transportation Geography Specialty Group, Association of American Geographers

Steven Spruth	Teaching Time Spent on Subject Matter 50%
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Departmental Home: Carlson School of Management

Tenure Status: Senior Lecturer

Educational History: M.A. Yale School of Management 1994

Languages

Overseas Experience: Cuba **Research:** Yes **Teaching:** Yes
Brazil
Venezuela
China

Recent Publications

Courses:

IBUS 3010 Introduction to Global Entrepreneurship

IBUS 4050 Management of Innovations and Change

Research and Teaching Specialties:

Entrepreneurship
Innovation
Globalization

Sustainable business
Social entrepreneurship

Dissertations and Theses Supervised: 1

Distinctions:

Theofanis Stavrou	Teaching Time Spent on Subject Matter 50%
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Departmental Home: History

Tenure Status: Professor

Educational History: Ph.D. Indiana University, History 1961
M.A. Indiana University, History 1957

Languages Greek(4), Russian(4)

Overseas Experience: **Research:** Yes **Teaching:** Yes

Recent Publications

Geffert, B., & Stavrou, T. G. (2016). Eastern orthodox Christianity: The essential texts. Yale University Press.

Courses

HIST 3264/5264 Imperial Russia: Formation and Expansion of the Russian Empire in the 18th and 19th Centuries
HIST 3265/5265 20th Century Russia: The Collapse of Imperial Russia, the Revolutions, and the Soviet Regime
HIST 3637 Modern Russia: From Peter the Great to the Present
HIST 3767 Eastern Orthodoxy: History and Culture

Research and Teaching Specialties

Modern Greece Religious history in modern Russia
Modern Balkan and Greek-Slavic relations Russian History

Dissertations and Theses Supervised: 2

Distinctions

External Evaluator for Promotions at other U.S. universities (regularly for the last five years); and European universities (2012–13)
Founder and editor, Modern Greek Studies

Michael Stebleton	Teaching Time Spent on Subject Matter 25%
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Departmental Home: Organizational Leadership, Policy and Development

Tenure Status: Associate Professor

Educational History: Ph.D. University of Minnesota-Twin Cities, work, community, family education
M.A. University of Minnesota-Twin Cities, counseling & student personnel psychology

Languages

Overseas Experience: **Research:** Yes **Teaching:** Yes

Recent Publications

Stebleton M. J., Rost-Banik, C., Greene, E., & DeAngelo, L. (2017). "Trying to be accepted": Exploring foreign-born immigrants' interactions with faculty and practitioners. *Journal of Student Affairs Research and Practice*, 54(4), 357-370.

Courses:

OLPD 5796 Supervised Practicum in Multicultural Postsecondary Teaching and Learning

Research and Teaching Specialties:

College student success factors College student development
Career development Underserved student populations

Dissertations and Theses Supervised: 1

Distinctions:

National Career Development Association (NCDA) Merit Award (2017)

Brad Stiffler	Teaching Time Spent on Subject Matter 25%
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Departmental Home: Cultural Studies and Comparative Literature

Tenure Status: Lecturer

Educational History: Ph.D. Comparative Studies in Discourse and Society, University of Minnesota, 2015

Languages

Overseas Experience: **Research:** Yes **Teaching:** Yes

Recent Publications
 Stiffler, B. (2018). Punk Subculture and the Queer Critique of Community on 1980s Cable TV: The Case of New Wave Theatre. Television and New Media, 19(1), 42-58.

Courses:
 CSCL 1001 Introduction to Cultural Studies: Rhetoric, Power, Desire

Research and Teaching Specialties:
 New Wave Theatre Subcultural Television

Dissertations and Theses Supervised:

Distinctions:
 2016 Best Dissertation Award - Honorable Mention

Nancy Stone	Teaching Time Spent on Subject Matter 50%
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Departmental Home: Translation and Interpreting

Tenure Status: Teaching Specialist

Educational History: M.A. Hispanic Linguistics, University of Minnesota, 2002
 M.A. Teaching, University of St. Thomas, 1997

Languages Spanish(4)

Overseas Experience: **Research:** No **Teaching:** Yes

Recent Publications

Courses:
 TRIN 4301 Interpreting in Legal Settings

Research and Teaching Specialties:
 Legal translations

Dissertations and Theses Supervised:

Distinctions:
 Federally Certified Spanish Interpreter
 State Certified Spanish Interpreter

Mani Subramani	Teaching Time Spent on Subject Matter 75%
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Departmental Home: Carlson School of Management

Tenure Status: Associate Professor

Educational History: DBA, Information systems Boston University, 1997
PGDM, Indian Institute of Management, Bangalore, India, 1983

Languages

Overseas Experience: **Research:** Yes **Teaching:** Yes

Recent Publications

Deodhar, S. J., Subramani, M., & Zaheer, A. (2017). Geography of online network ties: A predictive modelling approach. *Decision Support Systems*, 99, 9-17.

Courses:

IBUS 5150 India Seminar: Managing in a Global Environment

Research and Teaching Specialties:

Knowledge Management IT Governance

Dissertations and Theses Supervised: 2

Distinctions:

Siri Suh	Teaching Time Spent on Subject Matter 50%
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Departmental Home: Gender, Women and Sexuality Studies and Global Studies

Tenure Status: Assistant Professor

Educational History: Ph.D: Sociomedical Sciences, Columbia University, New York, NY, 2014.
MPH: Population and Family Health, Columbia University, New York, NY, 2004.

Languages

Overseas Experience: Senegal **Research:** Yes **Teaching:** Yes

Recent Publications

Suh, Siri (2017). Accounting for abortion: accomplishing transnational reproductive governance through post-abortion care in Senegal. *Global Public Health*, doi:10.1080/17441692.2017.1301513, 1-18

Courses:

GWSS 8109 Feminist Knowledge Production

Research and Teaching Specialties:

Global health	Global population and development	Sociology of Reproduction
Feminist Studies of Science, Technology, and Medicine	Sociology of medicine	Ethnography
West Africa	Senegal	

Dissertations and Theses Supervised:

Distinctions:

American Fellowship (Short-Term Publication Award), American Association of University Women, July 2017 - August 2017
Maria De Castro Benton Dissertation Award, Department of Sociomedical Sciences, Columbia University, 2015

Joko Sutrisno	Teaching Time Spent on Subject Matter 100%
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Departmental Home: School of Music

Tenure Status: Teaching Specialist

Educational History: National Academy of Performing Arts, Surakarta, Java, Indonesia

Languages Indonesian(4)

Overseas Experience: **Research:** Yes **Teaching:** Yes

Recent Publications

Courses:

MUS 5493 Javanese Gamelan Music Ensemble

Research and Teaching Specialties:

Gamelan Ensemble Indonesian Music

Dissertations and Theses Supervised:

Distinctions:

MN State Arts Board: grant to study Sundanese drumming (Indonesia), summer 2008.

Shaden Tageldin	Teaching Time Spent on Subject Matter 50%
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Departmental Home: Cultural Studies and Comparative Literature, Institute for Global Studies
Center for African Studies

Tenure Status: Associate Professor, Director for the Center of African Studies

Educational History: Ph.D. University of California, Berkeley, 2004

Languages Arabic(4), French(4)

Overseas Experience: **Research:** Yes **Teaching:** Yes

Recent Publications

"Beyond Latinity, Can the Vernacular Speak?" is forthcoming in *Comparative Literature* in June 2018
Tageldin, S. M. (2017). Proxidistant reading: Toward a critical pedagogy of the nahdah in US comparative literary studies.
In *Arabic Literature for the Classroom: Teaching Methods, Theories, Themes and Texts* (pp. 3-23). Taylor and Francis.

Courses:

CSCL 3130W Colonial and Postcolonial Literatures and Theory: 1700 to the Present

Research and Teaching Specialties

19th- and 20th-century literatures in English, Arabic, French Histories and ideologies of comparative literature
Empire and postcolonial studies Aesthetics and biologies of race, nation, culture

Dissertations and Theses Supervised:

Distinctions

Frederick Burkhardt Residential Fellowship for Recently Tenured Scholars, American Council of Learned Societies, 2016 - 2017
Arthur "Red" Motley Exemplary Teaching Award, College of Liberal Arts, University of Minnesota, 2013 - 2014

	Teaching Time Spent on Subject Matter
Betty Tapias-Heinrich	50%

Departmental Home:	Translation and Interpreting
Tenure Status:	Teaching Specialist
Educational History:	M.A. Educational Leadership, Concordia University, St. Paul
Languages	Spanish(4)
Overseas Experience:	Research: Yes Teaching: Yes

Recent Publications

Code of Ethics and Standards of Practice for Educational Interpreters of Spoken Languages, 2015
Minnesota Department of Education & the University of Minnesota
Effective Communication with English Learner Parents through an Interpreter
2015, Minnesota Department of Education

Courses:

TRIN 900 Special Education for Interpreters	TRIN 1901 Special Education Terms and Concepts for Interpreters
TRIN 990 Interpreting in Special Education Settings	TRIN 4901 Interpreting in Special Education Settings

Research and Teaching Specialties:

Interpreting in special education settings

Dissertations and Theses Supervised:

Distinctions:

2015 Distinguished Educator Award College of Continuing Education, University of Minnesota
2015 Service To the Field Award (UMTIA) Upper Midwest Translators and Interpreters Association

	Teaching Time Spent on Subject Matter
Igor Tchoukarine	25%

Departmental Home:	History
Tenure Status:	Lecturer
Educational History:	Ph.D. History, Ecole des hautes Etudes en Sciences sociales, 2010 M.A. Russian and East European Studies, University of Toronto, 2003
Languages	Czech(4), French(4), Serbian(4)
Overseas Experience:	Yugoslavia Research: Yes Teaching: Yes

Recent Publications

Tchoukarine, I. (2016). A Place of Your Own on Tito's Adriatic: Club Med and Czechoslovak Trade Union Holiday Resorts in the 1960s. *Tourist Studies*, 16(4), 386-404.
Tchoukarine, I. (2015). Yugoslavia's open-door policy and global tourism in the 1950s and 1960s. *East European Politics and Societies*, 29(1), 168-188.

Courses:

HIST 1012W The Age of Global Contact	HIST 3729 Nazi Germany and Hitler's Europe
HIST 3244 History of Eastern Europe	

Research and Teaching Specialties:

Eastern European History	Czechoslovakia
Nazi Germany	

Dissertations and Theses Supervised:

Distinctions:

David Tilman	Teaching Time Spent on Subject Matter 25%
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Departmental Home: Ecology, Evolution and Behavior

Tenure Status: Regents Professor

Educational History: Ph.D. University of Michigan Zoology (Ecology) 1976

Languages

Overseas Experience: **Research:** Yes **Teaching:** Yes

Recent Publications

Thomas Clark, A., Lehman, C., & Tilman, D. (2018). Identifying mechanisms that structure ecological communities by snapping model parameters to empirically observed tradeoffs. *Ecology Letters*, 21(4), 494-505.

Courses:

GCC 3001 Grand Challenge: Can We Feed the World Without Destroying It?

Research and Teaching Specialties:

Conservation Biology Microbial Ecology
Ecology, Evolution, and Behavior

Dissertations and Theses Supervised: 3

Distinctions:

2013 Honorary Member, British Ecological Society

Yi Tong	Teaching Time Spent on Subject Matter 25%
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Departmental Home: Philosophy

Tenure Status: Lecturer

Educational History: Ph.D. Philosophy, University of Minnesota, 2016
B.A. Economics, East China Normal University, Shanghai, China, 2008

Languages

Overseas Experience: **Research:** Yes **Teaching:** Yes

Recent Publications

“Wittgenstein’s On Certainty and Necessary Truths in Jurisprudence,” in *Analytical and Continental Philosophy: Methods and Perspectives*, S. Rinofner-Kreidl & H. A. Wilsche eds., Austrian Ludwig Wittgenstein Society, Department for Science and Research of the Province of the Lower Austria, Vol. XXII, pp.274-6, 2014

Courses:

PHIL 3304 Law and Morality PHIL 3307 Social Justice and Community Service

Research and Teaching Specialties:

Philosophy of language Later Wittgenstein

Dissertations and Theses Supervised:

Distinctions:

2017 Travel Award for Zhuhai Forum, Department of Philosophy, Sun Yat-sen University, Zhuhai, China
2016 Documented shortlist, University of Chicago Law & Philosophy Fellowship Competition, Chicago, IL, USA

Teaching Time Spent on Subject Matter	
Michael Tonry	25%

Departmental Home:	School of Law
Tenure Status:	McKnight Presidential Professor
Educational History:	Ph.D. Free University Amsterdam, 2010 LL.B Yale Law School, 1970
Languages	
Overseas Experience:	Switzerland Germany
Research:	Yes
Teaching:	Yes

Recent Publications

Sentencing Policies and Practices in Western Countries—Comparative and Crossnational Perspectives (University of Chicago Press 2016).
Sentencing Fragments—Penal Reform in America, 1975-2025 (Oxford University Press 2016).

Courses:

LAW 6892 Comparative Criminal Procedure

Research and Teaching Specialties:

Criminal Law and Policy
 Crime and public policy
 Comparative criminal law

Dissertations and Theses Supervised: 2

Distinctions:

Director of the Robina Institutes Criminal Justice Policy Program Area

Teaching Time Spent on Subject Matter	
Traci Toomey	25%

Departmental Home:	School of Public Health
Tenure Status:	Professor
Educational History:	Ph.D. Epidemiology, University of Minnesota MPH Epidemiology, University of Minnesota
Languages	
Overseas Experience:	
Research:	Yes
Teaching:	Yes

Recent Publications

Lenk, K. M., Erickson, D. J., Nelson, T. F., Horvath, K. J., Nederhoff, D. M., Hunt, S. L., ... Toomey, T. L. (2018). Changes in alcohol policies and practices in bars and restaurants after completion of manager-focused responsible service training. *Drug and Alcohol Review*, 37(3), 356-364.

Courses:

PUBH 6078 Public Health Policy as a Prevention Strategy

Research and Teaching Specialties:

Policy
 Tobacco
 Alcohol

Dissertations and Theses Supervised:

Distinctions:

Leonard M. Schuman Excellence in Teaching Award, 2015

Teaching Time Spent on Subject Matter	
William Toscano	50%

Departmental Home: School of Public Health

Tenure Status: Professor

Educational History: Ph.D. Biochemistry, University of Illinois Champaign-Urbana, 1978
M.S. Analytical Chemistry, Indiana University of PA, 1972

Languages

Overseas Experience: Georgia **Research:** Yes **Teaching:** Yes

Recent Publications

Chirakadze, A., Buachidze, Z., Khomeriki, I. O., Gvakharia, V., Stamateli, M., Chakvetadze, N., ... Bagrationi, N. (2016). Arsenic pollution of soils and morbidity prevalence in Racha-Lower Svaneti district of Georgia. *International Journal of Global Warming*, 10(1), 92-114.

Courses:

PUBH 6134 Sustainable Development and Global Public Health

PUBH 7262 Globalization and Health

Research and Teaching Specialties:

Chronic diseases
Global health

Social determinants of health
Minority health

Dissertations and Theses Supervised: 2

Distinctions:

2016–2018, U.S. Environmental Protection Agency Grant

2013, Guest Professor, Center for Preventive Medical Science of Chiba University, Chiba, Jap

Teaching Time Spent on Subject Matter	
Joan Tronto	25%

Departmental Home: Political Science

Tenure Status: Professor

Educational History: Ph.D. Princeton University, 1981
M.A. Princeton University, 1976
A.B. Oberlin College, 1974

Languages

Overseas Experience: **Research:** Yes **Teaching:** Yes

Recent Publications

Nguyen, M. T. N., Zavoretti, R., & Tronto, J. (2017). Beyond the Global Care Chain: Boundaries, Institutions and Ethics of Care. *Ethics and Social Welfare*, 11(3), 199-212.

Courses:

POL 3235W Democracy and Citizenship
POL 8252 Early Modern Political Thought

POL 8401 International Relations

Research and Teaching Specialties:

Political Theory
Women's Studies

Women in the Law
Democracy and Dictatorship

Dissertations and Theses Supervised: 4

Distinctions:

Scholar of the College, College of Liberal Arts, University of Minnesota, 2013 - 2016

Brown Medal for Democracy, 2015

Paul Vaaler	Teaching Time Spent on Subject Matter 50%
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Departmental Home: School of Law; Carlson School of Management

Tenure Status: Associate Professor

Educational History: Ph.D. Strategic Management & Organization University of Minnesota, 1997
J.D. Law Harvard University, 1988

Languages

Overseas Experience: **Research:** Yes **Teaching:** Yes

Recent Publications

James, B. E., & Vaaler, P. M. (2017). Experience, Equity and Foreign Investment Risk: A PIC Perspective. *Management International Review*, 57(2), 209-241

Courses:

LAW 6601 International Business Transactions
LAW 6626 Complex and Cross-Cultural Negotiations

MGMT 6035 Complex and Cross-Cultural Negotiations

Research and Teaching Specialties:

Business, law and politics
Legal and political strategies

Managing investment risks in developing countries

Dissertations and Theses Supervised: 1

Distinctions:

Carlson School of Management Dean's Research Grant, J. Myles Shaver and Paul M. Vaaler, Minneapolis, MN, 2016-Present.
Distinguished Lecturer, European Society for the New Institutional Economics, Paul M. Vaaler, Cargese, Corsica, France. 2015.

David Valentine	Teaching Time Spent on Subject Matter 50%
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Departmental Home: Anthropology

Tenure Status: Associate Professor

Educational History: Ph.D. Anthropology, New York University, NYC, NY, 2000
M.A. (1995) Department of Anthropology, New York University

Languages

Overseas Experience: **Research:** Yes **Teaching:** Yes

Recent Publications

Valentine, D. (2017). For the machine. *History and Anthropology*, 28(3), 302-307.
Valentine, D. (2017). Gravity fixes habituating to the human on Mars and Island three. *HAU: Journal of Ethnographic Theory*, 7(3), 185-209.

Courses:

ANTH 3005W Language, Culture, and Power
ANTH 4031W Anthropology and Social Justice

Research and Teaching Specialties:

Cultural and linguistic anthropology
Social justice movements
Gender and sexuality, queer theory

The idea of the future
commercial space exploration

Dissertations and Theses Supervised: 3

Distinctions:

2015, Institute for Advanced Study, UMN, Faculty Fellowship (Project: Futures in Space)

Frances Vavrus	Teaching Time Spent on Subject Matter 25%
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Departmental Home: Organizational Leadership, Policy and Development
Tenure Status: Professor

Educational History: Ph.D. University of Wisconsin-Madison
M.A. University of Illinois at Urbana-Champaign
B.A. Purdue University

Languages

Overseas Experience: Tanzania **Research:** Yes **Teaching:** Yes

Recent Publications

Bartlett, L., & Vavrus, F. (2017). Rethinking case study research: A comparative approach. New York and London: Routledge.
Vavrus, F. (2016). Topographies of power: Critical historical geography in the study of education in Tanzania. *Comparative Education* 52(2), 136-156.

Courses:

OLPD 8101 International Education and Development

Research and Teaching Specialties:

Comparative and International Education	Comparative Case Studies
Anthropology of Development	Ethnography and Personal Narrative
Post/colonial History of Education in Africa	

Dissertations and Theses Supervised:

Distinctions:

2016-present, Fulbright Specialist Roster

Ross VeLure Roholt	Teaching Time Spent on Subject Matter 50%
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Departmental Home: School of Social Work

Tenure Status: Associate Professor

Educational History: Ph.D. University of Minnesota
M.S.W. University of Minnesota

Languages

Overseas Experience: Croatia **Research:** Yes **Teaching:** Yes
Laos
Morocco

Recent Publications

VeLure Roholt, R. (2015). Past Informs the Present: Work With Young People From Marginalized Communities. *Child and Youth Services*, 36(1), 1-4.

Courses:

YOST 3011 Young Voices: The Fight for Social Change in Croatia YOST 3031/5031 International Youthwork

Research and Teaching Specialties:

Evaluation studies	International Youthwork
Participatory models of youth work	Youth Work in Contested Spaces

Dissertations and Theses Supervised: 1

Distinctions:

Director, Youth Development Leadership Program

Teaching Time Spent on Subject Matter	
William Viestenz	25%

Departmental Home:	Spanish & Portuguese, Global Studies
Tenure Status:	Associate Professor
Educational History:	Ph.D. Stanford University, 2011 B.A. Carleton College, 2004
Languages	Spanish(4)
Overseas Experience:	Research: Yes Teaching: Yes

Recent Publications

Viestenz, W. (2017). The town assembled: the social interference of quasi-objects in Camí de sirga. *Journal of Spanish Cultural Studies*, 18(3), 275-290.
Beilin, K. O., & Viestenz, W. (2015). *Ethics of life: Contemporary Iberian debates*. Vanderbilt University Press.

Courses:

GWSS 3304/GLOS 3609 Novels and Nations SPAN 3910 Topics in Spanish Peninsular Literature
GLOS 3602 Other Worlds: Globalization and Culture SPPT 8920 Critical Theory Sem Neo-Ruralism

Research and Teaching Specialties

Contemporary Iberian Literature and Culture Iberian Studies
Post-Secularism and the Sacred Bullfighting and Animal Rights
Violence and Cultural Memory

Distinctions

Teaching Time Spent on Subject Matter	
Ann Waltner	100%

Departmental Home:	History
Tenure Status:	Professor
Educational History:	Ph.D. University of California-Berkeley
Languages	Chinese
Overseas Experience:	Research: Yes Teaching: Yes

Recent Publications

"Historically Informed Soundscape: Mediating Past and Present": Waltner, Ann, Linda Pearse, Nicholas Godsoe, *Journal of Sonic Studies*, 2017.
"Modern Political Revolutions: Connecting Grassroots Political Dissent and Global Historical Transformation,": Waltner, Ann, Mary Jo Maynes, Bloomsbury, *World Histories from Below: 1750 to the Present*, 2016.

Courses:

ALL 3372 History of Women and Family in China, 1600-2000 HIST 3462H The History of East Asia From 1500 to the Present
ALL 3373 Religion and Society in Imperial China HIST 1411W The Family from 10,000 BCE to the Present
HIST 1411W The Family from 10,000 BCE to the Present HIST 3466 Religion and Society in Imperial China
HIST/EAS 3462 The History of East Asia From 1500 to the Present HIST 3469 History of Women and Family in China 1600 - 2000

Research and Teaching Specialties:

Ritual Analysis of historical documentation
Law Rumor and gossip
Religion Chinese history

Dissertations and Theses Supervised:

Distinctions:

2014 President's Award for Outstanding Service

Chang Wang	Teaching Time Spent on Subject Matter 100%
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Departmental Home: School of Law

Tenure Status: Adjunct professor

Educational History: J.D. University of Minnesota Law School, 2006

Languages

Overseas Experience: **Research:** Yes **Teaching:** Yes

Recent Publications

Legal Research in American Law (Beijing: China University of Political Science and Law Press, 2014).
Inside China's Legal System (Oxford: Chandos Publishing, 2013)

Courses:

LAW 6890 Rule by Law in China: An Advanced Seminar

Research and Teaching Specialties:

Chinese law and legal system

Dissertations and Theses Supervised: 1

Distinctions:

2013 Awarded Erasmus Mundus Scholarship by the European Commission
Second Chinese national ever elected to the prestigious American Law Institute (ALI)

Liping Wang	Teaching Time Spent on Subject Matter 100%
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Departmental Home: History

Tenure Status: Associate Professor

Educational History: Ph.D. University of California, San Diego

Languages: Chinese(4)

Overseas Experience: China **Research:** Yes **Teaching:** Yes

Recent Publications:

Wang, L. (2011). Emperor Kangxi's Southern Tours and the Qing restoration of West Lake. China Heritage Quarterly, 28.
Wang, L. (2011). 杭州景观建设与清代文化政治 (Qing Cultural Politics and Environmental Changes in Hangzhou). 新史学 (New History).

Courses:

EAS 3461 Introduction to East Asia I: The Imperial Age HIST 8940 Topics in Asian History
EAS 3468/HIST 3468 Social Change in Modern China

Research and Teaching Specialties:

East Asian history Republican China
Imperial China Travel

Dissertations and Theses Supervised:

Distinctions:

An Wang Postdoctoral Fellowship, Harvard University, September 1, 2001 - June 30, 2002

John Warren	Teaching Time Spent on Subject Matter 25%
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Departmental Home: Sociology
Tenure Status: Professor

Educational History: Ph.D. University of Wisconsin, Madison, 1998
M.S. University of Wisconsin, Madison, 1993
B.A. Carleton College, Northfield, MN, 1991

Languages

Overseas Experience: **Research:** Yes **Teaching:** Yes

Recent Publications:
John Robert Warren. 2016. "What Do Growing Childhood Socioeconomic Inequalities Mean for the Future of Inequalities in Adult Health?" The ANNALS of the American Academy of Political and Social Science 663:292-330.

Courses:
SOC 3452 Education and Society SOC 5511 World Population Problems□

Research and Teaching Specialties:
Social Inequality Education
Health Disparities Demography

Dissertations and Theses Supervised: 8

Distinctions:
National Institutes of Health Grant - Minnesota Population Center, 2016-2021
Poster Presentation Award Winner, Population Association of America, Annual Meetings, 2014

Gabriel Weisberg	Teaching Time Spent on Subject Matter 50%
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Departmental Home: Art History

Tenure Status: Professor

Educational History: Ph.D. John Hopkins University, 1967
M.A. Johns Hopkins University, 1967
B.A. New York University, 1963

Languages French(4), German(4)

Overseas Experience: **Research:** Yes **Teaching:** Yes

Recent Publications
"The Japonisme Phenomenon," In Japanomania in the Nordic Countries, 1875-1918, Ateneum Art Museum, Finnish Nationale Gallery, Helsinki and Yale University Press, 2016, 14-37
"Preface, The Catalogue Raisonne, A Herculean Effort" in Richard F. Lack, Catalogue Raisonne, 1943-1998, by Gary B. Christensen, St. Paul: Afton Press, 2016 ix-x

Courses:
ARTH 3012 19th and 20th Century Art ARTH 8400 Seminar: Issues in 19th-Century Art
ARTH 3484 The Art of Picasso and the Modern Movement ARTH 8440 Seminar: Contemporary Art
ARTH 5494 East/West, West/East

Research and Teaching Specialties:
19th- and early 20th century art Italian Renaissance
Art in France Japanese art influences (Japonisme)

Dissertations and Theses Supervised: 3

Distinctions:
Chevalier de l'ordre des arts et des lettres, Republique Francaise Award
Distinguished Teacher of Art History Award, College Art Association, February 2012

Teaching Time Spent on Subject Matter	
Maureen Weiss	25%

Departmental Home: School of Kinesiology

Tenure Status: Professor

Educational History: Ph.D. 1981, Michigan State University
M.A. 1976, University of California, Santa Barbara

Languages

Overseas Experience: **Research:** Yes **Teaching:** Yes

Recent Publications

Bolter, N. D., & Weiss, M. R. (2016). Developing moral character through sport: Delivering on the promise. In Routledge *International Handbook of Sport Psychology* (pp. 138-146). Taylor and Francis Inc..

Courses:

KIN 3131W History and the Philosophy of Sport

Research and Teaching Specialties:

Physical activity
Influence of coaches, parents and peers

Self-perceptions
Motivational orientations and behaviors

Dissertations and Theses Supervised: 2

Distinctions:

2018 Legacy Award by Girls on the Run International

Teaching Time Spent on Subject Matter	
David Weissbrodt	50%

Departmental Home: School of Law

Tenure Status: Regents Professor

Educational History: J.D. University of California at Berkeley
A.B. Columbia University

Languages

Overseas Experience: **Research:** Yes **Teaching:** Yes

Recent Publications

Immigration Law and Procedure in a Nutshell (West Academic, 7th ed., 2017) with Laura Danielson & Howard S. (Sam) Myers III
The Development of International Human Rights Law (Ashgate Publishing, 2014) (co-editor) with Fionnuala Ní Aoláin
& Mary Rumsey

Courses:

LAW 6872 Immigration Law

LAW 6886 International Human Rights Law

Research and Teaching Specialties:

International human rights law
Administrative law

Immigration law and torts

Dissertations and Theses Supervised: 1

Distinctions:

2014 recipient of the Elizabeth Hurlock Beckman Award

Peter Wells	Teaching Time Spent on Subject Matter 25%
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Departmental Home: Anthropology
Tenure Status: Professor

Educational History: Ph.D. Harvard University, 1976

Languages

Overseas Experience: **Research:** Yes **Teaching:** Yes

Recent Publications

Wells, P. S. (2016). Unique Objects, Special Deposits and Elite Networks in Bronze Age Europe. *Oxford Journal of Archaeology*, 35(2), 161-178.
Wells, P. S. (2015). Cultural colonization without colonial settlements: A case study in early iron age temperate Europe. In *Rethinking Colonialism: Comparative Archaeological Approaches* (pp. 76-98). University Press of Florida.

Courses:

ANTH 8510 Topics in Archaeology

Research and Teaching Specialties:

European archaeology	Visual representation and reception
Identity	Modern uses of images of the past
Material culture and expression	Frontiers and borderlands

Dissertations and Theses Supervised:

Distinctions:

Dean's Medal, College of Liberal Arts, University of Minnesota, February 2011

Margaret Werry	Teaching Time Spent on Subject Matter 50%
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Departmental Home: Theatre Arts & Dance
Tenure Status: Associate Professor

Educational History: Ph.D. Northwestern University, 2001
B.A. Victoria University of Wellington, New Zealand, 1989

Languages

Overseas Experience: **Research:** Yes **Teaching:** Yes

Recent Publications

Werry, M. (2016). Sea-change: Performing a fluid continent: 2nd Oceanic Performance Biennial: Rarotonga, Cook Islands, 8–11 July 2015. *Performance Research*, 21(2), 90-95.
Werry, M. (2014). Oceanic imagination, intercultural performance, Pacific historiography. In *The Politics of Interweaving Performance Cultures: Beyond Postcolonialism* (pp. 97-118). Taylor and Francis.

Courses:

TH 1102 Stage, Screen, Society: Performance in the Media Age
TH 8114 Theatre: Performance and Political Modernity

Research and Teaching Specialties:

19th century Euro-American and British colonial popular theatre and entertainment culture
Anthropological approaches to performance as social dramaturgy
Critical race theory

Dissertations and Theses Supervised: 6

Distinctions:

Council of Graduate Students Outstanding Faculty Award, UMN (2010)
Interdisciplinary Studies of Writing Grant 2010

Teaching Time Spent on Subject Matter	
Oliver Williams	25%

Departmental Home: School of Social Work
Tenure Status: Professor
Educational History: Ph.D. University of Pittsburgh
M.S.W. Western Michigan University
M.P.H. University of Pittsburgh

Languages

Overseas Experience: **Research:** Yes **Teaching:** Yes

Recent Publications

Williams, O. J. (2016). Journal of Aggression, Maltreatment & Trauma: Introduction. *Journal of Aggression, Maltreatment and Trauma* , 25(1), 1-3.

Courses:

SW 1001 Introduction to the World of Social Work: A Global Perspective

Research and Teaching Specialties:

Effective Service Delivery Strategies
Reducing Violence Among African Americans
Ethnically Sensitive Practice
Fatherhood

Dissertations and Theses Supervised: 2

Distinctions:

2008 Distinguished Alumni Award from the University of Pittsburgh 's School of Social Work

Teaching Time Spent on Subject Matter	
Diane Willow	50%

Departmental Home: Art
Tenure Status: Associate Professor
Educational History: MAS (Media Arts and Sciences) / M.S.Vis. (Visual Studies) : Center For Advanced Visual Studies, Massachusetts Institute of Technology

Languages

Overseas Experience: **Research:** Yes **Teaching:** Yes

Recent Publications

Into the Ether: Contemporary Light Artists [James Turrell, Robert Irwin, Leo Villareal, Erwin Redl, Daniel Rozin, and Diane Willow], Dayton Art Institute: Chromasphere II, April 2, 2016 - June 26 2016
Coding the Body Apex Art, NYC, NY: Walkways, March 20, 2014 - May 10, 2014
Diane Willow • Solo Exhibition: New Media Triennial, Beijing Film Academy, Beijing, China, October 2013 - December 2013

Courses:

Research and Teaching Specialties:

Dissertations and Theses Supervised:

Distinctions:

David Wilsey	Teaching Time Spent on Subject Matter 25%
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Departmental Home: Humphrey School of Public Affairs

Tenure Status: Lecturer

Educational History: Ph.D. University of Florida, 2008

Languages

Overseas Experience: Mexico **Research:** Yes **Teaching:** Yes
Guatemala
Ecuador

Recent Publications

Butler, M., Gering, E., & Wilsey, D. (2017). Guiding local tourism entrepreneurs interested in ecotourism: A tool for extension facilitators. *Journal of Extension*, 55(5).

Courses:

MDP 5001 Ways of Knowing and Sustainable Livelihoods

MDP 5200 Capstone Workshop in Development Practice

Research and Teaching Specialties:

Economic development Rural development
International development Sustainable development

Dissertations and Theses Supervised:

Distinctions:

2016-2017 Outstanding Advising and Mentoring Award presented by the Council of Graduate Students

Michael Wilson	Teaching Time Spent on Subject Matter 25%
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Departmental Home: Anthropology

Tenure Status: Associate Professor

Educational History: Ph.D. Harvard University, 2001
A.B. University of Chicago, 1992

Languages

Overseas Experience: **Research:** Yes **Teaching:** Yes

Recent Publications

Barbian, H. J., Li, Y., Ramirez, M., Klase, Z., Lipende, I., Mjungu, D., ... Hahn, B. H. (2018). Destabilization of the gut microbiome marks the end-stage of simian immunodeficiency virus infection in wild chimpanzees. *American journal of primatology*, 80(1),

Courses:

ANTH 8213 Ecological Anthropology

Research and Teaching Specialties:

Primate behavior and ecology
Warfare and human evolution

Dissertations and Theses Supervised: 1

Distinctions:

Visiting Scholar, University of Montpellier-2, Montpellier, France., 2013-2014

Josef Woldense	Teaching Time Spent on Subject Matter 25%
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Departmental Home:	African American and African Studies, Political Science
Tenure Status:	Assistant Professor
Educational History:	Ph.D. Political Science, Indiana University, Bloomington, Indiana, 2016
Languages	German(4), Tigrinya(3)
Overseas Experience:	Ethiopia Eritrea
Research:	Yes
Teaching:	Yes

Recent Publications

"The Ruler's Game of Musical Chairs: Shuffling During Haile Selassie's Reign." *Social Networks* (Forthcoming)
"The Ethiopian People's Revolutionary Democratic Front: Authoritarian Resilience and IntraParty Dynamics" (with Leonardo Arriola, Terrence Lyons and Seife Ayalew)
Ruling Coalitions, Political Survival and the Last Emperor of Ethiopia, Indiana University, 2016

Courses:

AFRO 1021 Introduction to Africa
AFRO 3131 Peace & Conflict in 21st Century Africa
AFRO 3135 Political Dynamics in the Horn of Africa
AFRO 4478 Contemporary Politics in Africa

Research and Teaching Specialties:

African Politics
Comparative Politics
Public Policy
Authoritarian Regimes
Social Network Analysis
Organizational Theory

Dissertations and Theses Supervised:

Distinctions:

President's Diversity Dissertation Fellowship (2014-2015). Dissertation Fellowship offered through Indiana University

Thomas C. Wolfe	Teaching Time Spent on Subject Matter 100%
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Departmental Home:	Institute for Global Studies, History, European Consortium
Tenure Status:	Associate Professor
Educational History:	PhD University of Michigan, 1997 MA Columbia University BA University of Pennsylvania
Languages	German(3), French(4), Russian(4)
Overseas Experience:	Research: Yes Teaching: Yes

Recent Publications

Wolfe, T. C., & Pickles, J. (2013). Social justice, social science, and the complexities of postsocialism. In *Postcommunism from Within: Social Justice, Mobilization, and Hegemony* (pp. 95-134). New York University Press.
Wolfe, T. C. (2011). Anthrohistory and Phantom Limb Syndrome: Transdisciplinarity in a Disciplinary World. *Anthrohistory: Unsettling Knowledge and the Question of Discipline*.

Courses

HIST 8015 - Scope and Methods of Historical Studies
HIST 3722 -- Europe since 1945
HIST 3705 -- From Printing Press to Internet
HIST 3010 - Perfect Worlds
HIST 3719 - The Making of Contemporary Europe
HIST 5251 - Seminar in Socialism/Post-socialism
GLOS 3143 - Living in the Global
GLOS 3900 - Exploring Activism

Research and Teaching Specialties

History of media and communications
Pragmatism
European Union
Post-communist Russia
Soviet Union
Michel Foucault, governmentalist

Dissertations and Theses Supervised:

Distinctions

2011 Council of Graduate Students Outstanding Faculty Award

Merra Young	Teaching Time Spent on Subject Matter 50%
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Departmental Home: Center for Spirituality and Healing

Tenure Status: Adjunct Faculty

Educational History: Master of Social Work, University of Iowa, 1976
B.A. Social Work, University of Iowa, 1974

Languages

Overseas Experience: **Research:** No **Teaching:** Yes

Recent Publications

Courses:
CSPH 5541 Emotional Healing and Happiness: Eastern and Western Approaches to Transforming the Mind

Research and Teaching Specialties:
Mindfulness-based Stress Reduction and Qigong Eastern and Western Approaches to Transforming the Mind
Buddhist Wisdom and Heart Practices and Teachings

Dissertations and Theses Supervised:

Distinctions:

Mary Zellmer-Bruhn	Teaching Time Spent on Subject Matter 50%
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Departmental Home: Carlson School of Management

Tenure Status: Associate Professor

Educational History: Ph.D. Organizational Behavior Univ. of Wisconsin 1999
M.S. Management Univ. of Wisconsin 1993

Languages

Overseas Experience: **Research:** Yes **Teaching:** Yes

Recent Publications
Yu, L. & Zellmer-Bruhn, M.* 2017. Introducing team mindfulness and considering its safeguard role against conflict transformation and social undermining. Academy of Management Journal, April 17, 2017.

Courses:
MGMT 6310 Cross-Cultural Management: Developing Intercultural Competence

Research and Teaching Specialties:
Team composition and performance Team Mindfulness
Cross-cultural teamwork and global teams Knowledge Processes in Teams

Dissertations and Theses Supervised: 2

Distinctions:
Carlson School of Management Outstanding Faculty Service Award, 2012

Language Faculty CVs

Pan-Asian Studies NRC and FLAS University of Minnesota

Meraj Ahmed	Teaching Time Spent on Subject Matter 100%
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Departmental Home:	Asian Languages & Literatures
Tenure Status:	Teaching Specialist
Educational History:	Ph.D., Linguistics, Aligarh Muslim University, Aligarh, India
Languages	Hindi and Urdu(4)
Overseas Experience:	Research: Yes Teaching: Yes

Recent Publications

Courses:

HNDI 1011 Beginning Hindi I	HNDI 4005 Advanced Hindi I Graduate Student Research
HNDI 1012 Beginning Hindi II	HNDI 4015 Accelerated Beginning Hindi Grad Student Research
HNDI 1015 Accelerated Beginning Hindi	URDU 1011 Beginning Urdu I
HNDI 3021 Intermediate Hindi I	URDU 1012 Beginning Urdu II
HNDI 3022 Intermediate Hindi II	URDU 1015 Accelerated Beginning Urdu
HNDI 3031 Advanced Hindi I	URDU 3021 Intermediate Urdu I
HNDI 3032 Advanced Hindi II	URDU 3022 Intermediate Urdu II

Research and Teaching Specialties:

Hindi-Urdu language

Dissertations and Theses Supervised: 0

Distinctions:

Michiko Buchanan	Teaching Time Spent on Subject Matter 100%
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Departmental Home:	Asian Languages and Literature
Tenure Status:	Senior Lecturer
Educational History:	Ph.D. Linguistics, University of Minnesota, 2009 MA, Japanese, University of Minnesota, 2000
Languages	Japanese(4)
Overseas Experience:	Research: Yes Teaching: Yes

Recent Publications

Buchanan, Michiko Todokoro. 2013. VP Ellipsis in Japanese. Proceedings of the 33rd Annual Meeting of the Berkeley Linguistics Society: 31-43.
Buchanan, Michiko Todokoro. 2007. Two types of NPIs in Japanese. Snippets 14:5.

Courses:

JPN 3021 Intermediate Japanese I	JPN 4003 Intermediate Japanese I for Graduate Student Research
JPN 3022 Intermediate Japanese II	JPN 4004 Intermediate Japanese II for Graduate Student Research
JPN 3031 Third-Year Japanese I	JPN 4005 Third Year Japanese I for Graduate Student Research
JPN 3032 Third Year Japanese II	JPN 4041 Advanced Japanese Conversation and Composition I
JPN 3290 Japanese Language Teaching Tutorial	JPN 4042 Advanced Japanese Conversation and Composition II

Research and Teaching Specialties:

Linguistics

Teaching Japanese

Dissertations and Theses Supervised:

Distinctions:

Doctoral Dissertation Fellowship University of Minnesota, Graduate School Fall, 2007 – Spring, 2008

Teaching Time Spent on Subject Matter	
Adolfo Carrillo Cabello	50%

Departmental Home:	Language Center, College of Liberal Arts			
Tenure Status:	Teaching Specialist			
Educational History:	PhD in Applied Linguistics and Technology, Iowa State University MA in Teaching English as a Second Language, Minnesota State University, Mankato Licenciatura en Lenguas Modernas, Benemérita Universidad Autónoma de Puebla, Puebla, Mexico			
Languages	Spanish (4)			
Overseas Experience:	Research:	Yes	Teaching:	Yes
Recent Publications	(2017). Development of language learner autonomy in adaptive learner systems. CALICO monograph on Learner Autonomy and Web 2.0. Lewis, T., Rovens Mompean, A., & Cappellini, M. (Eds.). Calico Journal (2016). L2 Collaborative E-writing. Procedia – Social and Behavioral Sciences, 228 (2016), 601-607. Professional development in Language Learning Centers: Approaches and guidelines for design and implementation. In B. Lavolette & E. Simone (Eds.), The Language Center Handbook. International Association for Language Learning Technology.			
Courses:				
Research and Teaching Specialties:	Language Acquisition and technology			
Dissertations and Theses Supervised:	0			

Teaching Time Spent on Subject Matter	
Chi-ping Li	100%

Departmental Home:	Asian Languages & Literatures			
Tenure Status:	Senior Teaching Specialist			
Educational History:	MA, Fu Jen Catholic University, Taipei			
Languages	Chinese (native)			
Overseas Experience:	Research:	Yes	Teaching:	Yes
Recent Publications				
Courses:	CHN 1011-1012, 1015-1016, 3021, and 3022			
Research and Teaching Specialties:				
Dissertations and Theses Supervised:	0			
Distinctions:				

Hangtae Cho	Teaching Time Spent on Subject Matter 100%
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Departmental Home: Asian Languages and Literatures

Tenure Status: Director of Language Instruction, Senior Lecturer

Educational History: Ph.D. University of Minnesota, Twin Cities, 2007

Languages Korean(4)

Overseas Experience: **Research:** Yes **Teaching:** Yes

Recent Publications

“College Korean Curriculum inspired by National Standards for Korean: Level 2 Curriculum” (Co-authored with 3 others)
The Korean Language in America Vol 19, No. 2 (pp. 200-234). The Pennsylvania State University Press (2015)
 “The Korean Language Program at the University of Minnesota: Focus on Non-Heritage” in *Rise of Korean Language Programs in U.S. Institute of Higher Education: A Narrative History* (pp. 294-306 ed.). Seoul: Korea University Press

Courses:

ALL 3576 Language & Society of the Two Koreas	KOR 3032 Third Year Korean II
KOR 1011 Beginning Korean I	KOR 3290 Korean Language Teaching Tutorial
KOR 1012 Beginning Korean II	KOR 3022 Intermediate Korean II
KOR 3021 Intermediate Korean I	KOR 3031 Third Year Korean I

Research and Teaching Specialties

Korean Language Pedagogy Phonology Linguistics

Dissertations and Theses Supervised:

Distinctions

2016-17 Morse-Alumni Teaching Award

Hossam Elsherbiny	Teaching Time Spent on Subject Matter 100%
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Departmental Home: Asian Languages and Literatures

Tenure Status: Lecturer

Educational History: Ph.D. in Linguistics, Ain Shams University, Egypt

Languages Arabic(4)

Overseas Experience: **Research:** Yes **Teaching:** Yes

Recent Publications

Courses: ARAB 1011-1012, 3011, 3012, 3811, 3812

Research and Teaching Specialties: Teaching Arabic and Colloquial Egyptian

Dissertations and Theses Supervised:

Distinctions:

Teaching Time Spent on Subject Matter	
Keiko Emmet	100%

Departmental Home: Asian Languages and Literatures

Tenure Status: Teaching Specialist

Educational History:

Languages Japanese(4)

Overseas Experience: **Research:** Yes **Teaching:** Yes

Recent Publications

Courses: JPN 1011-1012 Beginning Japanese I and II

Research and Teaching Specialties:
Japanese language

Dissertations and Theses Supervised:

Distinctions:

Teaching Time Spent on Subject Matter	
Joseph Farag	100%

Departmental Home: Asian Languages & Literatures

Tenure Status: Assistant Professor

Educational History: PhD in English , Queen Mary, University of London
MA in Cultural Analysis and Social Theory, Wilfrid Laurier University
MA in Near and Middle Eastern Studies, SOAS, University of London

Languages Arabic (4)

Overseas Experience: **Research:** Yes **Teaching:** Yes

Recent Publications Palestinian Literature in Exile: Gender, Aesthetics, and Resistance in the Short Story
(London: I.B. Tauris, 2016)
“Unacknowledged Pioneer: Gender, Nation, and Class in the Short Stories of Samīrah ‘Azzām.”
Journal of Arabic Literature 45-1 (2014): 83-103

Courses: ALL 5866 – Gender and Sexuality in the Modern Arabic Novel
ALL 3856 – Palestinian Literature and Film
ALL 3920 – Topics in Asian Studies “Arab American Experiences”
ALL 3920 – Topics in Asian Studies “Orientalism and the Arab World”

Research and Teaching Specialties: Middle East Arab Literature and Film
Lebanon Palestinian Culture and Literature

Dissertations and Theses Supervised: 0

Distinctions:

Teaching Time Spent on Subject Matter	
Tara Fortune	100%

Departmental Home:	Center for Advanced Research on Language Acquisition
Tenure Status:	Program Director Immersion Research and Professional Development Project
Educational History:	Ph.D., Second Languages & Cultures, University of Minnesota
Languages	Chinese (4)
Overseas Experience:	Research: Yes Teaching: Yes
Recent Publications	Assessing and exploring the oral proficiency of early total Mandarin immersion learners. Annual Review of Applied Linguistics, 37, 264–287. Academic achievement and language development in early total Chinese immersion education. Journal of Immersion and Content-Based Language Education, 4(2), 168-197.
Courses:	
Research and Teaching Specialties:	bilingual and language immersion education proficiency assessment and program evaluation bilingual and immersion teacher development Chinese language and literacy acquisition in Mandarin immersion
Dissertations and Theses Supervised: 0	
Distinctions:	2017 Cretin-Derhamn Hall Carondelet Award in recognition of Outstanding Professional Contributions to Second Language Education

Teaching Time Spent on Subject Matter	
Monica Frahm	50%

Departmental Home:	Language Center
Tenure Status:	Program Director Language Testing Program
Educational History:	Ph.D. German, University of Minnesota
Languages	German (4)
Overseas Experience:	Research: Yes Teaching: Yes
Recent Publications	What Happens to Student Performance When Proficiency Assessments Become Optional?" Minnesota Council on the Teaching of Languages and Cultures (MCTLC), Brooklyn Center, Minnesota, co-authored with Elaine Tarone and Ursula Lentz
Courses:	
Research and Teaching Specialties:	
Dissertations and Theses Supervised: 0	
Distinctions:	

Teaching Time Spent on Subject Matter	
Rasha El Helw	100%

Departmental Home: Asian Languages & Literatures

Tenure Status: Teaching Specialist

Educational History: MA in Education, University of Minnesota

Languages: Arabic(4)

Overseas Experience: **Research:** Yes **Teaching:** Yes

Recent Publications

Courses: ARAB 1101-1102, 3101-3102

Research and Teaching Specialties:
Teaching Arabic Arabic K-12 education

Dissertations and Theses Supervised:

Distinctions:

Teaching Time Spent on Subject Matter	
Sungok Hong	100%

Departmental Home: Asian Languages & Literatures

Tenure Status: Assistant Professor and Director of Hindi-Urdu Language Instruction

Educational History: Ph.D. University of Wisconsin, Madison, 2005
M.A. University of Wisconsin, Madison, 2001

Languages: Hindi-Urdu(4)

Overseas Experience: **Research:** Yes **Teaching:** Yes

Recent Publications:
"Negotiating Languages: Urdu, Hindi, and the Definition of Modern South Asia by Walter Hakala (review)." *Dictionaries: Journal of the Dictionary Society of North America*, vol. 38 no. 2, 2017, pp. 142-145

Courses:
ALL 3673 Survey of India: Languages, Literature, and Film
HNUR 1011 Beginning Hindi-Urdu I
HNUR 1012 Beginning Hindi-Urdu II
HNUR 1015 Accelerated Beginning Hindi-Urdu
HNUR 3031 Advanced Hindi-Urdu I
HNUR 3032 Advanced Hindi-Urdu II
HNUR 3290 Hindi-Urdu Language Teaching Tutorial
HNUR 3021 Intermediate Hindi-Urdu I
HNUR 3022 Intermediate Hindi-Urdu II

Research and Teaching Specialties:
Hindi-Urdu linguistics and languages Comparative linguistics and linguistic typology

Dissertations and Theses Supervised:

Distinctions:

Mohammed Hussain	Teaching Time Spent on Subject Matter 100%
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Departmental Home: Asian Languages & Literatures

Tenure Status: Teaching Specialist

Educational History: Master of Second Language Teaching, Utah State University

Languages Arabic(4)

Overseas Experience: **Research:** Yes **Teaching:** Yes

Recent Publications

Courses: ARAB 1011, 1012, 3011, 3012

Research and Teaching Specialties: Teaching English
Teaching Arabic as foreign language
Arabic sociolinguistics

Dissertations and Theses Supervised:

Distinctions:

Maki Isaka	Teaching Time Spent on Subject Matter 100%
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Departmental Home: Asian Languages and Literatures

Tenure Status: Professor

Educational History: Ph.D. University of Pennsylvania, 2001

Languages Japanese(4)

Overseas Experience: Japan **Research:** Yes **Teaching:** Yes

Recent Publications
Onnagata: A Labyrinth of Gendering in Kabuki Theater. Seattle: University of Washington Press, 2016.
What Could Have Happened to 'Femininity' in Japanese Stagecraft: A Memorial Address to Yamada Isuzu (1917-2012)."
positions: asia critique 21.3 (Summer 2013): 755-759.

Research and Teaching Specialties
Japanese theater and literature Gender Studies

Courses:
ALL 3433W Traditional Japanese Literature in Translation ALL 5445 Kabuki: A Pop, Queer, and Classical Theater
ALL 3441W Japanese Theater JPN 5040 Readings in Japanese Texts
ALL 5276 Liberalism and its Critics: Global Perspectives

Dissertations and Theses Supervised:

Distinctions
International Travel Grant (2018)
Institute for Advanced Study grant (2017/2018)

	Teaching Time Spent on Subject Matter
Marlene Johnshoy	50%

Departmental Home: Center for Advanced Research on Language Acquisition

Tenure Status: Online Education Program Director

Educational History: MA, Hispanic Linguistics, University of Minnesota

Languages Spanish (4)

Overseas Experience: **Research:** Yes **Teaching:** Yes

Recent Publications

Courses: CARLA Summer Institute Using Technology in the Second Language Classroom
CARLA Summer Institute Using the Web for Communicative Language Learning

Research and Teaching Specialties:

Dissertations and Theses Supervised: 0

Distinctions:

2017 Ruth Trometer Lifetime Achievemenet Award, International Association for Language Learning and Technology

	Teaching Time Spent on Subject Matter
Bryce Johnson	100%

Departmental Home: Asian Languages and Literatures

Tenure Status: Teaching Specialist

Educational History: MA, Monterey Institute of International Studies

Languages Korean(4)

Overseas Experience: **Research:** Yes **Teaching:** Yes

Recent Publications

Courses: KOR 1011, KOR 3031 KOR1012, KOR3032
KOR3021, KOR3022

Research and Teaching Specialties: Korean language

Dissertations and Theses Supervised:

Distinctions:

Teaching Time Spent on Subject Matter	
Marnie Jorenby	100%

Departmental Home: Asian Languages and Literatures

Tenure Status: Lecturer

Educational History: Ph.D., University of Wisconsin, Madison

Languages Japanese(4)

Overseas Experience: **Research:** Yes **Teaching:** Yes

Recent Publications

Courses: JPN 1011 and JPN 1012

Research and Teaching Specialties:
Japanese language

Dissertations and Theses Supervised:

Distinctions: Fulbright Dissertation Grant ,2000

Teaching Time Spent on Subject Matter	
Elizabeth Kautz	50%

Departmental Home: Language Center

Tenure Status: Sr. Lecturer and Education Program Specialist

Educational History: Ph.D.: German, Univ. of Minnesota, 1997.

Languages German(4)

Overseas Experience: **Research:** Yes **Teaching:** Yes

Recent Publications

“Exploring Environmental and Sustainability Issues in the Intermediate-level Foreign Language Curriculum.” Content-Based Foreign Language Teaching: Curriculum and Pedagogy for Developing Advanced Thinking and Literacy Skills. Ed. Laurent Cammarata. Routledge, 2016.

Courses:

Research and Teaching Specialties:
German language Content-based language instruction Foreign language pedagogy and curriculum development

Dissertations and Theses Supervised:

Distinctions:

Keiko Kawakami	Teaching Time Spent on Subject Matter 100%
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Departmental Home: Asian Languages and Literatures

Tenure Status: Teaching Specialist

Educational History: MA, Applied Linguistics, Texas Tech University

Languages Japanese(4)

Overseas Experience: **Research:** Yes **Teaching:** Yes

Recent Publications

Courses: JPN 3031-3032 Intermediate Japanese I and II
JPN 3032 Third Year Japanese II

Research and Teaching Specialties:
Japanese language

Dissertations and Theses Supervised:

Distinctions:

Sugyung Kim	Teaching Time Spent on Subject Matter 100%
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Departmental Home: Asian Languages & Literatures

Tenure Status: Teaching Specialist

Educational History: MA in Korean Linguistics

Languages Lorean (4)

Overseas Experience: **Research:** Yes **Teaching:** Yes

Recent Publications

Courses: KOR1011/4001 Beginning Korean 1 KOR3021 Intermediate Korean 1 KOR3031 3rd Yr. Korean 1
KOR1022/4002 Beginning Korean 2 KOR3022 Intermediate Korean 2 KOR3032 3rd Yr. Korean 2

Research and Teaching Specialties: Korean linguistics and language

Dissertations and Theses Supervised: 0

Distinctions:

Inhye Lee		Teaching Time Spent on Subject Matter
		100%

Departmental Home: Asian Languages and Literatures

Tenure Status: Lecturer

Educational History: Ph.D. Korean Linguistics

Languages Korean(4)

Overseas Experience: **Research:** Yes **Teaching:** Yes

Recent Publications

Courses: KOR1011/4001 Beginning Korean 1 KOR3021 Intermediate Korean 1 KOR3031 3rd Yr. Korean 1
KOR1022/4002 Beginning Korean 2 KOR3022 Intermediate Korean 2 KOR3032 3rd Yr. Korean 2

Research and Teaching Specialties:
Korean language

Dissertations and Theses Supervised:

Distinctions:

Hai Liu		Teaching Time Spent on Subject Matter
		100%

Departmental Home: Asian Languages & Literatures

Tenure Status: Teaching Specialist

Educational History:

Languages Chinese(4)

Overseas Experience: **Research:** Yes **Teaching:** Yes

Recent Publications

Courses: CHN 1011-1022, CHN 3016, CHN 3022, CHN 3031-3032

Research and Teaching Specialties:
Linguistics Classical Chinese and literature
Teaching Chinese as a second language

Dissertations and Theses Supervised:

Distinctions:

Teaching Time Spent on Subject Matter	
Wei-Hsuan Lo	100%

Departmental Home: Asian Languages & Literatures

Tenure Status: Teaching Specialist

Educational History:

Languages Chinese(4)

Overseas Experience: **Research:** Yes **Teaching:** Yes

Recent Publications

Courses: CHN 1011, CHN 4041

Research and Teaching Specialties:
Chinese language

Dissertations and Theses Supervised:

Distinctions:

Teaching Time Spent on Subject Matter	
Ning Ma	100%

Departmental Home: Asian Languages & Literatures

Tenure Status: Associate Professor, Director of the Chinese Flagship

Educational History: PhD: Comparative Literature, Princeton University.
M.A., Comparative Literature, Rutgers University, 2002

Languages

Overseas Experience: **Research:** Yes **Teaching:** Yes

Recent Publications

“Cultural Mobility and Chinese Literary Early Modernity: Trade, Printing, and Travel in Ming-Qing Vernacular Fiction,” *The Journal for Early Modern Cultural Studies* 17.2 (Spring 2017), special issue, “Early Modern China in a Global Context: Some Comparative Approaches”: 38-81.
The Age of Silver: The Rise of the Novel East and West (Oxford University Press, “Global Asia” series)

Courses: CHN 5211, JPN 5211
ALL 3920 Topics: Patterns in Chinese Cultural History
ALL 5920 Topics: The Monkey King and Transcultural China

Research and Teaching Specialties:
Early Modern (Ming-Qing) Chinese Literature and Culture
Comparative Early Modernity
World history
Globalization theories

Dissertations and Theses Supervised:

Distinctions:

Teaching Time Spent on Subject Matter	
Christine Marran	100%

Departmental Home:	Asian Languages & Literatures
Tenure Status:	Professor and Chair
Educational History:	Ph. D.: Modern Japanese Literature, University of Washington
Languages	Japanese (4)
Overseas Experience:	Research: Yes Teaching: Yes

Recent Publications

Ecology Without Culture (University of Minnesota Press, 2017)
 An Animal Stranger in a Tokyo Canal". ["Japan at Nature's Edge: The Environmental Context of a Global Power"](#) (2013)
 "Visibility and Invisibility in Photography of 3.11". ["Environmental History"](#) April (2012)
 "'The Nature of Contamination: From Minamata to Fukushima'!" ["Asia-Pacific Journal"](#) May (2011)

Courses:	ALL 1001 - Asian Film & Animation	ALL 5177 - Women's Writing in Japan
	ALL 3465 Environment and technology in Japan	ALL 5466 - Japanese Popular Culture in a Global Context
		ALL 5920 Cinematic Ecologies

Research and Teaching Specialties:	Ecocriticism	Japanese and Asian film
	Gender and sexuality in print and film culture	Modern Japanese literature

Dissertations and Theses Supervised: 0

Distinctions:

Teaching Time Spent on Subject Matter	
Fumiko Matsumoto	100%

Departmental Home:	Asian Languages and Literatures
Tenure Status:	Senior Teaching Specialist
Educational History:	MA Japanese Language Pedagogy Osaka University of Foreign Studies
Languages	Japanese(4)
Overseas Experience:	Research: Yes Teaching: Yes

Recent Publications

Courses: JPN 1011-1012, JPN 4001-4002
Beginning Japanese I and II

Research and Teaching Specialties:
Japanese language Pedagogy

Dissertations and Theses Supervised:

Distinctions:

Jason McGrath	Teaching Time Spent on Subject Matter 100%
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Departmental Home: Asian Language and Literatures

Tenure Status: Associate Professor

Educational History: Ph.D., MA, University of Chicago, 2004
BA, University of Texas, Austin, 1993.

Languages Chinese(4)

Overseas Experience: **Research:** Yes **Teaching:** Yes

Recent Publications

(2016). Realism. *Journal of Chinese Cinemas*, 10(1), 20-23. DOI: 10.1080/17508061.2016.1145423
"Acting Real: Cinema, Stage, and the Modernity of Performance in Chinese Silent Film." *The Oxford Handbook of Chinese Cinemas* (2013): 401-420

Courses:

ALL 3356W Chinese Film ALL 8001 5920 Topics in Asian Culture

Research and Teaching Specialties

Modern and contemporary Chinese literature and culture Issues of convention and intertextuality in film theory
Chinese and international cinemas Chinese and Western Marxism

Dissertations and Theses Supervised:

Distinctions

Chiang Ching-Kuo Foundation conference grant, 2015 Grant-in-Aid Award (supplemental), 2015

Ayumi Mita	Teaching Time Spent on Subject Matter 100%
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Departmental Home: Asian Languages and Literatures

Tenure Status: Lecturer

Educational History: Ph.D., Philology, Saint Petersburg State University, Russia

Languages Japanese(4)

Overseas Experience: **Research:** Yes **Teaching:** Yes

Recent Publications

Courses: JPN1011, 1012; JPN3021, 3022

Research and Teaching Specialties:

Japanese language

Dissertations and Theses Supervised:

Distinctions:

Nana Onishi	Teaching Time Spent on Subject Matter 100%
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Departmental Home: Asian Languages and Literatures

Tenure Status: Teaching Specialist

Educational History: MA, Japanese, University of Wisconsin, Madison

Languages Japanese(4)

Overseas Experience: **Research:** Yes **Teaching:** Yes

Recent Publications

Courses: JPN 1011-1012 Beginning Japanese I and II
JPN 3021-3022 Intermediate Japanese I and II

Research and Teaching Specialties:
Japanese language

Dissertations and Theses Supervised:

Distinctions:

Kate Paesani	Teaching Time Spent on Subject Matter 100%
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Departmental Home: Center for Advanced Research on Language Acquisition

Tenure Status: Director

Educational History: Ph.D., French Linguistics, Indiana University

Languages French (4)

Overseas Experience: **Research:** Yes **Teaching:** Yes

Recent Publications 2016 Paesani, K., Allen, H. W., & Dupuy, B. A multiliteracies framework for collegiate foreign language teaching. Upper Saddle River, NJ: Pearson.
Barrette, C. M., & Paesani, K. Conceptualizing cultural literacy through student learning outcomes assessment. Foreign Language Annals, 51(2).
Paesani, K. Redesigning an introductory language program: A backward design approach. L2 Journal, 9(1), 1-20.

Courses:

Research and Teaching Specialties: Applied Linguistics Second Language Education

Dissertations and Theses Supervised: 2

Distinctions:

Baryon Posadas	Teaching Time Spent on Subject Matter 100%
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Departmental Home: Asian Languages & Literatures

Tenure Status: Assistant Professor

Educational History: PhD: East Asian Studies, University of Toronto, 2010.
MA: Japanese Studies, National University of Singapore, 2004.

Languages Japanese (4), Chinese (4), Spanish (4)

Overseas Experience: **Research:** Yes **Teaching:** Yes

Recent Publications Double Visions, Double Fictions: The Doppelganger in Japanese Film and Literature. 8 University of Minnesota Press, 201
The Sacred Era: A Novel. University of Minnesota Press, 2017. (Translation)
"Remaking Yamato, Remaking Japan: Space Battleship Yamato and SF Anime."
Science Fiction Film and Television 7.3 (2014): 315-342.

Courses: ALL3437: The Japanese Novel ALL3458: Japanese Animation
ALL3467: Science Fiction, Empire, Japan ALL5486: Images of "Japan"
ALL5920: Visuality and Japanese Modernity

Research and Teaching Specialties: Modern Japanese Literature Science Fiction Studies
Japanese Cinema and Animation Politics of Genres and Cultural Formations

Dissertations and Theses Supervised: 0

Distinctions:
Imagine Fund Faculty Award, July 2017 - June 2018

Paul Rouzer	Teaching Time Spent on Subject Matter 100%
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Departmental Home: Asian Language and Literatures

Tenure Status: Professor

Educational History: Ph.D., Harvard University, 1989
A.B., Harvard University

Languages Chinese(4)

Overseas Experience: China **Research:** Yes **Teaching:** Yes

Recent Publications
(2016). *On Cold Mountain: A Buddhist Reading of the Cold Mountain Poems*. Seattle: University of Washington Press.
The Complete Poetry of Hanshan, Shide, and Fenggan. Berlin and Beijing: De Gruyter, 2016. (A translation of the complete poems, part of De Gruyter's new "Library of Chinese Humanities";

Courses: ALL 1201 of the Hero in Asian Cultures ALL 3672/RELS 3371 Buddhism
ALL 3232W "Short" Poetry in China and Japan RELS 3372 Reading Asian Cultures
ALL 3265W The Fantastic in East Asia RELS 3373 Religion and Society in Imperial China
ALL/RELS 3377 A Thousand Years of Buddhism in China CHN 5211

Research and Teaching Specialties Poetics and poetry of China and Japan Traditions of the supranatural in East Asia
Buddhism Medieval Chinese poetry

Dissertations and Theses Supervised:

Distinctions Imagine Fund Award, 2015

Teaching Time Spent on Subject Matter	
Renana Schneller	100%

Departmental Home:	Classical and Near Eastern Studies
Tenure Status:	Senior Lecturer and Hebrew Language Coordinator
Educational History:	PhD: Second Languages and Cultures, University of Minnesota, 2014. ABD: Semitic Languages, Erlangen-Nuremberg University, Germany, 1993. M.A.: Arabic Language and Literature, Tel Aviv University, Israel, 1989.
Languages	Hebrew(4), Arabic(4)
Overseas Experience:	Research: Yes Teaching: Yes
Recent Publications	

Courses:	
HEBR 1001 Beginning Hebrew I	HEBR 3012 Intermediate Hebrew II
HEBR 1002 Beginning Hebrew II	HEBR 5090 Advanced Modern Hebrew
HEBR 3011 Intermediate Hebrew I	
Research and Teaching Specialties:	
Modern Hebrew Language and Literature	Modern Arabic Language and Literature
Biblical Hebrew	Classical Arabic
Hebrew Poetry	Judeo Arabic
Language Pedagogy	

Dissertations and Theses Supervised:

Distinctions:

Teaching Time Spent on Subject Matter	
Suvadip Sinha	100%

Departmental Home:	Asian Languages & Literatures
Tenure Status:	Assistant Professor
Educational History:	Ph.D.: Western University, Canada. M.Phil.: Jawaharlal Nehru University, India
Languages	Hindi (4), Bengali (4)
Overseas Experience:	Research: Yes Teaching: Yes

Recent Publications	<i>Magical Modernity: Fallacy of Affect in Ritwik Ghatak's "Ajantrik"</i> Cultural Critique, 95 101-130, 2017 <i>Critique of the Disciplinary Sovereign in Rabindranath Tagore's "Red Oleanders"</i> Routledge, The Politics and Reception of Rabindranath Tagore's Drama: The Bard on the Stage, 137-45, 2014 <i>"Ghostly Predicament: Narrative, Spectrality and Historicity in Rabindranath Tagore's 'The Hungry Stones.'"</i> Interventions: International Journal of Postcolonial Studies, 15.7 728-743, 2015
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Courses:	ALL 1905: Bollywood and Beyond ALL 3637: Modern South Asian Literature	ALL 5920: Public Culture and Media in Modern South Asia ALL 3920: Ghosts of India
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Research and Teaching Specialties:	Indian Cinema Modern South Asian Literature and Culture	Global Modernities Philosophy of Non-human
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Dissertations and Theses Supervised: 0

Distinctions:

	Teaching Time Spent on Subject Matter
Dan Soneson	100%

Departmental Home: Language Center

Tenure Status: Director

Educational History: Ph.D, German Studies, Indiana University
M. A. Indiana University, (Religious Studies)

Languages German (4)

Overseas Experience: **Research:** Yes **Teaching:** Yes

Recent Publications (2018). Picking up the PACE: Proficiency assessment for curricular enhancement.
In Winke, P., & Gass, S. (Eds.) Foreign Language Proficiency in Higher Education. Springer: New York.
Arabic proficiency improvement through a culture of assessment.
In Winke, P., & Gass, S. (Eds.) Foreign Language Proficiency in Higher Education. Springer: New York.
(2018). Developing Responsible Global Citizenship Through Cultures and Languages Across the Curriculum (CLAC)
Selected Papers from the 2016 CLAC Conference. Minneapolis: University of Minnesota
Center for Advanced Research on Language Acquisition.

Courses:

Research and Teaching Specialties:

Dissertations and Theses Supervised: 0

Distinctions:

	Teaching Time Spent on Subject Matter
Jin Y. Stone	100%

Departmental Home: Asian Languages & Literatures

Tenure Status: Sr. Lecturer

Educational History: Ph.D., Georgetown University

Languages Chinese (4)

Overseas Experience: **Research:** Yes **Teaching:** Yes

Recent Publications

Courses: CHN 1012, CHN 1015, CHN 3016, CHN 3021-3022

Research and Teaching Specialties:
Teaching Chinese as a Second Language

Dissertations and Theses Supervised: 0

Distinctions:

Teaching Time Spent on Subject Matter	
Kenichi Tazawa	100%

Departmental Home: Asian Languages and Literatures

Tenure Status: Teaching Specialist

Educational History: MA, Japanese, University of Minnesota

Languages Japanese(4)

Overseas Experience: **Research:** Yes **Teaching:** Yes

Recent Publications

Courses: JPN 3021-3022 Intermediate Japanese I and II

Research and Teaching Specialties:
Japanese language

Dissertations and Theses Supervised:

Distinctions:

Teaching Time Spent on Subject Matter	
Yao Tu	100%

Departmental Home: Asian Languages and Literatures

Tenure Status: Lecturer
Associate Director of Chinese Flagship Program

Educational History:

Languages Chinese(4)

Overseas Experience: **Research:** Yes **Teaching:** Yes

Recent Publications

Courses: CHN 1012, 3022, 3920, 4041

Research and Teaching Specialties:
Curriculum and teaching
Instructional design and technology

OPI testing

Dissertations and Theses Supervised:

Distinctions:

	Teaching Time Spent on Subject Matter
Bee Vang-Moua	100%

Departmental Home: Asian Languages and Literatures

Tenure Status: Senior Teaching Specialist and Director of Hmong Language Instruction

Educational History:

Languages Hmong (4)

Overseas Experience: **Research:** Yes **Teaching:** Yes

Recent Publications

Courses:

HMNG 1011 Beginning Hmong I	HMNG 3022 Intermediate Hmong II
HMNG 1012 Beginning Hmong II	HMNG 3290 Hmong Language Teaching Tutorial
HMNG 1015 Accelerated Beginning Hmong	HMNG 4001 Beginning Hmong I for Graduate Student Research
HMNG 3016 Accelerated Intermediate Hmong	HMNG 5040 Readings in Hmong Texts
HMNG 3021 Intermediate Hmong I	

Research and Teaching Specialties:

Dissertations and Theses Supervised: 0

Distinctions:

	Teaching Time Spent on Subject Matter
Katrien Vanpee	100%

Departmental Home: Asian Languages and Literatures

Tenure Status: Lecturer and Director of Arabic Language Instruction

Educational History: Ph.D.: Arabic (Literature & Linguistics), Georgetown University, 2014.
M.A.: Arab Studies, Georgetown University, 2007.

Languages Arabic(4), Dutch(4), French(3), German(3), Italian(3)

Overseas Experience: Yes **Research:** Yes **Teaching:** Yes

Recent Publications

“Arabic Proficiency Improvement through a Culture of Assessment,” K. Vanpee and D. Soneson in: University-Level Foreign Language Proficiency: Goals, Assessment and Articulation (forthcoming: Springer, 2018).
Foreign Language Proficiency: Goals, Assessment and Articulation (forthcoming: Springer, 2018).

Courses:

ALL 3832 The Politics of Arabic Poetry	ARAB 5040 Readings in Arabic Texts
ARAB 3290 Arabic Language Teaching Tutorial	ARAB 5102 Advanced Arabic II
ARAB 5101 Advanced Arabic I	

Research and Teaching Specialties:

Teaching Arabic as a Foreign Language	Cultural heritage of the Arabian Peninsula	
Pre-Islamic, classical and modern Arabic poetry	Gulf Studies	Nabati poetry

Dissertations and Theses Supervised:

Distinctions:

Pablo Viedma	Teaching Time Spent on Subject Matter 50%
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Departmental Home: Language Center

Tenure Status: Teaching Specialist

Educational History: MA, Illinois State

Languages Spanish (4)

Overseas Experience: **Research:** Yes **Teaching:** Yes

Recent Publications

Courses: SPAN 1003, 1022

Research and Teaching Specialties:
Spsnish Language Acquisition

Dissertations and Theses Supervised:

Distinctions:

Fatima Walji	Teaching Time Spent on Subject Matter 100%
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Departmental Home: Asian Languages and Literatures

Tenure Status: Teaching Specialist

Educational History: MA in Korean Linguistics

Languages Korean(4)

Overseas Experience: **Research:** Yes **Teaching:** Yes

Recent Publications

Courses: Kor 1011/4001: Beginning Korean 1 Kor 3021: Intermediate Korean 1
Kor 1012/4002: Beginning Korean 2 Kor 3022: Intermediate Korean 2

Research and Teaching Specialties:
Korean language

Dissertations and Theses Supervised:

Distinctions:

Teaching Time Spent on Subject Matter	
Ling Wang	100%

Departmental Home: Asian Languages and Literatures

Tenure Status: Senior Lecturer

Educational History: Ph.D, Foreign Language Education, Purdue University, December, 2005
MS, Curriculum and Instruction, Purdue University, May 2002.

Languages Chinese(4)

Overseas Experience: **Research:** Yes **Teaching:** Yes

Recent Publications

"We will never forget" Chinese Tribune, Minnesota, June, 2008.

"Big Snow" Chinese Tribune, Minnesota, September, 2008.

Courses:

CHN 1012 Beginning Modern Chinese II

CHN 3031 Advanced Modern Chinese I

CHN 3032 Advanced Modern Chinese II

CHN 4041 Advanced Readings in Modern Chinese I

CHN 4042 Advanced Readings in Modern Chinese II

Research and Teaching Specialties:

Teaching Chinese

Foreign language education

Dissertations and Theses Supervised:

Distinctions:

Special merit of the department of Asian Languages and literatures, 2005.

Teaching Time Spent on Subject Matter	
Travis Workman	100%

Departmental Home: Asian Languages & Literatures

Tenure Status: Associate Professor

Educational History: Ph.D. Cornell University, 2008

Languages:

Overseas Experience: Japan **Research:** Yes **Teaching:** Yes
South Korea

Recent Publications:

Workman, Travis (2016). *Imperial Genus: The Formation and Limits of the Human in Modern Korea and Japan* .

University of California Press.

The Perils of Comparison in Subaltern Studies and its Critique." A review of *Postcolonial Theory and the Specter of Capital* by Vivek Chibber and surrounding debates . Cultural Critique no. 94 (Fall 2016): 156-172.

Courses

ALL 3001 Reading Asian Cultures

ALL 3536 Modern Korean Literature

ALL 3556 Korean Film

ALL 3586 Cold War Cultures in Korea

Research and Teaching Specialties:

Korean and Japanese literature, film, and intellectual history

Dissertations and Theses Supervised:

Distinctions:

McKnight Land-Grant Professorship, University of Minnesota, 2014-2016

Weatherhead East Asian Institute First Book Award, 2014

Teaching Time Spent on Subject Matter	
Kia Yang	100%

Departmental Home: Asian Languages and Literatures

Tenure Status: Teaching Specialist

Educational History:

Languages

Overseas Experience: **Research:** No **Teaching:** Yes

Recent Publications

Courses:

HMNG 3032 Advanced Hmong II

HMNG 4045 Accelerated Beginning Hmong

Research and Teaching Specialties:

Dissertations and Theses Supervised: 0

Distinctions:

Teaching Time Spent on Subject Matter	
Hong Zhang	100%

Departmental Home: Asian Languages and Literatures

Tenure Status: Teaching Specialist

Educational History: MIS, University of Minnesota 1989

Languages Chinese(native)

Overseas Experience: **Research:** Yes **Teaching:** Yes

Recent Publications

"The Art of Chinese Calligraphy - Regular Script Lectures and Models"

"Li Shu Qian Zi Wen - Li Script of Calligraphy Model".

Courses:

CHN 3201 Chinese Calligraphy

CHN 3203 Advanced Chinese Handwriting

CHN 3202 Intermediate Chinese Calligraphy

Research and Teaching Specialties:

Chinese Calligraphy

Dissertations and Theses Supervised:

Distinctions:

Zhen Zou	Teaching Time Spent on Subject Matter	
	100%	

Departmental Home: Asian Languages and Literatures
Language Center

Tenure Status: Sr. Lecturer and Education Specialist

Educational History: Ph.D., Purdue University

Languages Chinese(4)

Overseas Experience: **Research:** Yes **Teaching:** Yes

Recent Publications

Courses: CHN 5211, JPN 5211
CHN 5040-5041

Research and Teaching Specialties:

Contemporary Chinese literature	Computer-assisted Chinese learning
Social studies	ESL
Comparative literatures	

Dissertations and Theses Supervised:

Distinctions:

Position Decsription: Assistant Professor
Middle East - Culture/Humanities

Pan-Asian Studies NRC
University of Minnesota

DRAFT JOB DESCRIPTION
Middle East – Culture/Humanities
Tenure track position
College of Liberal Arts, University of Minnesota

The College of Liberal Arts at the University of Minnesota will invite applications for a full-time, nine-month tenure track appointment at the rank of assistant professor in the broad field of Middle East – Culture/Humanities. The search is open with respect to discipline, but we particularly welcome applications from scholars in the fields of comparative literatures, cultural studies, and film studies. Appointments will begin fall semester 2019

Successful candidates will evidence a pronounced interdisciplinary stance in their scholarship. We particularly encourage applications from scholars whose work addresses ecocriticism/ecopoetics, social media and social movements, conflict and migration, nationalism and authoritarianism, and/or sub- and trans-national identities in the Middle East. The broad scope of this search is meant to indicate our interest in candidates with innovative and interdisciplinary research agendas that would supplement and enhance existing research and teaching in the field of Middle East Culture/Humanities.

Required qualifications: Ph.D. or terminal degree in the appropriate field is required by the start of the appointment. The successful candidate(s) will show a strong commitment to interdisciplinary scholarship and teaching.

Preferred qualifications: Candidates will be evaluated according to: a) overall quality of their academic preparation and scholarship, b) relevance of their research to the units' academic priorities, c) evidence of commitment to teaching, and d) strength of recommendations.

Duties & Responsibilities: Faculty in the College of Liberal Arts are expected to maintain an active program of scholarly research and publication or other creative work, active engagement in graduate and undergraduate teaching and advising, and service. The tenure home will be determined by the chosen candidate, in consultation with the respective unit head(s) and the appropriate CLA associate dean(s).

The University recognizes and values the importance of diversity and inclusion in enriching the employment experience of its employees and in supporting the academic mission. The University is committed to attracting and retaining employees with varying identities and backgrounds.

The University of Minnesota provides equal access to and opportunity in its programs, facilities, and employment without regard to race, color, creed, religion, national origin, gender, age, marital status, disability, public assistance status, veteran status, sexual orientation, gender identity, or gender expression. To learn more about diversity at the U: <http://diversity.umn.edu>.

Appendix II: UMN Course List

Pan-Asian Studies NRC and FLAS
University of Minnesota

Dept/ Course Number/Course Title		Credits	Enrollment 2016-2017	UGRAD	Enrollment 2016-2017	GRAD	2017-2018	2018-2019	% Asian*	Interdiscipl.
<u>Academic Health Center (AHC)</u>										
AHS	1600 <i>The Future Physician I: Medicine in the 21st Century</i>	1	300		0		x	x	50%	Stat
AHS	1601 <i>The Future Physician II</i>	2	143		0		x	x	50%	Stat
AHS	3001 <i>Health and Medicine in India in a Social and Cultural Context</i>	3					x	x	100%	Vari
AHS	3002 <i>Global Health in Thailand - Humans, Elephants, and Disease</i>	3					x	x	100%	Han
<u>Accounting (CSOM)</u>										
ACCT	5310 <i>International Accounting</i>	2	55		23		x	x	25%	Fore
ACCT	6075 <i>Managing the Global Corporate Tax Rate</i>	2							25%	Vari
<u>Agricultural, Food, and Environmental Education (CEHD)</u>										
AFEE	3361 <i>World Development Problems</i>	3	22		0				100%	Plor
AFEE	5361 <i>World Development Problems</i>	3	0		1				100%	Plor
<u>Agronomy and Plant Genetics (CFANS)</u>										
AGRO	3203W <i>Environment, Global Food Production, and the Citizen</i>	3	38		0		x	x	50%	Vari
AGRO	3305 <i>Agroecosystems of the World</i>	3	11		0		x	x	75%	Vari
AGRO	4888 <i>Issues in Sustainable Agriculture</i>	2	14		0		x	x	25%	She
AGRO	5321 <i>Ecology of Agricultural Systems</i>	3	6		54		x	x	50%	Vari
<u>American Indian Studies (CLA)</u>										
AMIN	1002 <i>Indigenous Peoples in Global Perspective</i>	3	55		0		x	x	25%	Diaz
<u>American Studies (CLA)</u>										
AMST	1012 <i>Migrants, Refugees, Citizens, and Exiles: The U.S. on an Immigrant Planet</i>	3	27		0		x	x	25%	Karj
AMST	1401 <i>Comparative Genders and Sexualities</i>	3	35		0		x	x	50%	Har
AMST	3001 <i>Contemporary Perspectives on Asian America</i>	3	12		0		x	x	75%	Faja
AMST	3114 <i>America in International Perspective</i>	3	73		0		x	x	50%	Karj
AMST	4301 <i>Workers and Consumers in the Global Economy</i>	3	8		0				50%	Vari
AMST	8288 <i>Working in the Global Economy: Readings</i>	3							50%	Pier

* The percentage of a course listed with less than 100% given is based on the description of the course content in the most recent Course Catalogs, UMN Pan-Asian Studies NRC Appendix II, Page 4

Dept/ Course Number/Course Title		Credits	Enrollment 2016-2017	UGRAD	Enrollment 2016-2017	GRAD	2017-2018	2018-2019	% Asian*	Interdiscipl.
Animal Science (CFANS)										
ANSC	3203W <i>Environment, Global Food Production, and the Citizen</i>	3	39	0			x	x	25%	x
Anthropology (CLA)										
ANTH	1003V <i>Understanding Cultures: Honors</i>	4	28	0			x	x	50%	x
ANTH	1003W <i>Understanding Cultures</i>	4	389	0			x	x	50%	x
ANTH	3003 <i>Cultural Anthropology</i>	3	134	0			x	x	50%	
ANTH	3005W <i>Language, Culture, and Power</i>	4	72	0			x	x	50%	
ANTH	3021W <i>Anthropology of the Middle East</i>	3					x	x	75%	x
ANTH	3022W <i>Anthropology of Dreaming and Myth</i>	3	51	0					50%	
ANTH	3023 <i>Culture and Society of India</i>	3					x	x	100%	x
ANTH	3035 <i>Anthropologies of Death</i>	3	47	0			x	x	50%	
ANTH	3043 <i>Art, Aesthetics, and Anthropology</i>	3					x	x	50%	
ANTH	3046W <i>Romance and Culture</i>	3	37	0			x		25%	
ANTH	3242W <i>Hero or Savage? Representations of NonWestern Peoples in the Movies</i>	3	14	0			x	x	50%	
ANTH	3306W <i>Medical Anthropology</i>	3	140	0			x	x	50%	
ANTH	3980 <i>Topics in Anthropology</i>	3							varies	
ANTH	4003W <i>Contemporary Perspectives in Cultural Anthropology</i>	3					x	x	50%	
ANTH	4019 <i>Symbolic Anthropology</i>	3	22	0			x	x	50%	
ANTH	4025 <i>Studies in Ethnographic Classics</i>	3					x	x	25%	
ANTH	4031W <i>Anthropology and Social Justice</i>	4					x	x	50%	
ANTH	4035 <i>Ethnographic Research Methods</i>	3	15	4					50%	
ANTH	4049 <i>Religion and Culture</i>	3	18	0			x	x	50%	x
ANTH	4053 <i>Economy, Culture, and Critique</i>	3							50%	
ANTH	4071 <i>Race, Culture and Vision</i>	3							25%	
ANTH	4075 <i>Cultural Histories of Healing</i>	3							50%	
ANTH	4121 <i>Business Anthropology</i>	3	23	0			x	x	25%	x
ANTH	5015W <i>Biology, Evolution, and Cultural Development of Language</i>	3	7	1					25%	x
ANTH	5021W <i>Anthropology of the Middle East</i>	3					x	x	75%	x
ANTH	5031W <i>Ethnographies of Science</i>	3							50%	

* The percentage of a course listed with less than 100% given is based on the description of the course content in the most recent Course Catalogs, UMN Pan-Asian Studies NRC Appendix II, Page 5

Dept/ Course Number/Course Title		Credits	Enrollment 2016-2017	UGRAD	Enrollment 2016-2017	GRAD	2017-2018	2018-2019	% Asian*	Interdiscipl.
ANTH	5128 Anthropology of Education	3					x	x	50%	x
ANTH	5221 Anthropology of Material Culture	3	8		1				50%	
ANTH	5980 Topics in Anthropology	3							varies	x
ANTH	5990 Topics in Archaeology	3							varies	x
ANTH	8120 Problems in Culture Change and Applied Anthropology	3-6							50%	
ANTH	8203 Research Methods in Social and Cultural Anthropology	3	1		19				50%	
ANTH	8205 Economic Anthropology	3							50%	
ANTH	8207 Political and Social Anthropology	3							50%	
ANTH	8213 Ecological Anthropology	3							50%	
ANTH	8215 Anthropology of Gender	3							50%	
ANTH	8510 Topics in Archaeology	3	0		6		x		varies	x
ANTH	8810 Topics in Sociocultural Anthropology	3	0		32		x		varies	
Applied Business (CSOM)										
ABUS	3510 Communicating Virtually Across Global Teams in Applied Business Settings	4	22		0		x	x	50%	
ABUS	4022W Management in Organizations	3	87		2		x	x	25%	
ABUS	4023W Communicating for Results	3	184		0		x	x	25%	
ABUS	4041 Dynamics of Leadership	3	148		0		x	x	25%	
ABUS	4701 Introduction to Marketing	3	98		1		x	x	25%	
Applied Economics (CFANS)										
APEC	1101 Principles of Microeconomics	4	308		0		x	x	25%	
APEC	1101H Principles of Microeconomics	4	58		0		x	x	25%	
APEC	1102 Principles of Macroeconomics	3	59		0		x	x	50%	
APEC	1102H Honors: Principles of Macroeconomics	4							50%	
APEC	3006 Applied Macroeconomics: Government and the Economy	3	109		0		x	x	50%	
APEC	3007 Applied Macroeconomics: Policy, Trade, and Development	3	26		0		x	x	50%	
APEC	3071 Microeconomics of International Development	3	27		0		x	x	50%	
APEC	3411 Commodity Marketing	3	58		0		x	x	50%	
APEC	3611W Environmental and Natural Resource Economics	3	37		0		x	x	50%	

* The percentage of a course listed with less than 100% given is based on the description of the course content in the most recent Course Catalogs, UMN Pan-Asian Studies NRC Appendix II, Page 6

Dept/ Course Number/Course Title		Credits	Enrollment 2016-2017	UGRAD	Enrollment 2016-2017	GRAD	2017-2018	2018-2019	% Asian*	Interdiscipl.
APEC	4311	Tourism Development: Principles, Processes, Policies	3	34	0		x	x	50%	Gar
APEC	5321	Regional Economic Analysis	3	0	2			x	25%	Myk
APEC	5511	Labor Economics	3						25%	Ritt
APEC	5651	Economics of Natural Resource and Environmental Policy	3						50%	Cog
APEC	5721	Economies of Science and Technology Policy	3						50%	Par
APEC	5731	Economic Growth and International Development	3						50%	Smi
APEC	5751	Global Trade and Policy	3				x	x	50%	Smi
APEC	8601	Natural Resource Economics	3	0	7		x	x	50%	vari
APEC	8701	Trade and Development I	2				x		50%	Smi
APEC	8702	Trade and Development II	3	0	6		x		50%	Smi
APEC	8703	Trade and Development III	3				x		50%	Gle
APEC	8704	Trade and Development IV	2				x		50%	Ken
Arabic (CLA)										
ARAB	1101	Beginning Arabic I	5	101	0		x	x	100%	Vari
ARAB	1102	Beginning Arabic II	5	73	0		x	x	100%	Vari
ARAB	3101	Intermediate Arabic I	5	53	0		x	x	100%	Vari
ARAB	3102	Intermediate Arabic II	5	43	0		x	x	100%	Vari
ARAB	3290	Arabic Language Teaching Tutorial	1	3	2		x	x	100%	Van
ARAB	3811	Egyptian Colloquial Arabic I	3	11	0		x	x	50%	Vari
ARAB	3812	Egyptian Colloquial Arabic II	3	6	0		x	x	50%	Vari
ARAB	3900	Topics in Arabic	3						100%	Vari
ARAB	4101	Beginning Arabic I for Graduate Student Research	5	2	4		x	x	100%	Vari
ARAB	4102	Beginning Arabic II for Graduate Student Research	5	0	4		x	x	100%	Van
ARAB	4121	Intermediate Arabic I for Graduate Student Research	5	0	2		x	x	100%	Van
ARAB	4122	Intermediate Arabic II for Graduate Student Research	5	0	3		x	x	100%	Van
ARAB	5040	Readings in Arabic Texts	3				x		100%	Van
ARAB	5101	Advanced Arabic I	4	12	3		x	x	100%	Van
ARAB	5102	Advanced Arabic II	4	9	3		x	x	100%	Van

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Dept/ Course Number/Course Title		Credits	Enrollment 2016-2017	UGRAD	Enrollment 2016-2017	GRAD	2017-2018	2018-2019	% Asian*	Interdiscipl.
Architecture (CD)										
ARCH	3312 Drawing Infrastructure	4	7		0				varies	deB
ARCH	3411V Architectural History to 1750	3	4		0		x	x	50%	Ferg
ARCH	3411W Architectural History to 1750	3	120		0		x	x	50%	Ferg
ARCH	3412 Architectural History Since 1750	3	159		0		x	x	50%	Ferg
ARCH	3412H Honors: Architectural History Since 1750	3	4		0		x	x	50%	Ferg
ARCH	3711V Honors: Environmental Design and the Sociocultural Context	3	9		0		x	x	50%	Rob
ARCH	3711W Environmental Design and the Sociocultural Context	3	141		0		x	x	50%	Rob
ARCH	3722 The City in Visual Culture	3	7		0				varies	deB
ARCH	4150 Topics in Architecture	1-4	3		0		x		varies	Bro
ARCH	4410 Topics in Architectural History	1-4	21		0				varies	San
ARCH	4434 Contemporary Architecture	3					x	x	25%	San
ARCH	4671 Historic Preservation	3	24		0			x	25%	Vari
ARCH	4674 World Heritage Conservation	3	3		0		x	x	25%	Che
ARCH	5410 Topics in Architectural History	3	0		14		x		varies	Vari
ARCH	5412 Architecture: A Global and Cultural History	3	0		17		x	x	50%	San
ARCH	5434 Contemporary Architecture	3							25%	Vari
ARCH	5450 Topics in Architectural Theory	1-3	0		3		x		varies	Vari
ARCH	5670 Topics in Historic Preservation	1-3							varies	
ARCH	5671 Historic Preservation	3	1		15			x	25%	Vari
ARCH	5711 Theory and Principles of Urban Design	3	0		21		x	x	25%	Fish
ARCH	5750 Topics in Urban Design	1-4							varies	
ARCH	5756 Public Interest Design: Principles and Practices	3							50%	
ARCH	8750 Topics in Urban Design	1-3							varies	
Art History (CLA)										
ARTH	1001 Introduction to Art History: Prehistoric to Contemporary	4	76		0		x	x	75%	Vari
ARTH	1002W Why Art Matters	4	51		0		x	x	50%	Vari
ARTH	1004W Introduction to Asian Art	3	51		0		x	x	100%	Vari
ARTH	1921W Introduction to Film Study	4	71		0		x	x	25%	Silb

* The percentage of a course listed with less than 100% given is based on the description of the course content in the most recent Course Catalogs.
UMN Pan-Asian Studies NRC Appendix II, Page 8

Dept/ Course Number/Course Title		Credits	Enrollment 2016-2017	UGRAD	Enrollment 2016-2017	GRAD	2017-2018	2018-2019	% Asian*	Interdiscipl.
ARTH	3013 Introduction to East Asian Art	3	23		0		x	x	100%	Vari
ARTH	3014W Art of India	4	47		0		x	x	100%	x
ARTH	3015W Art of Islam	4	37		0		x	x	100%	x
ARTH	3182 Egypt and Western Asia: Art and Archaeology of Ancient Egypt and Western Asia	3	65		0				100%	x
ARTH	3401 Art Now	3	30		0		x	x	50%	Bloc
ARTH	3434 Art and the Environment	3	59		0				50%	Bloc
ARTH	3464 Art Since 1945	3					x	x	50%	Cap
ARTH	3940 Topics in Art History	3	17		0		x		varies	Vari
ARTH	5115 Hellenistic and Iranian Asia	3							100%	Can
ARTH	5192 Persia and the Ancient Iranian World	3	15		3				100%	Can
ARTH	5494 East/West, West/East	3							100%	Wei
ARTH	5765 Early Chinese Art	3							100%	Vari
ARTH	5766 Chinese Painting	3							100%	Vari
ARTH	5777 The Diversity of Traditions: Indian Art 1200 to Present	3	9		4		x	x	100%	Ash
ARTH	5781 Age of Empire: The Mughals, Safavids, and Ottomans	3							100%	Cas
ARTH	5785 Art of Islamic Iran	3							100%	Ash
ARTH	5786 Theorizing City and Space in the Mediterranean and Western Asia	3							100%	Can
ARTH	5950 Topics: Art History	3	28		8		x		varies	Hor
ARTH	8710 Seminar: Islamic Art	3							100%	Vari
ARTH	8720 Seminar: East Asian Art	3							100%	Vari
ARTH	8770 Seminar: Art of India	3							100%	Ash
ARTH	8950 Seminar: Issues in the History of Art	3	0		17				varies	Mar
Asian American Studies (CLA)										
AAS	1101 Imagining Asian America	3	42		0		x	x	100%	Vari
AAS	3001 Contemporary Perspectives on Asian American	3	13		0		x	x	100%	Faja
AAS	3211W American Race Relations	3	25		0		x	x	100%	Vari
AAS	3251W Sociological Perspectives on Race, Class, and Gender	3	27		0		x	x	100%	Vari
AAS	3301 Asian America Through Arts and Culture	3	13		0		x	x	100%	Vari
AAS	3303W Writing Differences: Literature by U.S. Women of Color	3	15		0		x		100%	Vari

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Dept/ Course Number/Course Title		Credits	Enrollment 2016-2017	UGRAD	Enrollment 2016-2017	GRAD	2017-2018	2018-2019	% Asian*	Interdiscipl.
AAS	3311 Asian American Theater	3					x		100%	x
AAS	3341 Asian American Images	3					x	x	100%	x
AAS	3351 Asian Americans and Popular Culture	3					x	x	100%	x
AAS	3409W Asian American Women's Cultural Production	3	7		0				100%	x
AAS	3483 Hmong History Across the Globe	3	2		0		x		100%	x
AAS	3486 Hmong Refugees from the Secret War: Becoming Americans	3	11		0		x	x	100%	x
AAS	3503 Asian American Identities, Families & Communities	3	16		0			x	100%	x
AAS	3862 American Immigration History	3	18		0		x		100%	x
AAS	3866 Arab American Experiences	3						x	100%	x
AAS	3875W Comparative Race and Ethnicity in U.S. History	3	18		0				100%	x
AAS	3877 Asian American History, 1850 to Present	3						x	100%	x
AAS	3920 Topics in Asian American Studies	2-4	14		0			x	100%	x
AAS	4231 Color of Public Policy: Asian Americans in the U.S.	3	7		0		x		100%	x
AAS	4232 American Drama by Writers of Color	3							100%	x
AAS	4311 Asian American Literature and Drama	3					x		100%	x
AAS	5920 Topics in Asian American Studies	1-4							100%	x
Asian Languages and Literatures (CLA)										
ALL	1001 Asian Film and Animation	3					x	x	100%	Sinh
ALL	1201 Arrow, Fist, and Sword: Conceptions of the Hero in Asian Cultures	3					x	x	100%	Rou
ALL	1904 Freshman Seminar	3							100%	Vari
ALL	1905 Freshman Seminar	3							100%	Vari
ALL	1909W Freshman Seminar	3							100%	Vari
ALL	1910W Freshman Seminar	3							100%	Vari
ALL	3001 Reading Asian Cultures	3	74		0		x	x	100%	Wor
ALL	3014W Art of India	4	15		0		x	x	100%	Vari
ALL	3110 Study of an Asian Language	1-5							100%	Vari
ALL	3232W "Short" Poetry in China and Japan	3					x	x	100%	Rou
ALL	3261W Writing (in) East Asian Cultures: From Oracle Bones to Tattoos	3							100%	Vari
ALL	3265W The Fantastic in East Asia: Ghosts, Foxes, and the Alien	3	65		0		x	x	100%	Rou

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Dept/ Course Number/Course Title		Credits	Enrollment 2016-2017	UGRAD	Enrollment 2016-2017	GRAD	2017-2018	2018-2019	% Asian*	Interdiscipl.
ALL	3334	Voices from Ancient China: The Book of Songs and The Songs of the South	3						100%	Vari
ALL	3336	Revolution and Modernity in Chinese Literature and Culture	3	27	0		x	x	100%	Vari
ALL	3337	Chinese Literature and Popular Culture Today	3	67	0		x	x	100%	Wal
ALL	3356W	Chinese Film	3	109	0		x	x	100%	McC
ALL	3357	Taiwan Film	3						100%	Vari
ALL	3361W	Maps, Pictures, and Writing in the Representation of Taiwan	3						100%	Vari
ALL	3371	History of Chinese Cities and Urban Life	3	8	0				100%	x
ALL	3372	History of Women and Family in China, 1600-2000	3				x	x	100%	Wal
ALL	3373	Religion and Society in Imperial China	3						100%	Wal
ALL	3377	A Thousand Years of Buddhism in China: Beliefs, Practices, and Culture	3	38	0				100%	Rou
ALL	3400	Topics in Japanese Literature	3						100%	Vari
ALL	3433W	Traditional Japanese Literature in Translation	3	22	0		x	x	100%	Isak
ALL	3436	Postwar Japanese Literature in Translation	3						100%	Mol
ALL	3437	Early 20th Century Japanese Literature in Translation	3				x	x	100%	Pos
ALL	3441W	Japanese Theater	3	63	0				100%	Isak
ALL	3456	Japanese Film	3						100%	Mar
ALL	3457	War and Peace in Japan Through Popular Culture	4						100%	Vari
ALL	3458	Japanese Animation	3	55	0		x	x	100%	Pos
ALL	3466	Japanese Population Culture in a Global Context	3						100%	Vari
ALL	3467	Science Fiction, Empire, Japan	3	18	0				100%	Pos
ALL	3468	Environment, Technology and Culture in Modern Japan	3				x	x	100%	Mar
ALL	3478	Modern Japan, Meiji to the Present (1868-2000)	3						100%	Miz
ALL	3536	Modern Korean Literature	3	17	0		x	x	100%	Wor
ALL	3556	Korean Film	3	57	1		x	x	100%	Wor
ALL	3576	Language & Society of the Two Koreas	3	31	0		x	x	100%	Cho
ALL	3586	Cold War Cultures in Korea	3	35	0		x	x	100%	Wor
ALL	3637W	Modern Indian Literature	3	27	0				100%	Wor
ALL	3651	Ghosts of India	3				x	x	100%	Sinh
ALL	3671	Hinduism	3	12	0				100%	Sinf
ALL	3672	Buddhism	3						100%	Ska
			3				x	x	100%	Rou

* The percentage of a course listed with less than 100% given is based on the description of the course content in the most recent Course Catalogs, UMN Pan-Asian Studies NRC Appendix II, Page 11

Dept/ Course Number/Course Title		Credits	Enrollment 2016-2017	UGRAD	Enrollment 2016-2017	GRAD	2017-2018	2018-2019	% Asian*	Interdiscipl.
ALL	3673	Survey of India: Languages, Literature, and Film	3	5	0		x	x	100%	Hon
ALL	3676	Culture and Society of India	3						100%	Rah
ALL	3771	History of Southeast Asia	3	8	0		x	x	100%	Lee
ALL	3776	Hmong History Across the Globe	3						100%	Lee
ALL	3832	The Politics of Arabic Poetry	3	31	0		x	x	100%	Van
ALL	3856	Palestinian Literature and Film	3						100%	Fara
ALL	3867	Orientalism and the Arab World	3						100%	Vari
ALL	3871	Islam: Religion and Culture	3	5	0		x	x	100%	Mat
ALL	3872	The Cultures of the Silk Road	3	6	0		x	x	100%	Bas
ALL	3883	The Ottoman Empire	3						100%	Hak
ALL	3900	Topics in Asian Literature	3	5	0				100%	Vari
ALL	3920	Topics in Asian Culture	3	47	0		x		100%	Vari
ALL	5276	Liberalism and its Critics: Global Perspectives	4						100%	Isak
ALL	5277	Space and Modernity in Asia	3						100%	Vari
ALL	5351	Chinese New Media	3						100%	Vari
ALL	5359	Early Shanghai Film Culture	3						100%	Vari
ALL	5436	Literature by 20th-Century Japanese Women in Translation	3						100%	Mar
ALL	5446	Kabuki: A Pop, Queer, and Classical Theater in Japan	3	3	0				100%	Isak
ALL	5486	Images of "Japan"	3	12	2				100%	Pos
ALL	5671	Hinduism	3						100%	Ska
ALL	5866	Gender and Sexuality in Modern Arabic Literature	3	7	1		x	x	100%	Fara
ALL	5900	Topics in Asian Literature	3						100%	Vari
ALL	5920	Topics in Asian Culture	3	3	4		x		100%	McC
ALL	8001	Critical Approaches to Asian Literary and Cultural Studies	3	0	4				100%	Pos
ALL	8002	Critical Approaches to Asian Studies	3	0	7		x	x	100%	Sin
ALL	8920	Topics in Asian Culture	1-3						100%	x
Biology (CBS)										
BIOL	1050	Environmental Biology: Science and Solutions	3	129	0		x	x	25%	Vari

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Dept/ Course Number/Course Title		Credits	Enrollment 2016-2017	UGRAD	Enrollment 2016-2017	GRAD	2017-2018	2018-2019	% Asian*	Interdiscipl.
Business Law (CSOM)										
BLAW	3058 The Law of Contracts and Agency	4	248		2		x	x	25%	Vari
Center for Spirituality and Healing (AHC)										
CSPH	3301 Food Choices: Healing the Earth, Healing Ourselves	3	42		0		x	x	25%	Bre
CSPH	5101 Introduction to Integrative Healing Practices	3	49		113		x	x	50%	Vari
CSPH	5111 Ways of Thinking about Health	2	8		4		x	x	25%	Has
CSPH	5115 Cultural Knowledge, Health, and Contemporary Cultural Communities	3	2		5		x	x	25%	Has
CSPH	5311 Introduction to Traditional Chinese Medicine	2	12		3			x	100%	Ric
CSPH	5315 Traditional Tibetan Medicine: Ethics, Spirituality and Healing	2	29		12		x	x	100%	Can
CSPH	5318 Tibetan Medicine, Ayurveda, and Yoga in India	4	4		5		x		100%	Nan
CSPH	5319 Yoga and Ayurveda in India	4	7		3		x	x	100%	Vari
CSPH	5401 People, Plants, and Drugs: Introduction to Ethnopharmacology	3	14		3		x	x	25%	Vari
CSPH	5541 Emotional Healing & Happiness: Eastern and Western Approaches	2	6		8				50%	You
Chinese (CLA)										
CHN	1011 Beginning Modern Chinese I	6	127		2		x	x	100%	Vari
CHN	1012 Beginning Modern Chinese II	6	96		0		x	x	100%	War
CHN	1015 Accelerated Beginning Modern Chinese	5	19		0		x	x	100%	Vari
CHN	1016 Accelerated Beginning Modern Chinese	5							100%	Stor
CHN	3021 Intermediate Modern Chinese I	5	86		2		x	x	100%	Vari
CHN	3022 Intermediate Modern Chinese II	5	84		0		x	x	100%	Vari
CHN	3031 Advanced Modern Chinese I	4	35		2		x	x	100%	War
CHN	3032 Advanced Modern Chinese II	4	24		2		x	x	100%	War
CHN	3201 Chinese Calligraphy	2	40		0		x	x	100%	Zha
CHN	3202 Intermediate Chinese Calligraphy	2	21		0		x	x	100%	Zha
CHN	3203 Advanced Chinese Handwriting	2					x	x	100%	Zha
CHN	3290 Chinese Language Teaching Tutorial	1							100%	War
CHN	3920 Topics in Chinese Culture	1-2	20		0		x		100%	Vari
CHN	4001 Beginning Modern Chinese I for Graduate Student Research	6							100%	War

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Dept/ Course Number/Course Title		Credits	Enrollment 2016-2017	UGRAD	Enrollment 2016-2017	GRAD	2017-2018	2018-2019	% Asian*	Interdiscipl.
CHN	4002 Beginning Modern Chinese II for Graduate Student Research	6							100%	War
CHN	4003 Intermediate Modern Chinese I for Graduate Student Research	5							100%	Li, C
CHN	4004 Intermediate Modern Chinese II for Graduate Student Research	5					x	x	100%	Vari
CHN	4005 Accelerated Beginning Modern Chinese for Graduate Student Research	5							100%	Stor
CHN	4006 Accelerated Intermediate Modern Chinese for Graduate Student Research	5					x	x	100%	Vari
CHN	4007 Advanced Modern Chinese I for Graduate Student Research	4							100%	Li, C
CHN	4008 Advanced Modern Chinese II for Graduate Student Research	4							100%	Vari
CHN	4040 Chinese Content-Based Instruction	1-3							100%	
CHN	4041 Advanced Readings in Modern Chinese I	4		18	2		x	x	100%	War
CHN	4042 Advanced Readings in Modern Chinese II	4		14	2		x	x	100%	War
CHN	5011 Research Methods	4							50%	Vari
CHN	5040 Readings in Chinese Texts	3		21	0		x		100%	Vari
CHN	5042 Contemporary Chinese Texts 1949-present	3							100%	
CHN	5120 Topics in Chinese Linguistics	4							100%	Vari
CHN	5211 Introductory Classic Chinese I	3		14	0		x	x	100%	Rou
CHN	5212 Introductory Classic Chinese II	3		7	0				100%	Rou
College of Food, Agriculture and Natural Resource Sciences (CFANS)										
CFAN	1902 Ways of Knowing and Science	3		38	0		x	x	25%	Has
CFAN	3500 International Field Studies Seminar	1-3		13	0		x		varies	Pen
CFAN	3504 Vertebrate Research Design and Field Survey Techniques	3		16	0		x		100%	Vari
CFAN	3519 Bali: Water and Culture from Rainforests to Reefs	3					x		100%	San
CFAN	3900 Topics in International Agriculture	1-4							varies	Vari
CFAN	5500 International Field Studies Seminar	1-3							varies	Vari
Communication Studies (CLA)										
COMM	3451W Intercultural Communication: Theory and Practice	3		50	0		x	x	50%	Vari
COMM	3452W Communication and the Intercultural Reentry	3							50%	Vari
COMM	3676W Communicating Terrorism	3		63	0		x	x	50%	Vari
COMM	4235 Electronic Media and Ethnic Minorities - A World View	3		29	0		x	x	50%	Ran

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Dept/ Course Number/Course Title		Credits	Enrollment 2016-2017	UGRAD	Enrollment 2016-2017	GRAD	2017-2018	2018-2019	% Asian*	Interdiscipl.
COMM	4404W Language Borderlands	3							Vari	
COMM	5110 Special Topics in Communication Theory	3	24		1				50%	
COMM	5451W Intercultural Communication Processes	3	13		0				varies	
COMM	8452 Seminar: Methods of Intercultural/Diversity Facilitation	3							75%	
<u>Cultural Studies and Comparative Literature (CLA)</u>										
CSSL	1001 Introduction to Cultural Studies: Rhetoric, Power, Desire	3	365		0		x	x	25%	
CSSL	1101 Literature	4	347		0		x	x	50%	
CSSL	1301W Reading Culture: Theory and Practice	3	131		0		x	x	50%	
CSSL	1401W Reading Literature: Theory and Practice	3	237		0		x	x	50%	
CSSL	1501W Reading History: Theory and Practice	3	87		0		x	x	50%	
CSSL	3115 Cinema and Ideology	4	18		0		x		50%	
CSSL	3130W Colonial and Postcolonial Literatures and Theory: 1700 to the Present	3					x		50%	
CSSL	3176 Oppositional Cinemas	4	14		0		x		50%	
CSSL	3311W Theories of Culture	3							25%	
CSSL	3322 Visions of Nature: The Natural World and Political Thought	3					x	x	25%	
CSSL	3331 Science and Culture	3	55		0				50%	
CSSL	3458W The Body and the Politics of Representation	3	116		0		x		50%	
CSSL	3910 Topics in Cultural Studies and Comparative Literature	3	5		0				varies	
CSSL	3910H Topics in Cultural Studies and Comparative Literature: Honors	3							varies	
CSSL	5331 Discourse of the Novel	3							25%	
CSSL	5401 Origins of Cultural Studies	3					x	x	25%	x
CSSL	5910 Topics in Cultural Studies and Comparative Literature	3-4	3		3		x		varies	x
<u>Curriculum and Instruction (CEHD)</u>										
CI	1124 Global Stories of Education: Literature for Young Adults	3	180		0		x	x	25%	
CI	3613 Intercultural Communication and English Language Teaching	3	66		0		x	x	25%	
CI	5106 Multicultural Teaching and Learning in Diverse College Contexts	3	0		11		x	x	25%	
CI	5619 Teaching World Languages and Cultures in Elementary Settings	3	0		12			x	varies	
CI	5621 Culture as the Core in the Second Language Classroom	2	0		8		x		varies	

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Dept/ Course Number/Course Title		Credits	Enrollment 2016-2017	UGRAD	Enrollment 2016-2017	GRAD	2017-2018	2018-2019	% Asian*	Interdiscipl.
CI	5635 Culture and Diversity in Second Language Classrooms	3	0		21		x	x	varies	Vari
CI	5641 Language, Culture, and Education	3	1		22				25%	Vari
CI	5660 Special Topics in the Teaching of Second Languages and Cultures	1-4							varies	
CI	5746 Global and Multicultural Education in the Secondary Classroom	3	0		12		x	x	25%	Ave
CI	8155 Immigrant Families and U.S. Schools	3							25%	
CI	8156 Asian American Education	3							100%	
CI	8650 Seminar: Special Topics in Second Languages and Cultures Research	1-3							varies	
CI	8742 Seminar: Research in Social Studies Education	3					x	x	varies	Ave
Dance (CLA)										
DNCE	1335 Tai Chi Ch'uan	1	13		0		x	x	100%	Abd
DNCE	1500 Topics in Dance	1-3							varies	Vari
DNCE	1911 Stories, Bodies, Border-Crossings	3							75%	Gar
DNCE	3311 Contemporary Indian Dance 1	1							100%	Cha
DNCE	3312 Contemporary Indian Dance 2	1							100%	Cha
DNCE	3401W Dance History 1	3	27		0		x	x	75%	Lara
DNCE	3402W Dance History 2	3	24		0		x	x	75%	Cha
DNCE	3487W Dance and Citizenship: Land, Migration, and Diaspora	3	6		0		x	x	50%	Lara
DNCE	3495 Dance and Global Tourism	3	6		0				50%	Lara
DNCE	3500 Topics in Dance	1-3	14		0		x		varies	Vari
DNCE	5493 Choreographing Social Justice: Staging "Equitable" Choreographies	3	12		0		x	x	50%	Cha
DNCE	5495 Dance and Global Tourism	3							50%	Lara
DNCE	5500 Topics in Dance	1-3	30		0				varies	Vari
Design (CD)										
DES	3196 Field Study: National or International	1-10							varies	Joh
DES	4165 Design and Globalization	3	31		0		x	x	50%	Nyb
DES	5165 Design and Globalization	3					x	x	50%	Had
DES	5196 Field Study: National or International	1-10							varies	Vari

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Dept/ Course Number/Course Title		Credits	Enrollment 2016-2017	UGRAD	Enrollment 2016-2017	GRAD	2017-2018	2018-2019	% Asian*	Interdiscipl.
<u>Development Studies and Social Change (CLA)</u>										
DSSC	8111 Knowledge, Truth: Ways of Knowing in Development Studies and Social Change	3	0		14		x	x	25%	Vari
DSSC	8211 Doctoral Research Workshop in Development Studies and Social Change	2	0		11		x	x	varies	Vari
DSSC	8212 Doctoral Research Workshop in Development Studies and Social Change	1	0		11		x	x	varies	Vari
DSSC	8310 Topics in Development Studies and Social Change	1-3	0		32		x		varies	Vari
<u>East Asian Studies (CLA)</u>										
EAS	3461 Introduction to East Asia I: The Imperial Age	3-4	19		0		x	x	100%	x
EAS	3462 From Subjects to Citizens: The History of East Asia From 1500 to the Present	3-4	4		0		x	x	100%	x
EAS	3462H Honors: From Subjects to Citizens: The History of East Asaa from 1500 to Present	4							100%	x
EAS	3468 Social Change in Modern China	3	5		0		x	x	100%	x
EAS	3471 Modern Japan, Meiji to the Present (1868-2000)	3							100%	Mizu
EAS	3479 History of Chinese Cities and Urban Life	3	8		0				100%	Vari
<u>Economics (CLA)</u>										
ECON	1102 Principles of Macroeconomics	4	1168		1		x	x	50%	Vari
ECON	1905 Freshman Seminar	3							varies	Vari
ECON	3102 Intermediate Macroeconomics	4	348		0		x	x	50%	Vari
ECON	3960 Topics in Economics	3	140		0		x		varies	Chu
ECON	4108 Advanced Game Theory and Applications	4	36		0		x	x	25%	Bha
ECON	4317 The Chinese Economy	3					x	x	100%	Vari
ECON	4331W Economic Development	3	197		0		x	x	50%	Vari
ECON	4337 Comparative Economic Systems	3	95		0		x	x	50%	Can
ECON	4401 International Economics	3	35		0		x	x	50%	Vari
ECON	4431W International Trade	3	118		0		x	x	50%	Vari
ECON	4432W International Finance	3	59		0		x	x	50%	Wal
ECON	4438W Advanced International Trade	4	14		0		x	x	50%	Lutt
ECON	4960 Topics in Economics	4							varies	Vari
ECON	4960H Honors: Topics in Economics	4							varies	Vari
ECON	4968 Advanced Topics in Economics	4	74		0		x		varies	Vari

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Dept/ Course Number/Course Title		Credits	Enrollment 2016-2017	UGRAD	Enrollment 2016-2017	GRAD	2017-2018	2018-2019	% Asian*	Interdiscipl.
ECON	8185	Advanced Topics in Macroeconomics	2	0	34		x		varies	Bha
ECON	8186	Advanced Topics in Macroeconomics	2	0	7		x		varies	Her
ECON	8281	Advanced Topics in Econometrics	2						varies	Lutt
ECON	8311	Economic Growth and Development	2				x	x	50%	Vari
ECON	8312	Economic Growth and Development	2						50%	Vari
ECON	8313	Economic Growth and Development	2						50%	Vari
ECON	8381	Advanced Topics in Economic Development	2						varies	Vari
ECON	8391	Workshop in Economic Growth and Development	1-3	0	6		x	x	varies	Vari
ECON	8392	Workshop in Economic Growth and Development	1-3	0	5		x	x	varies	Vari
ECON	8401	International Trade and Payments Theory	2	0	12		x	x	25%	Keh
ECON	8402	International Trade and Payments Theory	2	0	9		x	x	25%	Fitz
ECON	8403	International Trade and Payments Theory	2	0	5		x	x	25%	Lutt
ECON	8404	International Trade and Payments Theory	2						25%	Keh
ECON	8481	Advanced Topics in International Trade	2						varies	Vari
ECON	8482	Advanced Topics in International Trade	2						varies	Vari
ECON	8491	Workshop in Trade and Development	1-3	0	10		x	x	varies	Keh
ECON	8492	Workshop in Trade and Development	1-3	0	7		x	x	varies	Keh
ECON	8581	Advanced Topics in Labor Economics	2						varies	Vari
ECON	8582	Advanced Topics in Labor Economics	2				x		varies	Vari
ECON	8681	Advanced Topics in Industrial Organization	2						varies	Vari
ECON	8781	Advanced Topics in Monetary Economics	2						varies	Vari
ECON	8881	Advanced Topics in Public Economics	2						varies	Vari
Education and Human Development (CEHD)										
EDHD	3100	International Topics for Undergraduates	1-12	47	0		x	x	varies	x
EDHD	5100	International Topics for Graduate Students	1-12	0	1		x		varies	
Educational Psychology (CEHD)										
EPSY	5461	Cross-Cultural Counseling	3	2	10		x	x	25%	Vari
EPSY	8403	Social/Cultural Contexts: Counseling and Skills	3	0	34		x	x	25%	Vari

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Dept/ Course Number/Course Title		Credits	Enrollment UGRAD 2016-2017	Enrollment GRAD 2016-2017	2017-2018	2018-2019	% Asian*	Interdiscipl.
English: Literature (CLA)								
ENGL	1001W Introduction to Literature: Poetry, Drama, Narrative	4	224	0	x	x	50%	Vari
ENGL	1401W Introduction to World Literatures in English	4	98	0	x	x	50%	Vari
ENGL	1911 Asian Americans in the First Person	3			x		100%	Lee
ENGL	3021 Captivity in Literature and Film: From the Barbary Coast to Guantanamo Bay	3			x	x	25%	Mat
ENGL	3301 Asian America through Arts and Culture	3	13	0	x	x	100%	Vari
ENGL	3350 Women Writers	3	17	0	x		varies	Fitz
ENGL	4311 Asian American Literature and Drama	3			x		100%	Lee
ENGL	8400 Seminar in Post-Colonial Literature, Culture, and Theory	3	0	11		x	50%	Isma
Environmental Sciences, Policy and Management (CFANS)								
ESPM	1011 Issues in the Environment	3	304	0	x	x	50%	Vari
ESPM	1012H Environmental Science and Society	3	10	0	x	x	25%	Vari
ESPM	3102 Managing International Natural Resources Programs and Projects	3					50%	
ESPM	3251 Natural Resources in Sustainable International Development	3	31	0	x	x	50%	Vari
ESPM	3271 Environmental Policy, Law, and Human Behaviour	3	90	0	x	x	25%	Nel
ESPM	4061W Water Quality and Natural Resources	3	20	0	x	x	50%	Per
ESPM	5061 Water Quality and Natural Resources	3			x	x	50%	Per
ESPM	5102 Managing International Natural Resources Programs and Projects	3					50%	
ESPM	5251 Natural Resources in Sustainable International Development	3	0	4	x	x	50%	Vari
Family Social Science (CEHD)								
FSOS	3104 Global and Diverse Families	3	133	0			50%	Sol
FSOS	4158 Thailand: Global Change, Communities and Families	3			x	x	100%	Sol
FSOS	8005 Multicultural Issues in Family Science	3					25%	Vari
Finance (CSOM)								
FINA	4621 The Global Economy (Macro)	2	176	0	x	x	50%	Vari
FINA	4622 International Finance	2	132	0	x	x	50%	Sal
FINA	6341 World Economy	4	0	70	x	x	50%	Le

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Dept/ Course Number/Course Title		Credits	Enrollment 2016-2017 UGRAD	Enrollment 2016-2017 GRAD	2017-2018	2018-2019	% Asian*	Interdiscipl.
FINA	6621 International Finance Management	2	0	13	x	x	50%	Vari
<u>Fisheries and Wildlife (CFANS)</u>								
FW	2003 Introduction to Marine Biology	3	54	0	x	x	25%	Vari
FW	8452 Conservation Biology	3	0	10	x	x	25%	vari
<u>Food Science and Nutrition (CFANS)</u>								
FSCN	2001 Healthy Foods, Healthy Lives: A Food System Approach to Cooking	3	72	0	x	x	25%	Has
FSCN	3615 Sociocultural Aspects of Food, Nutrition, and Health	3	119	0	x	x	50%	Has
<u>Forest and Natural Resource Management (CFANS)</u>								
FNRM	3101 Park and Protected Area Tourism	3			x		25%	Sch
FNRM	3114 Hydrology and Watershed Management	3	61	0	x	x	25%	Kan
FNRM	3201 Introduction to Travel and Tourism	3					25%	
FNRM	3262 Remote Sensing and Geospatial Analysis of Natural Resources and Environment	3	16	0	x	x	25%	Kilb
FNRM	5101 Park and Protected Area Tourism	3			x		25%	Sch
FNRM	5114 Hydrology and Watershed Management	3	0	19	x	x	25%	Kan
FNRM	5201 Introduction to Travel and Tourism	3					25%	
FNRM	5259 Visitor Behavior Analysis	3	19	2	x	x	25%	Vari
FNRM	5262 Remote Sensing and Geospatial Analysis of Natural Resources and Environment	3	0	15	x	x	25%	Kilb
FNRM	5480 Topics in Natural Resources	1-3	1	4			varies	Bols
<u>Gay, Lesbian, Bisexual, and Transgender Studies (CLA)</u>								
GLBT	3404 Transnational Sexualities	3					50%	Vari
<u>Gender, Women, and Sexuality Studies (CLA)</u>								
GWSS	1003W Women Write the World	3	113	0	x	x	50%	Vari
GWSS	3003 Gender and Global Politics	3	32	0	x	x	50%	Vari
GWSS	3205 Life for Sale: Global Debates on Environment, Science and Society	3					25%	Cra
GWSS	3290 Topics	1-3	27	0			varies	Vari

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Dept/ Course Number/Course Title		Credits	Enrollment 2016-2017	UGRAD	Enrollment 2016-2017	GRAD	2017-2018	2018-2019	% Asian*	Interdiscipl.
GWSS	3301W Women Writers	3					x	x	50%	Tom
GWSS	3404 Transnational Sexualities	3							50%	Vari
GWSS	3406 Gender, Labor, and Politics	3	20		0				25%	Jos
GWSS	3406H Honors: Gender, Work, Labor	3							25%	Jos
GWSS	3409W Asian American Women's Cultural Production	3	10		0				100%	Mat
GWSS	3681 Gender and the Family in the Islamic World	3	11		0		x	x	100%	Abd
GWSS	4001 Nations, Empires, Feminisms	3					x		25%	Vari
GWSS	4103 Transnational Feminist Theories	3	14		0		x	x	50%	Sha
GWSS	5104 Transnational Feminist Theory	3	1		7		x	x	50%	Sha
GWSS	8240 Seminar: Transnational, Postcolonial, Diaspora	3							varies	Vari
GWSS	8401 Gender, Space, and Resistance	3							50%	Vari
Geography (CLA)										
GEOG	1301W Our Globalizing World	3	175		0		x	x	50%	Der
GEOG	1372 Geography of Global Cities	3	60		0		x	x	50%	Vari
GEOG	1403 Biogeography of the Global Garden	5	749		0		x	x	25%	Vari
GEOG	1403H Honors: Biogeography of the Global Garden	5	15		0				25%	Griff
GEOG	3145 The Islamic World	3							100%	Vari
GEOG	3211 East Asia	3	36		0		x	x	100%	Son
GEOG	3212 Producing India	3							100%	Gid
GEOG	3331 Geography of the World Economy	3	43		0		x	x	50%	Gid
GEOG	3379 Environment and Development in the Third World	3	83		0		x	x	50%	Sam
GEOG	3381W Population in an Interacting World	4	170		0		x	x	50%	Vari
GEOG	3888 Going Places: Geographies of Travel and Tourism	3							25%	Vari
GEOG	3401 Geography of Environmental Systems and Global Change	4	60		0		x	x	25%	Klin
GEOG	3411W Geography of Health and Health Care	3	59		0		x	x	25%	Gra
GEOG	5385 Globalization and Development: Political Economy	4	3		1		x	x	50%	Sam
GEOG	5401 Geography of Environmental Systems and Global Change	4	0		1		x	x	25%	Klin
GEOG	5565 Geographical Analysis of Human-Environment Systems	3							25%	Mar
GEOG	5900 Topics in Geography	3	2		19		x		varies	Sho

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UMN Pan-Asian Studies NRC Appendix II, Page 21

Dept/ Course Number/Course Title		Credits	Enrollment 2016-2017	UGRAD	Enrollment 2016-2017	GRAD	2017-2018	2018-2019	% Asian*	Interdiscipl.
GEOG	8001	Problems in Geographic Thought	3	0	8		x	x	25%	Hen
GEOG	8005	Proseminar: Population Geography	3						50%	Vari
GEOG	8007	Proseminar: Theories of Development and Change	3						50%	Vari
GEOG	8020	Research Seminar: Economic Geography	3						varies	Vari
GEOG	8106	Seminar: Social and Cultural Geography	3						25%	Vari
GEOG	8213	East Asia and China	3						100%	Salc
GEOG	8214	South Asia	3						100%	Gid
GEOG	8220	Agrarian Change and Rural Development	3						50%	Brat
GEOG	8240	Medical Geography	3						25%	Klin
GEOG	8350	Seminar: World Population	3						75%	Mar
<u>Gerontology (School of Public Health)</u>										
GERO	5103	Aging and Society	2	0	6				25%	Ship
<u>Global Studies (CLA)</u>										
GLOS	1015W	Globalization: Issues and Challenges	4	106	0		x	x	75%	Vari
GLOS	1112	Social Justice and Globalization	3	42	0		x	x	75%	Vari
GLOS	3143	Living in the Global	3	26	0		x	x	75%	Wol
GLOS	3144	Knowledge, Power, and the Politics of Representation in Global Studies	4	128	0		x	x	75%	Mcl
GLOS	3144H	Honors: Knowledge, Power, and the Politics of Representation in Global Studies	4	20	0		x	x	75%	Mcl
GLOS	3145	Global Modernity, the Nation-State, and Capitalism	4	109	0		x	x	75%	Ska
GLOS	3145H	Honors: Global Modernity, the Nation-State, and Capitalism	4	16	0		x	x	75%	Ska
GLOS	3215	Supercapitalism: Labor, Consumption, Environment in the New Global Economy	3				x	x	50%	Sch
GLOS	3219	History of Capitalism: Uneven Development Since 1500	3	10	0				50%	Iset
GLOS	3231	Geography of the World Economy	3	8	0		x		50%	Gid
GLOS	3278	Tigers and Dragons: The Rise of the East Asian Economies, 1930-Present	3	10	0				100%	Iset
GLOS	3303	Environment and Development in the Third World	3	18	0		x	x	50%	Sam
GLOS	3305	Life for Sale: Global Debates on Environment, Science, and Society	3	32	0		x	x	50%	Vari
GLOS	3401W	International Human Rights Law	3	55	0		x	x	75%	Frey
GLOS	3415W	Global Institutions of Power: World Bank, IMF, and World Trade Organization	3				x	x	75%	Gol

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Dept/ Course Number/Course Title		Credits	Enrollment 2016-2017	UGRAD	Enrollment 2016-2017	GRAD	2017-2018	2018-2019	% Asian*	Interdiscipl.
GLOS	3487 The Vietnam Wars: French Colonialism and U.S. Intervention in Indochina	3	2	0	x	x	x	100%	x	Lee
GLOS	3602 Other Worlds: Globalization and Culture	3	25	0	x	x	x	75%	x	Vies
GLOS	3613V Honors: Stuffed and Starved: The Politics of Eating	3	4	0	x	x	x	75%	x	Sch
GLOS	3613W Stuffed and Starved: The Politics of Eating	3	18	0	x	x	x	75%	x	Sch
GLOS	3643 Islam and the West	3	7	0	x	x	x	100%	x	Bas
GLOS	3645 Islamic World	3						100%		Sam
GLOS	3681 Gender and the Family in the Islamic World	3	13	0	x	x	x	100%	x	Abd
GLOS	3701W Population in an Interacting World	4	35	0	x	x	x	50%	x	Vari
GLOS	3705 Migrations: People in Motion	3			x	x	x	50%	x	Vari
GLOS	3900 Topics in Global Studies	1-5	138	0	x			varies	varies	Vari
GLOS	3910 Topics in East Asian Studies	3						100%	x	Vari
GLOS	3911 Contemporary Chinese Society: Culture, Networks, & Inequality in China	3						100%	x	Blar
GLOS	3942 History of Modern Israel/Palestine: Society, Culture, and Politics	3			x	x	x	100%	x	Sch
GLOS	3960 Topics in South Asian Studies	3						100%		Vari
GLOS	3961 Culture and Society of India	3			x	x	x	100%	x	Rah
GLOS	3969 20th Century India	3	2	0				100%	x	Ska
GLOS	4104 Crime and Human Rights	3	21	0	x	x	x	25%	x	Sav
GLOS	4104H Honors: Crime and Human Rights	3	2	0	x	x	x	25%	x	Sav
GLOS	4221 Globalize This! Understanding Globalization Through Sociology	3						50%		Gol
GLOS	4311 Power, Justice & the Environment	3	14	0				25%	x	Gol
GLOS	4315 Never Again! Memory & Politics after Genocide	3	20	0				25%	x	Bae
GLOS	4406 Sociology of International Law: Trafficking, Human Rights, & Business Regulation	3	13	0				75%	x	Boy
GLOS	4910 Topics in Global Studies	3						varies	x	Bae
GLOS	5104 Crime and Human Rights	3			x	x	x	25%	x	Sav
GLOS	5170 Sociology of International Law: Human Rights, Trafficking, and Business Regulation	3	0	1				75%	x	Boy
GLOS	5315 Never Again! Memory & Politics after Genocide	3						25%		Bae
GLOS	5602 Other Worlds: Globality and Culture	3						75%	varies	Vari
GLOS	5900 Topics in Global Studies	1-4	4	0	x		x	varies	x	Vari

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UMN Pan-Asian Studies NRC Appendix II, Page 23

Dept/ Course Number/Course Title		Credits	Enrollment UGRAD 2016-2017	Enrollment GRAD 2016-2017	2017-2018	2018-2019	% Asian*	Interdiscipl.
Grand Challenge Curriculum								
GCC	3001 <i>Grand Challenge: Can We Feed the World Without Destroying It?</i>	3	84	0	x		75%	x
GCC	3002 <i>Grand Challenge: Beyond War and Atrocity - Reconciliation and Justice</i>	3					75%	x
GCC	3003 <i>Grand Challenge: Seeking Solutions to Global Health Issues</i>	3			x	x	75%	x
GCC	3005 <i>Grand Challenge: Global Venture Design - What Impact Will You Make?</i>	3			x	x	75%	x
GCC	3009 <i>Grand Challenge: Rivers, Cities - Meeting Future Demands on Urban Water Systems</i>	3					75%	x
GCC	3017 <i>Grand Challenge: World Food Problems: Agronomics, Economics and Hunger</i>	3			x	x	75%	x
GCC	5001 <i>Grand Challenge: Can We Feed the World Without Destroying It?</i>	3	0	9	x		75%	x
GCC	5003 <i>Grand Challenge: Seeking Solutions to Global Health Issues</i>	3	40	1	x	x	75%	x
GCC	5005 <i>Grand Challenge: Global Venture Design - What Impact Will You Make?</i>	3	27	8	x	x	75%	x
GCC	5008 <i>Grand Challenge: Policy and Science of Global Environmental Change</i>	3	9	13			75%	x
GCC	5017 <i>Grand Challenge: World Food Problems: Agronomics, Economics and Hunger</i>	3			x	x	75%	x
Hebrew (CLA)								
HEBR	1001 <i>Beginning Hebrew I</i>	5	20	0	x	x	100%	Sch
HEBR	1002 <i>Beginning Hebrew II</i>	5	20	0	x	x	100%	Sch
HEBR	3011 <i>Intermediate Hebrew I</i>	5	9	0	x	x	100%	Sch
HEBR	3012 <i>Intermediate Hebrew II</i>	5	10	0	x	x	100%	Sch
HEBR	3090 <i>Advanced Modern Hebrew</i>	3					100%	Sch
HEBR	4001 <i>Beginning Hebrew I for Graduate Student Research</i>	5					100%	Sch
HEBR	4002 <i>Beginning Hebrew II for Graduate Student Research</i>	5					100%	Sch
HEBR	4011 <i>Intermediate Hebrew I</i>	5					100%	Sch
HEBR	4012 <i>Intermediate Hebrew II for Graduate Student Research</i>	5					100%	Sch
HEBR	5090 <i>Advanced Modern Hebrew</i>	3	9	1	x	x	100%	Sch
HEBR	5990 <i>Topics in Hebrew Studies</i>	1-4					100%	Vari
Hindi (CLA)								
HNDI	1011 <i>Beginning Hindi I</i>	5				x	100%	Ahm
HNDI	1012 <i>Beginning Hindi II</i>	5				x	100%	Ahm
HNDI	1015 <i>Accelerated Beginning Hindi</i>	5				x	100%	Ahm

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Dept/ Course Number/Course Title		Credits	Enrollment 2016-2017	UGRAD	Enrollment 2016-2017	GRAD	2017-2018	2018-2019	% Asian*	Interdiscipl.
HNDI	3021 Intermediate Hindi I	5						x	100%	Ahm
HNDI	3022 Intermediate Hindi II	5						x	100%	Ahm
HNDI	3031 Advanced Hindi I	4						x	100%	Ahm
HNDI	3032 Advanced Hindi II	4						x	100%	Ahm
HNDI	4001 Beginning Hindi I for Graduate Student Research	5						x	100%	Ahm
HNDI	4002 Beginning Hindi II for Graduate Student Research	5						x	100%	Ahm
HNDI	4003 Intermediate Hindi I for Graduate Student Research	5						x	100%	Ahm
HNDI	4004 Intermediate Hindi II for Graduate Student Research	5						x	100%	Ahm
HNDI	4005 Advanced Hindi I for Graduate Student Research	4						x	100%	Ahm
HNDI	4015 Accelerated Beginning Hindi for Graduate Student Research	5						x	100%	Ahm
Hindi-Urdu (CLA)										
HNUR	1011 Beginning Hindi-Urdu I	5	16		0		x		100%	Hon
HNUR	1012 Beginning Hindi-Urdu II	5	13		0		x		100%	Hon
HNUR	1015 Accelerated Beginning Hindi-Urdu	5	4		1				100%	Hon
HNUR	3021 Intermediate Hindi-Urdu I	5	9		0		x		100%	Hon
HNUR	3022 Intermediate Hindi-Urdu II	5	7		0		x		100%	Hon
HNUR	3031 Advanced Hindi-Urdu I	4	2		0		x		100%	Hon
HNUR	3032 Advanced Hindi-Urdu II	4	2		0				100%	Hon
HNUR	3290 Hindi-Urdu Language Teaching Tutorial	1	8		0		x		100%	Hon
HNUR	4001 Beginning Hindi-Urdu I for Graduate Student Research	5			1				100%	Hon
HNUR	4002 Beginning Hindi-Urdu II for Graduate Student Research	5	0				x		100%	Hon
HNUR	4003 Intermediate Hindi-Urdu I for Graduate Student Research	5							100%	Hon
HNUR	4004 Intermediate Hindi-Urdu II for Graduate Student Research	5							100%	Hon
HNUR	4005 Advanced Hindi-Urdu I for Graduate Student Research	4	0		1		x		100%	Hon
HNUR	4006 Advanced Hindi-Urdu II for Graduate Student Research	4	0		1				100%	Hon
HNUR	4015 Accelerated Beginning Hindi-Urdu for Graduate Research	5							100%	Hon
HNUR	5040 Readings in Hindi-Urdu Texts	3							100%	Vari

* The percentage of a course listed with less than 100% given is based on the description of the course content in the most recent Course Catalogs.
UMN Pan-Asian Studies NRC Appendix II, Page 25

Dept/ Course Number/Course Title		Credits	Enrollment 2016-2017	UGRAD	Enrollment 2016-2017	GRAD	2017-2018	2018-2019	% Asian*	Interdiscipl.
History (CLA)										
HIST	1012W The Age of Global Contact	4	84		0		x	x	75%	Tch
HIST	1015W Globalization: Issues and Challenges	4	32		0		x	x	75%	Iset
HIST	1361W World War I: A Global History	3	26		0				25%	Mat
HIST	1362 Global History of World War II	3	25		0		x	x	25%	Var
HIST	1411W The Family from 10,000 BCE to the Present	4	65		0				50%	May
HIST	1842 The Digital Revolution: Computers in the Making of the Contemporary World	3							25%	Var
HIST	3066 Prehistoric Pathways to World Civilization	3	34		0		x	x	25%	Wel
HIST	3264 Imperial Russia: Formation & Expansion of Russian Empire, 18th and 19th Centuries	3	24		0		x	x	100%	Stat
HIST	3361W World War I: A Global History	3	35		0				25%	Mat
HIST	3362 Global History of World War II	3	22		0		x	x	25%	Con
HIST	3363 Global History of the Cold War	3					x	x	25%	Iset
HIST	3411W The Family from 10,000 BCE to the Present	4	23		1				50%	Wal
HIST	3413 War in History: Preparing and Making War in World History	3					x	x	50%	Iset
HIST	3415 Migrations in Modern Global History	3							75%	Deu
HIST	3417 Food in History	3	74		0		x	x	varies	Deu
HIST	3418 Drink in History	3					x	x	varies	Mch
HIST	3419 History of Capitalism: Uneven Development Since 1500	3	24		0				50%	Iset
HIST	3461 Introduction to East Asia I: The Imperial Age	3	21		0		x	x	100%	Wal
HIST	3462 From Subjects to Citizens: The History of East Asia From 1500 to the Present	3-4	33		0		x	x	100%	Wal
HIST	3462H Honors: From Subjects to Citizens: History of East Asia from 1500 to the Present	3-4	3		0				100%	Wal
HIST	3466 Religion and Society in Imperial China	3							100%	Wal
HIST	3468 Social Change in Modern China	3	13		0		x	x	100%	Wal
HIST	3469 History of Women and Family in China 1600 - 2000	3					x	x	100%	Wal
HIST	3471 Modern Japan, Meiji to the Present (1868-2000)	3	50		0				100%	Miz
HIST	3476 War and Peace in Japan Through Popular Culture	4							100%	Miz
HIST	3477 Samurai, Geisha, and How They Became Japanese	3							100%	Miz
HIST	3478 Tigers and Dragons: The Rise of the East Asian Economies, 1930-Present	3	14		0				100%	Iset
HIST	3479 History of Chinese Cities and Urban Life	3	21		0				100%	Var
HIST	3483 Among History Across the Globe	3	5		1		x	x	100%	Lee

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Dept/ Course Number/Course Title		Credits	Enrollment 2016-2017	UGRAD	Enrollment 2016-2017	GRAD	2017-2018	2018-2019	% Asian*	Interdiscipl.
HIST	3485 History of Southeast Asia	3	15		0		x	x	100%	x
HIST	3486 Hmong Refugees from the Secret War: Becoming Americans	3	19		0		x	x	100%	x
HIST	3487 The Vietnam Wars: French Colonialism and U.S. Intervention in Indochina	3	23		0		x	x	100%	x
HIST	3489 20th Century India	3	8		0		x	x	100%	x
HIST	3492 Hinduism	3					x	x	100%	x
HIST	3493 Islam: Religion and Culture	3	21		0		x	x	100%	x
HIST	3494W Christ in Islamic Thought	3	10		0		x	x	75%	x
HIST	3504 The Cultures of the Silk Road	3	13		0		x	x	100%	x
HIST	3505 Survey of the Modern Middle East	3	32		0		x	x	100%	
HIST	3506 Modern Iran: Nationalism, Religion, and the Struggle to Create Modern Iran	3							100%	x
HIST	3509 Approaches to the Study of the Middle East	3					x	x	100%	
HIST	3511 Muslims & Jews: Conflict and Co-existence in Middle East & North Africa since 1700	3					x	x	100%	x
HIST	3512 History of Modern Israel/Palestine: Society, Culture, and Politics	3					x	x	100%	
HIST	3546 Islam and the West	3	23		0		x	x	100%	x
HIST	3547 The Ottoman Empire	3					x	x	100%	
HIST	3637 Modern Russia: From Peter the Great to the Present	3	20		0		x	x	100%	
HIST	3705 From Printing Press to Internet: Media, Communications, and History	3							25%	x
HIST	3767 Eastern Orthodoxy: History and Culture	3	19		0		x	x	25%	x
HIST	3797 History of Population	3							50%	
HIST	3864 African American History, 1619-1865	3-4	5		0				25%	x
HIST	3877 Asian American History, 1850-Present	3							varies	
HIST	3882 U.S. and the World	3					x	x	varies	
HIST	3960 Topics in History	1-4	14		0				varies	
HIST	5264 Imperial Russia: Formation & Expansion of Russian Empire, 18th and 19th Centuries	3	0		1		x	x	100%	x
HIST	5265 20th Century Russia: Collapse of Imperial Russia, Revolutions & the Soviet Regime	3	0		1		x	x	100%	x
HIST	5295 Social History of Russia & Eastern Europe From the Late 19th Century to the Present	3							100%	x
HIST	5468 Social Change in Modern China	3							100%	
HIST	5469 Historiographies of China, 1000 - 1700	3							100%	x
HIST	5478 Tigers and Dragons: The Rise of the East Asian Economies, 1930-Present	3	0		2				100%	x
HIST	5479 History of Chinese Cities and Urban Life	3							100%	

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Dept/ Course Number/Course Title		Credits	Enrollment 2016-2017	UGRAD	Enrollment 2016-2017	GRAD	2017-2018	2018-2019	% Asian*	Interdiscipl.
HIST	5547	Empire and Nations in the Middle East	3				x	x	100%	Cas
HIST	5633	Socio-Economic History of China	3						100%	Iset
HIST	5940	Topics in Asian History	3						100%	Vari
HIST	5941	Readings in Chinese Documents	3						100%	Wal
HIST	5960	Topics in History	1-4	0	4				varies	Vari
HIST	5964	Comparative Economic History	3						50%	Iset
HIST	8245	Human Rights and Crimes Against Humanity: A Global History	3						50%	Vari
HIST	8464	Research in Yuan, Ming, and Qing History	3						100%	Iset
HIST	8465	Research in Yuan, Ming, and Qing History	3						100%	Iset
HIST	8630	Seminar in World History	3						50%	Vari
HIST	8709	Seminar: History of Sexuality	3						25%	Vari
HIST	8940	Topics in Asian History	3						100%	Wal
HIST	8990	Topics in Comparative History-Research	3	0	1				varies	Rag
History of Medicine (MED)										
HMED	3040	Human Health, Disease, and the Environment in History	3	43	0		x	x	50%	Sha
HMED	3055	Women, Health, and History	3				x	x	50%	Vari
HMED	8001	Foundations in the History of Early Medicine	3	0	1				25%	Sha
History of Science and Technology (CSE)										
HSCI	1212	Life on Earth: Origins, Evolution & Ecology	4	88	0		x	x	50%	Jon
HSCI	1214W	Life on Earth: Origins, Evolution & Ecology	4						50%	Jon
HSCI	1714	Stone Tools to Steam Engines: Technology and History to 1750	4	248	0		x	x	50%	Alex
HSCI	1715	History of Modern Technology: Waterwheels to the Web	3-4	143	0		x	x	50%	Alex
HSCI	3211	Biology and Culture in the 19th and 20th Centuries	3	37	0		x	x	50%	Bon
HSCI	3244	Nature's History: Science, Humans, and the Environment	3	76	0		x	x	50%	Jon
HSCI	3246	History of (Un)Natural Disasters	3						50%	
HSCI	3401	Ethics in Science and Technology	3	71	0		x	x	50%	Gar
HSCI	3714	Stone Tools to Steam Engines: Technology and History to 1750	3-4	22	0		x	x	50%	Alex
HSCI	3715	History of Modern Technology: Waterwheels to the Web	3-4	15	0		x	x	50%	Alex

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Dept/ Course Number/Course Title		Credits	Enrollment 2016-2017	UGRAD	Enrollment 2016-2017	GRAD	2017-2018	2018-2019	% Asian*	Interdiscipl.
HSCI	4060 Special Topics in History of Technology	3							varies	
HSCI	5211 Biology and Culture in the 19th and 20th Centuries	3	0		2		x	x	50%	x
HSCI	5244 Nature's History: Science, Humans, and the Environment	3	1		2		x	x	50%	x
HSCI	5246 History of (Un)Natural Disasters	3							50%	
HSCI	5401 Ethics in Science and Technology	3							50%	
HSCI	8421 Social and Cultural Studies of Science	3							50%	
HSCI	8950 Seminar: Science and Technology in Cultural Settings	3	0		2		x	x	varies	
Hmong (CLA)										
HMNG	1011 Beginning Hmong I	5	34		0		x	x	100%	
HMNG	1012 Beginning Hmong II	5	31		0		x	x	100%	
HMNG	1015 Accelerated Beginning Hmong	5	19		0		x	x	100%	
HMNG	3016 Accelerated Intermediate Hmong	5	21		0		x	x	100%	
HMNG	3021 Intermediate Hmong I	5	8		0		x	x	100%	
HMNG	3022 Intermediate Hmong II	5	18		0		x	x	100%	
HMNG	3031 Advanced Hmong I	4					x	x	100%	
HMNG	3032 Advanced Hmong II	4					x	x	100%	
HMNG	3290 Hmong Language Teaching Tutorial	1					x	x	100%	
HMNG	4001 Beginning Hmong I for Graduate Student Research	5	0		1		x	x	100%	
HMNG	4002 Beginning Hmong II for Graduate Student Research	5					x	x	100%	
HMNG	4003 Intermediate Hmong I for Graduate Student Research	5					x	x	100%	
HMNG	4004 Intermediate Hmong II for Graduate Student Research	5					x	x	100%	
HMNG	4005 Accelerated Beginning Hmong	5					x	x	100%	
HMNG	4006 Accelerated Intermediate Hmong for Graduate Student Research	5					x	x	100%	
HMNG	4007 Advanced Hmong I for Graduate Student Research	4					x	x	100%	
HMNG	4008 Advanced Hmong II for Graduate Student Research	4					x	x	100%	
HMNG	4101 Introduction to Hmong Language I for Graduate Student Research	5					x	x	100%	
HMNG	4102 Introduction to Hmong Language II for Graduate Student Research	5					x	x	100%	
HMNG	5040 Readings in Hmong Texts	2-4	7		0		x	x	100%	

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UMN Pan-Asian Studies NRC Appendix II, Page 29

Dept/ Course Number/Course Title		Credits	Enrollment 2016-2017 UGRAD	Enrollment 2016-2017 GRAD	2017-2018	2018-2019	% Asian*	Interdiscipl.
<u>Horticultural Science (CFANS)</u>								
HORT	4000 International Experiences in Horticultural Science	3					varies	
<u>Housing Studies (CLA)</u>								
HSG	4465 Housing in a Global Perspective	3	4	1	x	x	50%	
<u>Human Resources and Industrial Relations (CSOM)</u>								
HRIR	6223 International Human Resource Management	2	0	20	x	x	50%	
<u>Interdisciplinary Medicine (MED)</u>								
INMD	7301 Medical Anthropology I: The Normal and the Pathological	1					50%	
INMD	7302 Medical Anthropology II: International Health, Colonialism, and Emerging Diseases	2					50%	
INMD	7303 Medical Anthropology III: Human Affliction and Healing Cross Cultural Anthropology	4					50%	x
INMD	7565 Global Health Abroad	4-8	0	28	x	x	varies	
INMD	7568 Clinical Experience in International Medicine II	2-6					varies	
<u>International Business (CSOM)</u>								
IBUS	3010 Introduction to Global Entrepreneurship	4	23	0	x	x	25%	
IBUS	3101 Undergrad Semester: CIMBA (Consortium of Universities for International Studies)	4	7	0	x	x	varies	
IBUS	3400 International Programs Elective	1-4					varies	
IBUS	4010 Management of Technology in the Middle East	3					75%	
IBUS	4082W Brand Management	4	30	0	x	x	25%	
IBUS	5122 Global Banking in China	4			x	x	100%	
IBUS	5150 India Seminar: Managing in a Global Environment	4	0	13	x	x	100%	
IBUS	5170 Global Business Practicum in Northern China	4					100%	
IBUS	5171 Global Business Practicum in Southern China	4					100%	
IBUS	5200-9 International Business: Undergraduate Exchange	0-16					varies	
IBUS	5300-8 International Business: Graduate Exchange BLOCK	16	0	16	x	x	varies	
IBUS	5400 Global Business Practicum	4	0	36	x	x	varies	
IBUS	5605 Shanghai Summer Program in International Business (Graduate)	2	0	1	x		100%	

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UMN Pan-Asian Studies NRC Appendix II, Page 30

Dept/ Course Number/Course Title		Credits	Enrollment 2016-2017	UGRAD	Enrollment 2016-2017	GRAD	2017-2018	2018-2019	% Asian*	Interdiscipl.
IBUS	6402 Economic Diversification: Moving Beyond Oil in UAE and Oman	4	0		24		x	x	100%	Mos
IBUS	6500 Mergers and Acquisitions in a Global Context	1-4							varies	Vari
IBUS	6997 MILLI Global Valuation Lab	4	0		17		x	x	varies	Vari
<u>Japanese (CLA)</u>										
JPN	1011 Beginning Japanese I	5	206		2		x	x	100%	Vari
JPN	1012 Beginning Japanese II	5	153		0		x	x	100%	Vari
JPN	3021 Intermediate Japanese I	5	124		0		x	x	100%	Buc
JPN	3022 Intermediate Japanese II	5	87		0		x	x	100%	Buc
JPN	3031 Third-Year Japanese I	4	44		0		x	x	100%	Buc
JPN	3032 Third Year Japanese II	4	30		0		x	x	100%	Buc
JPN	3090H Honors Course: Tutorial	1-4							100%	Vari
JPN	3290 Japanese Language Teaching Tutorial	1					x	x	100%	Buc
JPN	4001 Beginning Japanese I for Graduate Student Research	5	0		1		x	x	100%	Buc
JPN	4002 Beginning Japanese II for Graduate Student Research	5	0		1		x	x	100%	Buc
JPN	4003 Intermediate Japanese I for Graduate Student Research	5	0		1		x	x	100%	Buc
JPN	4004 Intermediate Japanese II for Graduate Student Research	5	0		1		x	x	100%	Buc
JPN	4005 Third Year Japanese I for Graduate Student Research	4					x	x	100%	Buc
JPN	4006 Third Year Japanese II for Graduate Student Research	4							100%	Vari
JPN	4041 Advanced Japanese Conversation and Composition I	4	14		0		x	x	100%	Buc
JPN	4042 Advanced Japanese Conversation and Composition II	4	9		1		x	x	100%	Buc
JPN	5040 Readings in Japanese Texts	3	15		2		x	x	100%	Isak
JPN	5071 Communicative Competence for Japan-Oriented Careers	4					x	x	100%	Vari
<u>Jewish Studies (CLA)</u>										
JWST	1034 Introduction to Jewish History and Cultures	3	13		0		x	x	50%	Ahe
JWST	3034 Introduction to Jewish History and Civilization	3	3		0		x	x	50%	Ahe
JWST	3504 Apocalypticism, Cosmic Warfare & the Maccabees: Jewish Strategies of Resistance	3					x	x	25%	Ahe
JWST	3511 Muslims & Jews: Conflict and Co-existence in Middle East & North Africa since 1700	3					x	x	100%	Sch
JWST	3512 History of Modern Israel/Palestine: Society, Culture, and Politics	3			0		x	x	100%	Sch

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Dept/ Course Number/Course Title		Credits	Enrollment 2016-2017	UGRAD	Enrollment 2016-2017	GRAD	2017-2018	2018-2019	% Asian*	Interdiscipl.
JWST	3900 Topics in Jewish Studies	3							varies	x
JWST	4315 Never Again! Memory & Politics after Genocide	3	1		0				varies	
JWST	4878W Israeli-Palestinian Situation	4							100%	x
<u>Journalism and Mass Communication (CLA)</u>										
JOUR	3552 Internet and Global Society	3	47		0		x	x	50%	
JOUR	3614 History of Media Communication	3	86		0		x	x	25%	
JOUR	4272 Interactive Advertising	3	37		0		x	x	25%	
JOUR	4801 Global Communication	3	61		0		x		50%	
JOUR	8003 Digital Media Issues and Theories	3					x		25%	
JOUR	8681 Seminar: International Media Perspectives	3	0		6			x	50%	
JOUR	8801 Seminar: Comparative Research in Mass Communication, Cross-National Approach	3							50%	
<u>Kinesiology (CEHD)</u>										
KIN	3131W History and the Philosophy of Sport	3	210		0		x	x	25%	
KIN	3720 International Studies in Kinesiology	2-4	10		0		x		varies	
KIN	5371 Sport and Society	3	9		30		x	x	25%	
<u>Korean (CLA)</u>										
KOR	1011 Beginning Korean I	5	155		0		x	x	100%	
KOR	1012 Beginning Korean II	5	96		0		x	x	100%	
KOR	3021 Intermediate Korean I	5	55		0		x	x	100%	
KOR	3022 Intermediate Korean II	5	49		0		x	x	100%	
KOR	3031 Third Year Korean I	4	19		0		x	x	100%	
KOR	3032 Third Year Korean II	4	11		0		x	x	100%	
KOR	3290 Korean Language Teaching Tutorial	1	4		0		x	x	100%	
KOR	4001 Beginning Korean I for Graduate Student Research	5					x	x	100%	
KOR	4002 Beginning Korean II for Graduate Student Research	5					x	x	100%	
KOR	4003 Intermediate Korean I for Graduate Student Research	5							100%	
KOR	4004 Intermediate Korean II for Graduate Student Research	5							100%	

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Dept/ Course Number/Course Title		Credits	Enrollment 2016-2017	UGRAD	Enrollment 2016-2017	GRAD	2017-2018	2018-2019	% Asian*	Interdiscipl.
KOR	4005 Third Year Korean I for Graduate Student Research	4							100%	Vari
KOR	4006 Third Year Korean II for Graduate Student Research	4							100%	Vari
KOR	4041 Advanced Readings in Modern Korea I	4	6		1		x	x	100%	Cho
KOR	4042 Advanced Readings in Modern Korea II	4	4		1		x		100%	Cho
KOR	5040 Readings in Korean Texts: North Korean Dialect	3							100%	Cho
KOR	5140 Readings in Sino-Korean Texts	3							100%	Cho
<u>Landscape Architecture (CD)</u>										
LA	3003 Climate Change Adaptation	3	33		0		x	x	varies	deB
LA	3413 Introduction to Landscape Architectural History	3	71		0		x	x	varies	Bier
LA	4001 Sustainable Landscape Design and Planning Practices	3	8		0		x	x	varies	Mon
LA	5001 Sustainable Landscape Design and Planning Practices	3							varies	
LA	5003 Climate Change Adaptation	3	0		1		x	x	varies	deB
LA	5413 Introduction to Landscape Architectural History	3	1		15		x	x	varies	Vari
LA	8207 Cities on Water International Workshop	6	0		10		x	x	varies	deB
<u>Language Center (CLA Courseshare)</u>										
LANG	1061 Beginning Persian I	4	1		0		x	x	100%	Vari
LANG	1062 Beginning Persian II	4	1		0		x	x	100%	Vari
LANG	1121 Beginning Vietnamese I	4	3		0		x	x	100%	Vari
LANG	1122 Beginning Vietnamese II	4	3		0		x	x	100%	Vari
LANG	5051 Advanced Indonesian III	3	1		0		x	x	100%	Vari
LANG	5111 Advanced Turkish and Azeri III	3	1		0		x	x	100%	Vari
LANG	5112 Advanced Turkish and Azeri IV	3	1		0		x	x	100%	Vari
<u>Law (LAW)</u>										
LAW	6011 International Law: 1L	3	0		27		x	x	50%	Jain
LAW	6027 Law of Piracy, Security, and Maritime Spaces	2							25%	Vari
LAW	6058 Human Rights Advocacy	3	0		8		x	x	50%	Frey
LAW	6071 International Law	3	0		20		x	x	50%	Mon

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Dept/ Course Number/Course Title		Credits	Enrollment 2016-2017	UGRAD	Enrollment 2016-2017	GRAD	2017-2018	2018-2019	% Asian*	Interdiscipl.
LAW	6400 International Environmental Law	2							50%	Mor
LAW	6408 Climate Change and Clean Energy Capstone	4-5							50%	
LAW	6601 International Business Transactions	3	0		16		x	x	50%	x
LAW	6609 International Intellectual Property	3					x	x	50%	
LAW	6619 International Trade	3	0		43		x		50%	
LAW	6621 Civil Rights: Citizenship and Human Rights	3	0		9		x	x	25%	
LAW	6622 International Business Operation and Negotiation	3					x	x	50%	
LAW	6626 Complex and Cross-Cultural Negotiations	2	0		11		x	x	25%	x
LAW	6627 International Tax	2	0		11		x	x	50%	
LAW	6637 Business and Human Rights	2					x		50%	
LAW	6648 International Criminal Law	3	0		21		x	x	50%	
LAW	6800 International Contracts	3	0		12		x	x	50%	
LAW	6827 Women's International Human Rights	2	0		8		x	x	50%	
LAW	6849 Comparative Theories of Ownership	2							varies	
LAW	6861 International Law Workshop	2	0		8		x	x	50%	
LAW	6867 Practice Ready International Legal Research	2	0		9		x	x	25%	
LAW	6872 Immigration Law	3	0		20		x	x	50%	
LAW	6879 Poverty and Human Rights	2					x	x	50%	
LAW	6886 International Human Rights Law	3	0		39			x	50%	
LAW	6887 Law of International Organizations	2	0		7		x	x	50%	
LAW	6889 Laws of War	3	0		26		x	x	50%	
LAW	6890 Rule by Law in China: An Advanced Seminar	2	0		13		x	x	100%	
LAW	6892 Comparative Criminal Procedure	3	0		5		x	x	25%	
LAW	6893 Transitional Justice	2	0		10		x	x	50%	
LAW	6898 International Bankruptcy	2	0		10		x		25%	
LAW	6910 Seminar: Islamic Law	2-3							75%	
LAW	6911 International Commercial Arbitration	2	0		15		x	x	25%	
LAW	6918 Rule of Law	2	0		14		x	x	25%	
LAW	7075 International Moot Court	1	0		12		x	x	25%	
LAW	7076 International Moot Court Director	1	0		3		x	x	25%	

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Dept/ Course Number/Course Title		Credits	Enrollment 2016-2017	UGRAD	Enrollment 2016-2017	GRAD	2017-2018	2018-2019	% Asian*	Interdiscipl.
LAW	7077 International Moot Court Administrative Director	1	0		1		x	x	25%	Lars
LAW	7078 International Moot Court Competition Team	1	0		4		x	x	25%	Lars
LAW	7300 Minnesota Journal of International Law Editor	2	0		14		x	x	25%	Gro
LAW	7302 Journal of International Law: Research & Writing	1	0		38		x	x	25%	Vari
LAW	7400 CL: Human Rights Litigation and International Legal Advocacy	3-4	0		16		x	x	50%	Gre
LAW	7401 CL: Human Rights Litigation and International Legal Advocacy Directors	3	0		4		x	x	50%	Gre
LAW	7701 Off-Campus Legal Studies - Beijing, China	5							100%	Gre
LAW	7842 CL: Immigration and Human Rights	3-4	0		14		x	x	25%	Vari
LAW	7843 CL: Immigration Clinic Director	3	0		5		x	x	25%	Vari
Linguistics (CLA)										
LING	1701 Language and Society	4	45		0		x	x	50%	Abd
LING	3001 Introduction to Linguistics	4	187		6		x	x	25%	Vari
LING	3001H Honors: Introduction to Linguistics	4	6		0		x	x	25%	Mar
LING	3101W Languages of the World	3	20		0		x	x	50%	Vari
LING	3601 Historical Linguistics	3	29		0		x	x	25%	Har
LING	4201 Syntax I	3	47		0		x	x	25%	Vari
LING	4202 Syntax II	3	5		0		x	x	25%	Hal
LING	5001 Introduction to Linguistics	4	1		4		x	x	25%	Cha
LING	5105 Field Methods in Linguistics I	4	5		0		x	x	25%	Cha
LING	5106 Field Methods in Linguistics II	4					x	x	25%	Hal
LING	5900 Topics in Linguistics	1-4	11		0		x		varies	Vari
LING	8105 Field Methods in Linguistics I	4	0		5		x	x	25%	Cha
LING	8106 Field Methods in Linguistics II	4	0		4		x	x	25%	Cha
Management (CSOM)										
MGMT	3040 Understanding the International Environment of Firms: International Business	2	76		0		x	x	25%	Vari
MGMT	3900 International Business Communication	3	33		0		x	x	25%	Littl
MGMT	4500 Senior Seminar in International Business	2	39		0		x	x	25%	Mac
MGMT	6035 Complex and Cross-Cultural Negotiations	2	0		22		x	x	50%	Vaa

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Dept/ Course Number/Course Title		Credits	Enrollment UGRAD 2016-2017	Enrollment 2016-2017 GRAD	2017-2018	2018-2019	% Asian*	Interdiscipl.
MGMT	6040 International Strategy and Organization	2	7	63	x	x	25%	Vari
MGMT	6305 The International Environment of Business	4	0	128	x	x	50%	Vari
MGMT	6310 Cross-Cultural Management: Developing Intercultural Competence	2	0	39	x		50%	Zell
MGMT	8202 Seminar in International Management	4					25%	Vari
Management of Technology (CSE)								
MOT	4010 Management of Science and Technology in the Middle East, Global Seminar	3					75%	Vari
MOT	8921 Global Management of Technology	0.5	0	17			25%	Kim
MOT	8950 International Management of Technology Project	2	0	17	x	x	varies	Kim
Manufacturing Operations Management (CCAPS)								
MM	3001W Manufacturing in the Global Economy	3	44	0	x	x	50%	King
MM	4035 Global Supply Chain Management	3	12	0	x	x	50%	Mar
Marketing (CSOM)								
MKTG	4082W Brand Management	4	122	0	x	x	50%	Vari
Master of Business Taxation (CSOM)								
MBT	5380 Tax Aspects of International Business I	2	0	24	x	x	50%	Con
MBT	5381 Tax Aspects of International Business II	2			x		50%	Vari
MBT	5382 Transfer Pricing	2	0	24		x	25%	Vari
Master of Development Practice (HHH)								
MDP	5001 Ways of Knowing and Sustainable Livelihoods	2	0	19	x	x	50%	Wis
MDP	5100 International Field Seminar	1	0	10	x	x	varies	Joh
MDP	5200 Capstone Workshop in Development Practice	3	0	10	x	x	50%	Wis
Medicine (MED)								
MED	7300 Global Health	0.5-8					varies	Vari
MED	7607 Global Health Course	4					varies	Vari

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Dept/ Course Number/Course Title		Credits	Enrollment 2016-2017 UGRAD	Enrollment 2016-2017 GRAD	2017-2018	2018-2019	% Asian*	Interdiscipl.
MED	7608 Global Health Course	1-8					varies	Var
<u>Mortuary Science (MED)</u>								
MORT	3370 Death and Dying Across Cultures and Religions	3	30	0	x	x	25%	LuB
<u>Music (CLA)</u>								
MUS	1015W Music & Movies: Use, Representation of Music, Musicians in Film in Global Context	4			x	x	25%	Var
MUS	1801W Music, Society, and Cultures	3	80	0	x	x	25%	Rah
MUS	1804 World Music	3	186	0	x	x	50%	Cur
MUS	1915 The Color of Music	3			x		25%	Cur
MUS	4504 Intensive Theory and Analysis of 20th-Century Music	4	45	8	x	x	25%	Gop
MUS	4514 Ear-Training and Sight-Singing for 20th-Century Music	1	45	8	x	x	25%	Gop
MUS	5460 World Music Ensemble	2	30	6	x	x	25%	Cur
MUS	5493 Javanese Gamelan Music Ensemble	1			x	x	100%	Sut
MUS	5805 Worlds of Improvisation	3					25%	Cur
MUS	8590 Topics in 20th-Century Analysis	3	0	5	x	x	varies	Var
MUS	8864 Current Issues in Ethnomusicology	3	0	6			25%	Rah
<u>Music Education (CLA)</u>								
MUED	5101 Improvisation and Creativity in the Music Classroom	2	11	1	x	x	25%	Cur
MUED	5301 General Music I	3	13	1	x	x	25%	Add
MUED	5302 General Music II	3	14	0	x	x	25%	Add
<u>Nursing (NUR)</u>								
NURS	4324 Transcultural Nursing and Global Health	3					25%	Var
NURS	5040H Seeking Solutions to Global Health Issues	3					varies	Var
NURS	5812 Global Health Through Study Abroad	1-2	0	13	x	x	varies	Var
<u>Organizational Leadership, Policy, and Development (CEHD)</u>								
OLPD	3330 Global Identity: Connecting Your International Experience to Your Future	1			x	x	varies	Var

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Dept/ Course Number/Course Title		Credits	Enrollment 2016-2017	UGRAD	Enrollment 2016-2017	GRAD	2017-2018	2018-2019	% Asian*	Interdiscipl.
OLPD	3380 Developing Intercultural Competence	3	48		0		x	x	25%	Mitc
OLPD	5048 Cross-Cultural Perspectives on Leadership	3	1		45		x	x	50%	Fry,
OLPD	5057 Research in International Education	3							varies	Gup
OLPD	5061 Ethnographic Research Methods	3	0		14		x	x	varies	Shir
OLPD	5103 Comparative Education	3	0		37		x	x	50%	Joh
OLPD	5104 Strategies for International Development of Education Systems	3	0		31		x	x	25%	Dej
OLPD	5107 Gender, Education, and International Development	3	1		17		x	x	50%	
OLPD	5121 Educational Reform in International Context	3							25%	
OLPD	5124 Critical Issues in International Education and Educational Exchange	3	0		32		x		50%	Fry,
OLPD	5128 Anthropology of Education	3					x	x	25%	Den
OLPD	5132 Intercultural Education and Training: Theory and Application	3	0		20		x	x	25%	Gof
OLPD	5612 International Human Resource Development	3	0		18		x		50%	Ard
OLPD	5697 International Field Study in Human Resource Development	3							varies	
OLPD	5712 Multicultural Theories of College Student Development Applied to Teaching, Learning	3	0		14		x	x	25%	Mitc
OLPD	5796 Supervised Practicum in Multicultural Postsecondary Teaching and Learning	3	0		6		x	x	25%	Stel
OLPD	8022 Education and Globalization: Anthropological Perspectives	3					x	x	50%	Shir
OLPD	8101 International Education and Development	3					x	x	varies	Vav
OLPD	8121 Doctoral Seminar: Comparative and International Development Education	1-6	0		34		x	x	25%	Vari
Philosophy (CLA)										
PHIL	1004W Introduction to Political Philosophy	4	181		0		x	x	25%	Hot
PHIL	1006W Philosophy and Cultural Diversity	4	104		0		x	x	25%	Gon
PHIL	1026W Philosophy and Cultural Diversity	3					x		25%	Vari
PHIL	1913 Food Ethics	3					x		50%	Awa
PHIL	3231 Philosophy and Language	4	21		0		x		25%	Owe
PHIL	3301 Environmental Ethics	4	50		0		x	x	25%	Vari
PHIL	3304 Law and Morality	4	38		0		x	x	50%	Ton
PHIL	3305 Medical Ethics	4	140		0		x	x	25%	Awa
PHIL	3307 Social Justice and Community Service	4	16		0				25%	Ton
PHIL	4321W Theories of Justice	3							25%	Mas

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Dept/ Course Number/Course Title		Credits	Enrollment 2016-2017	UGRAD	Enrollment 2016-2017	GRAD	2017-2018	2018-2019	% Asian*	Interdiscipl.
PHIL	4326	Lives Worth Living: Questions of Self, Vocation, and Community					x		25%	x
PHIL	4414	Political Philosophy							25%	
PHIL	8320	Seminar on Medical Ethics							25%	
PHIL	8410	Seminar: Philosophy of Law							25%	
PHIL	8420	Seminar: Political Philosophy	0		8				25%	
PHIL	8550	Seminar: Philosophy of Religion							25%	
PHIL	8606	Seminar: Philosophy of Medicine and the Biomedical Sciences							25%	
PHIL	8660	Seminar: Social and Cultural Studies of Science							25%	x
PHIL	8670	Seminar: Philosophy of Science							25%	
Political Science (CLA)										
POL	1019	Indigenous Peoples in Global Perspective	9		0		x	x	25%	x
POL	1025	Global Politics	228		0		x	x	50%	
POL	1026	U.S. Foreign Policy	78		1				50%	
POL	1054	Puzzles in World Politics	130		0		x	x	50%	x
POL	1911	Communism, Islamism, and Democracy in Central Asia					x		100%	
POL	1913	Human Rights, Inhumane Wrongs: Rights Violations and Armed Conflict					x		50%	
POL	3235W	Democracy and Citizenship	109		0		x		25%	
POL	3252W	Revolution, Democracy, and Empire: Modern Political Thought	55		0		x	x	50%	x
POL	3272	What Makes Political Community?					x		25%	
POL	3317	Food Politics: Actors, Arenas, and Agendas							50%	
POL	3410	Topics in Comparative Politics							varies	
POL	3423	Politics of Disruption: Violence and Its Alternatives	80		0				50%	
POL	3431	Politics of India	19		0		x	x	100%	
POL	3464	Politics of Inequality							50%	
POL	3474	Russian Politics: From Soviet Empire to Post-Soviet State	68		0		x	x	50%	
POL	3475	Islamist Politics	45		0				75%	
POL	3477	Political Economy of Development	44		0		x	x	75%	
POL	3489W	Citizens, Consumers, and Corporations	29		0		x	x	50%	
POL	3739	Politics of Race, Class, and Ethnicity	52		0		x	x	25%	

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Dept/ Course Number/Course Title		Credits	Enrollment 2016-2017	UGRAD	Enrollment 2016-2017	GRAD	2017-2018	2018-2019	% Asian*	Interdiscipl.
POL	3766 Political Psychology of Mass Behavior	3	200		0		x	x	25%	Vari
POL	3785 Persuasion and Political Propaganda	3	25		0				50%	Mill
POL	3785H Persuasion and Political Propaganda	3							50%	Cre
POL	3810 Topics in International Relations and Foreign Policy	3	54		0				50%	Vari
POL	3835 International Relations	3	222		0		x	x	50%	Vari
POL	3872W Science, Industry, Social Change: Political Economy of Global Environmental Cooperati	4							50%	Vari
POL	4253 Modernity and its Discontents: Late Modern Political Thought	3							25%	Luxu
POL	4403W Constitutions, Democracy, and Rights: Comparative Perspectives	3	48		0		x	x	25%	Hilb
POL	4410 Topics in Comparative Politics	3	18		0		x		varies	Vari
POL	4465 Democracy and Dictatorship in Southeast Asia	3	18		0				100%	Car
POL	4473W Chinese Politics	3							100%	Kell
POL	4477 Struggles and Issues in the Middle East	4							100%	Vari
POL	4481 Governments and Markets	3	55		0		x	x	25%	Frie
POL	4485 Human Rights Policy: Issues and Actors	3	6		0		x	x	50%	Ron
POL	4487 The Struggle for Democratization and Citizenship	4	14		0		x	x	50%	Nim
POL	4810 Topics in International Politics and Foreign Policy	3	44		0		x		varies	Bell
POL	4867W United States Foreign Policy Toward the Middle East	4							100%	Vari
POL	4878W Israeli-Palestinian Situation	4							100%	Vari
POL	4883W Global Governance	3							50%	Vari
POL	4885W International Conflict and Security	4	38		0		x	x	50%	Krel
POL	4887 Thinking Strategically in International Politics	3	38		0		x	x	50%	Holl
POL	5403 Constitutions, Democracy, and Rights: Comparative Perspectives	3	0		1		x	x	25%	Hilb
POL	5410 Topics in Comparative Politics	3							varies	Vari
POL	5465 Democracy and Dictatorship in Southeast Asia	3	0		2				100%	Car
POL	5477 Struggles and Issues in the Middle East	4							100%	Vari
POL	5485 Human Rights Policy: Issues and Actors	3	0		3		x	x	50%	Ron
POL	5810 Topics in International Politics and Foreign Policy	3					x		varies	Vari
POL	5833 The United States in the Global Economy	3-4							25%	Vari
POL	5885 International Conflict and Security	3							50%	Vari
POL	8275 Contemporary Political Thought	3							25%	Car
POL	8401 International Relations	3					x	x	50%	Krel

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UMN Pan-Asian Studies NRC Appendix II, Page 40

Dept/ Course Number/Course Title		Credits	Enrollment 2016-2017 UGRAD	Enrollment 2016-2017 GRAD	2017-2018	2018-2019	% Asian*	Interdiscipl.
POL	8402 International Security	3	0	9		x	50%	Krel
POL	8403 International Norms and Institutions	3			x		50%	Joh
POL	8404 International Hierarchy	3			x		25%	Gon
POL	8405 International Political Economy	3			x	x	50%	Vari
POL	8406 Politics of International Finance	3			x		50%	Frie
POL	8407 Morality in World Politics	3				x	50%	Vari
POL	8408 International Relations of the Environment	3			x		50%	Duv
POL	8411 Political Psychology and Foreign Policy	3			x	x	25%	Mill
POL	8460 Topics in International Relations	3	0	13	x		varies	Bell
POL	8601 Introduction to Comparative Politics	3			x	x	50%	Car
POL	8602 Families, Children, and the State	3			x		50%	Kell
POL	8608 Government and Politics of Russia and the Commonwealth of Independent States	3			x	x	50%	Coll
POL	8611 Chinese Politics	3			x	x	100%	Kell
POL	8615 The Political Economy of Contemporary Japan	3			x	x	100%	Vari
POL	8633 Comparative Sociopolitical Change	3				x	25%	Vari
POL	8637 Comparative Political Economy	3			x	x	50%	Vari
POL	8641 Comparative Mass Political Behavior	3			x		25%	Rah
POL	8643 Comparative Political Institutions	3					50%	Vari
POL	8660 Topics in Comparative Politics	3	24	0	x		varies	Vari
Public Affairs (HHH)								
PA	4890 Topics in Global Policy	1-3	2	0			varies	x
PA	5004 Introduction to Planning	3	0	42	x	x	25%	Alle
PA	5151 Organizational Perspectives on Global Development & Humanitarian Assistance	3	0	14	x		50%	Oell
PA	5152 Leadership to Address Global Grand Challenges	1.5	0	10	x	x	50%	Sam
PA	5301 Population Methods and Issues for the United States & Global South	3	0	14	x	x	50%	Dev
PA	5414 Child Human Rights: Work and Education	3					50%	Levi
PA	5451 Immigration, Health and Public Policy	3-4	2	57	x	x	25%	Vari
PA	5452 Immigration and Public Policy	3					25%	Vari
PA	5480 Topics in Race, Ethnicity, and Public Policy	1-3					varies	

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Dept/ Course Number/Course Title		Credits	Enrollment 2016-2017	UGRAD	Enrollment 2016-2017	GRAD	2017-2018	2018-2019	% Asian*	Interdiscipl.
PA	5501 Theories and Policies of Development	3	0		28		x	x	50%	Frie
PA	5503 Economics of Development	3	0		14		x	x	50%	Ass
PA	5521 Development Planning and Policy Analysis	3	0		29		x	x	50%	Ass
PA	5522 International Development Policy, Families, and Health	3							50%	Frie
PA	5561 Gender and International Development	3							50%	Frie
PA	5601 Global Survey of Gender and Public Policy	3	0		15		x	x	varies	Ewi
PA	5690 Topics in Women, Gender and Public Policy	1-3					x	x	varies	Ewi
PA	5711 Science, Technology & Environmental Policy	3	1		21		x	x	varies	Au-4
PA	5715 Survey of Current Issues in Science, Technology, and Environmental Policy	1.5	0		19		x	x	varies	Vari
PA	5721 Energy and Environmental Policy	3	0		12		x	x	25%	Vari
PA	5722 Economics of Natural Resource and Environmental Policy	3							25%	
PA	5723 Water Policy	3	0		4		x	x	50%	Cal
PA	5724 Climate Change Policy	3	0		20		x	x	50%	Au-4
PA	5731 Emerging Technologies and Society	3	0		5		x	x	25%	Fate
PA	5751 Urban Infrastructure Systems for Sustainable and Healthy Cities	3	0		12		x		50%	Ran
PA	5752 Material-Energy Flows for a Sustainable Society	3	0		13		x	x	varies	Vari
PA	5790 Topics in Science, Technology, and Environmental Policy	1-3	4		17		x	x	25%	Vari
PA	5801 Global Public Policy	3	0		16		x	x	50%	Ron
PA	5802 Global Economic Policy	3							50%	Kud
PA	5805 Global Economics	3	0		9		x	x	50%	Kud
PA	5813 US Foreign Policy: The Institutional Bias	3	0		9		x	x	25%	Vari
PA	5814 Bilateral & Multilateral Diplomacy	3	0		11		x	x	50%	Vari
PA	5821 Humanitarianism	3							75%	Vari
PA	5822 International Security	3							50%	Vari
PA	5823 Managing Humanitarian, Refugee Crises: Challenges for Policymakers, Practitioners	1	0		30		x	x	75%	Vari
PA	5824 International Humanitarian Crisis Simulation	1	0		15				50%	Kes
PA	5825 Crisis Management in Foreign Affairs	1.5	3		15		x	x	50%	Vari
PA	5851 Middle East Politics	3							100%	
PA	5880 Exploring Global Cities	3	3		13		x	x	75%	Fan
PA	5885 Human Rights Policy: Issues and Actors	3	0		10		x	x	50%	Ron

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Dept/ Course Number/Course Title		Credits	Enrollment 2016-2017	UGRAD	Enrollment 2016-2017	GRAD	2017-2018	2018-2019	% Asian*	Interdiscipl.
PA	5886 Master of Human Rights Cohort Seminar I	1	0	0	9		x	x	50%	Ron
PA	5887 Master of Human Rights Cohort Seminar II	1	0	0	9		x	x	50%	Ron
PA	5890 Topics in Foreign Policy and International Affairs	1-5	0	0	50		x	x	varies	Ron
PA	5890 Topics: Political Violence, Conflict & War	3							50%	Var
PA	5924 Intercultural Competence	3	0	0	112		x	x	varies	Var
PA	8081 Human Rights and Global Policy Capstone	3					x		50%	Oel
PA	8151 Organizational Perspectives on Global Development & Humanitarian Assistance	2							25%	x
PA	8386 Research Methods in Public Policy	1-3							varies	
PA	8390 Advanced Topics in Advanced Policy Analysis Methods	3	0	0	5			x	50%	Don
PA	8461 Global and U.S. Perspectives on Health and Mortality	1-3					x	x	varies	Ewi
PA	8690 Advanced Topics in Women, Gender and Public Policy	3	0	0	4		x		50%	Ran
PA	8707 Interdisciplinary Sustainability Systems Research Seminar	3							50%	Ass
PA	8811 Strategic Issues in International Economic Policy	3	0	0	12			x	50%	Var
PA	8821 National Security Policy	1-3							varies	Var
PA	8890 Advanced Topics in Foreign Policy and International Affairs									
Public Health (PUB)										
PUBH	3010 Public Health Approaches to HIV/ AIDS	2	14	0	0		x	x	25%	Ros
PUBH	3040 Dying and Death in Contemporary Society: Implications for Intervention	2	28	0	0		x	x	25%	Kos
PUBH	3107 Global Public Health and the Environment	2	83	0	0		x	x	50%	Alex
PUBH	3205 The Matrix of Global Health	2							75%	
PUBH	3601 Maternal and Child Health Global Public Health Issues	2	128	0	0		x	x	50%	Bon
PUBH	6010 Public Health Approaches to HIV/ AIDS	3	0	0	14		x	x	25%	Ros
PUBH	6015 HIV/AIDS: Epidemiology and Public Health Interventions	2							25%	Var
PUBH	6040 Dying and Death in Contemporary Society: Implications for Intervention	2							25%	Var
PUBH	6078 Public Health Policy as a Prevention Strategy	2	0	0	28		x	x	25%	Too
PUBH	6085 Alcohol and Tobacco: Ongoing Threats to Global Health	2							50%	
PUBH	6111 Preventing Pollution: Innovative Approaches to Environmental Management	3							25%	Var
PUBH	6131 Working in Global Health	2	0	0	18		x	x	50%	Var
PUBH	6132 Air, Water, and Health	2	3	3	13		x	x	50%	Sim

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Dept/ Course Number/Course Title		Credits	Enrollment 2016-2017	UGRAD	Enrollment 2016-2017	GRAD	2017-2018	2018-2019	% Asian*	Interdiscipl.
PUBH	6133 Global Health Seminar	1							50%	Alex
PUBH	6134 Sustainable Development and Global Public Health	2	0		21	x	x	x	75%	Tos
PUBH	6154 Climate Change and Global Health	3	2		8	x	x	x	50%	Sim
PUBH	6182 Emerging Infectious Disease: Current Issues, Policies, and Controversies	3				x	x	x	25%	Vari
PUBH	6281 Immigrant Health Issues	3-4							25%	Vari
PUBH	6283 Perspectives: Interrelationships of People and Animals in Society Today	2							25%	
PUBH	6290 International Humanitarian Crisis Simulation	1	1		22				75%	Vari
PUBH	6320 Fundamentals of Epidemiology	3	1		241	x	x	x	25%	Vari
PUBH	6365 Epidemiology of Global Health	2							75%	Lifsc
PUBH	6388 Foundations of Global Health	2					x		75%	Mur
PUBH	6390 Topics in Epidemiology	0.5-4	0		73	x	x		varies	Vari
PUBH	6601 Born a Girl: Global Women's Health	1				x	x		75%	Hell
PUBH	6686 Global Reproductive Health	2				x	x		75%	Bon
PUBH	6730 International Comparative Health Systems	2				x	x	x	50%	Blev
PUBH	6732 Topics and Methods in Global Health Assessment	2							varies	Vari
PUBH	6734 International Project Planning and Management	2							varies	
PUBH	6801 Health and Human Rights	3	0		7				50%	Vari
PUBH	6906 Global Nutrition	2	0		16	x	x	x	50%	Cus
PUBH	7210 Topics: Global Food Systems	0.5	0		52	x			75%	Hed
PUBH	7234 Global Food Systems Leadership	1							75%	Vari
PUBH	7241 Culturally Responsive Communication	1							25%	
PUBH	7242 War and Public Health	1							50%	Vari
PUBH	7262 Globalization and Health	1	0		20	x	x		75%	Tos
Recreation, Park, Leisure Studies (CFANS)										
REC	4191 Adventure Recreation, Tourism, and Eco-Tourism	3	26		0	x	x	x	50%	Mag
Religious Studies (CLA)										
RELS	1001 Introductions to the Religions of the World	3	64		0	x	x	x	50%	Vari
RELS	1034 Introduction to Jewish History and Cultures	3	3		0	x	x	x	50%	Ahe

* The percentage of a course listed with less than 100% given is based on the description of the course content in the most recent Course Catalogs, UMN Pan-Asian Studies NRC Appendix II, Page 44

Dept/ Course Number/Course Title		Credits	Enrollment 2016-2017	UGRAD	Enrollment 2016-2017	GRAD	2017-2018	2018-2019	% Asian*	Interdiscipl.
RELS	3070 Topics in Religious Studies	3							varies	Vari
RELS	3079 Muslims & Jews: Conflict and Co-existence in Middle East & North Africa since 1700	3					x	x	75%	Sch x
RELS	3113 History of Modern Israel/Palestine: Society, Culture, and Politics	3					x	x	100%	Sch x
RELS	3126 Judaism in the Modern World	3							50%	Vari x
RELS	3371 Buddhism	3					x		100%	Rou x
RELS	3372 Reading Asian Cultures	3							100%	Rou x
RELS	3373 Religion and Society in Imperial China	3							100%	Rou x
RELS	3377 A Thousand Years of Buddhism in China: Beliefs, Practices, and Culture	3			0				100%	Rou x
RELS	3415W Art of India	4	7		4				100%	Vari x
RELS	3671 Hinduism	3					x	x	100%	Ska x
RELS	3706W Art of Islam	3	1		0		x	x	75%	Vari x
RELS	3707W Anthropology of the Middle East	3			0		x	x	100%	Hak x
RELS	3708 The Cultures of the Silk Road	3	3		0		x	x	100%	Bas x
RELS	3711 The Islamic World	3							75%	Vari x
RELS	3712 Islam: Religion and Culture	3	14		0				75%	Mat x
RELS	3713 Modern Iran: Nationalism, Religion, and the Struggle to Create Modern Iran	3							75%	Bas x
RELS	3716 Gender and Family in the Islamic World	3	5		0		x	x	75%	Abd x
RELS	3970 Supplemental Discussion in Religious Studies	1					x		varies	Vari x
RELS	4049 Religion and Culture	3	3		0		x	x	50%	Son x
RELS	5070 Topics in Religious Studies	3							varies	Vari x
RELS	5671 Hinduism	3							100%	Jun x
RELS	5707W Anthropology of the Middle East	3							100%	Hak x
RELS	5777 The Diversity of Traditions: Indian Art 1200 to Present	3							100%	Ash x
Social Work (CEHD)										
SW	1001 Introduction to the World of Social Work: A Global Perspective	3	34		0		x	x	50%	Will x
SW	1501 Introduction to Peace Studies	3					x	x	50%	Vari x
SW	2501W Introduction to Social Justice	4	59		0		x	x	50%	Vari x
SW	3703 Gender Violence in Global Perspective	3	42		0		x	x	50%	Vari x
SW	5562 Global Social Work and Social Development	3	1		14		x	x	50%	Vari x

* The percentage of a course listed with less than 100% given is based on the description of the course content in the most recent Course Catalogs, UMN Pan-Asian Studies NRC Appendix II, Page 45

Dept/ Course Number/Course Title		Credits	Enrollment 2016-2017	UGRAD	Enrollment 2016-2017	GRAD	2017-2018	2018-2019	% Asian*	Interdiscipl.
SW	5913 Working with Immigrant Populations	2	0		9		x		25%	
SW	8807 International and Comparative Social Welfare Policy	3	0		8		x	x	50%	
Sociology (CLA)										
SOC	1911 Climate Change and Society	3					x		50%	
SOC	3090 Topics in Sociology	3	154		0				varies	x
SOC	3201 Inequality: Introduction to Stratification	3	37		0		x	x	50%	
SOC	3215 Supercapitalism: Labor, Consumption, Environment in the New Global Economy	3					x	x	75%	x
SOC	3411W Organizations and Society	3	35		0				25%	
SOC	3415 Consume This! The Sociology and Politics of Consumption	3							50%	
SOC	3417W Global Institutions of Power: World Bank, IMF, and World Trade Organization	3					x	x	75%	x
SOC	3451V Cities and Social Change	3							50%	x
SOC	3451W Cities and Social Change	3	3		0				50%	
SOC	3452 Education and Society	3	52		1		x	x	25%	x
SOC	3501 Sociology of Families	3	49		0		x		25%	
SOC	3505 Migrations: People in Motion	3					x		50%	
SOC	3511 World Population Problems	3	109		0		x	x	75%	
SOC	3511H Honors: World Population Problems	3							75%	
SOC	3613V Honors: Stuffed and Starved: The Politics of Eating	3	4		0		x	x	50%	x
SOC	3613W Stuffed and Starved: The Politics of Eating	3	31		0		x	x	50%	x
SOC	3671 Contemporary Chinese Society: Culture, Networks, & Inequality in China	3	12		0			x	100%	x
SOC	3681 Gender and the Family in the Islamic World	3	23		0		x		75%	x
SOC	4090 Topics in Sociology	3					x		varies	
SOC	4104 Crime and Human Rights	3	50		0		x	x	50%	x
SOC	4104H Honors: Crime and Human Rights	3	3		0		x		50%	x
SOC	4170 Sociology of International Law: Human Rights, Trafficking, and Business Regulation	3	40		0			x	50%	
SOC	4305 Environment & Society: An Enduring Conflict	3	27		0		x		50%	
SOC	4311 Power, Justice & the Environment	3	26		0				50%	x
SOC	4315 Never Again! Memory & Politics after Genocide	3	21		0				50%	x
SOC	4321 Globalize This! Understanding Globalization through Sociology	3							50%	

* The percentage of a course listed with less than 100% given is based on the description of the course content in the most recent Course Catalogs.
UMN Pan-Asian Studies NRC Appendix II, Page 46

Dept/ Course Number/Course Title		Credits	Enrollment 2016-2017	UGRAD	Enrollment 2016-2017	GRAD	2017-2018	2018-2019	% Asian*	Interdiscipl.
SOC	4411 Terrorist Networks and Counterterror Organizations	3	55		0		x		50%	x
SOC	4411H Honors: Terrorist Networks & Counterterror Organizations	3	1		0		x		50%	x
SOC	4461 Sociology of Ethnic and Racial Conflict	3	20		1		x		50%	
SOC	5090 Topics in Sociology	1-3	2		1				varies	x
SOC	5104 Crime and Human Rights	3					x		50%	x
SOC	5170 Sociology of International Law: Human Rights, Trafficking, and Business Regulation	3	1		0			x	50%	x
SOC	5315 Never Again! Memory & Politics after Genocide	3	1		0				50%	x
SOC	5411 Terrorist Networks & Counterterror Organizations	3	0		3		x		50%	x
SOC	5455 Sociology of Education	3	0		3				25%	x
SOC	5511 World Population Problems	3							75%	
SOC	8171 Cross-Disciplinary Perspectives in Human Rights	3							50%	
SOC	8311 Political Sociology	3					x	x	50%	
SOC	8390 Topics in Political Sociology	3							varies	
SOC	8412 Social Network Analysis: Theory and Methods	3					x	x	25%	
SOC	8551 Social Structure and the Life Course	3					x	x	25%	
SOC	8735 Sociology of Culture	3							50%	
Studies in Cinema and Media Culture (CLA)										
SCMC	1201W Cinema	4	96		0		x	x	50%	x
SCMC	3001W History of Cinema and Media Culture	4	65		0		x	x	25%	x
SCMC	5001 Critical Debates in the Study of Cinema and Media Culture	4	19		0		x	x	50%	x
Theatre Arts (CLA)										
TH	5178 History and Theory of Performance Conventions	4							25%	
TH	8114 Theatre: Performance and Political Modernity	3	0		5				50%	
Translation and Interpreting (CCAPS)										
TRIN	900 Special Education for Interpreters	0	6		0		x	x	25%	
TRIN	990 Intpreting in Special Education Settings	0	5		0		x	x	50%	
TRIN	1201 Health Care Terms and Concepts for Interpreters	3	15		0		x	x	50%	

* The percentage of a course listed with less than 100% given is based on the description of the course content in the most recent Course Catalogs, UMN Pan-Asian Studies NRC Appendix II, Page 47

Dept/ Course Number/Course Title		Credits	Enrollment 2016-2017	UGRAD	Enrollment 2016-2017	GRAD	2017-2018	2018-2019	% Asian*	Interdiscipl.
TRIN	1301 Legal Terms and Concepts for Interpreters	3	9		0		x	x	25%	And
TRIN	1901 Special Education Terms and Concepts for Interpreters	3	4		0		x	x	25%	Tap
TRIN	3001 Introduction to Translation	3	17		0		x	x	50%	Giat
TRIN	3002 Intermediate Translation	3	4		0		x	x	50%	Giat
TRIN	3005 Principles of Translation	3					x	x	50%	Giat
TRIN	3101 Introduction to Interpreting	3	34		0		x	x	50%	Hon
TRIN	3102 Consecutive Interpreting	3	16		0		x	x	50%	McC
TRIN	3900 Topics in Translation and Interpreting	6							varies	Vari
TRIN	4201 Interpreting in Health Care Settings	3	12		1		x	x	50%	Lan
TRIN	4301 Interpreting in Legal Settings	3	5		0		x	x	50%	Stor
TRIN	4901 Interpreting in Special Education Settings	3	4		0		x	x	50%	Tap
University College (CCAPS)										
UC	1005 Global Perspectives on Higher Education	2	7		0		x	x	50%	Vari
Urban Studies (CLA)										
URBS	3751 Understanding the Urban Environment	3	61		0		x	x	50%	Vari
Urdu (CLA)										
URDU	1011 Beginning Urdu I	5						x	100%	Ahm
URDU	1012 Beginning Urdu II	5						x	100%	Ahm
URDU	1015 Accelerated Beginning Urdu	5						x	100%	Ahm
URDU	3021 Intermediate Urdu I	5						x	100%	Ahm
URDU	3022 Intermediate Urdu II	5						x	100%	Ahm
URDU	4001 Beginning Urdu I for Graduate Student Research	5						x	100%	Ahm
URDU	4002 Beginning Urdu II for Graduate Student Research	5						x	100%	Ahm
URDU	4003 Intermediate Urdu I for Graduate Student Research	5						x	100%	Ahm
URDU	4004 Intermediate Urdu II for Graduate Student Research	5						x	100%	Ahm

* The percentage of a course listed with less than 100% given is based on the description of the course content in the most recent Course Catalogs.
UMN Pan-Asian Studies NRC Appendix II, Page 48

Dept/ Course Number/Course Title		Credits	Enrollment UGRAD 2016-2017	Enrollment GRAD 2016-2017	2017-2018	2018-2019	% Asian*	Interdiscipl.
Youth Development and Research (CEHD)								
YOST	1368W Youth Global Perspectives: Stories from Arab, Islamic, and Middle Eastern Worlds	4	106	0	x	x	100%	x
YOST	2101 Urban Youth and Youth Issues	4	38	0	x	x	25%	
YOST	3031 International Youthwork	3	16	0			50%	x
YOST	5031 International Youthwork	3	0	5			50%	x

* The percentage of a course listed with less than 100% given is based on the description of the course content in the most recent Course Catalogs.
UMN Pan-Asian Studies NRC Appendix II, Page 49

Appendix III
Performance Measure Forms
Pan-Asian Studies NRC
University of Minnesota

Project Goal 1 : Improve Workforce and Career Readiness for graduating students in Asian Studies									
Performance Measures	Activities	Data Indicators	Frequency	Data Source	BL	T1	T2	T3	T4
1. Asian Studies practicum and internship modules for advanced LCTL courses	1a. Recruit faculty to add practica and internships modules into their LCTL courses	1ai. Number of faculty working on new practica/internship modules 1aai. Number of new courses developed	Annually & End of grant cycle	Center Records	0	1	0	1	0
	1b. Teach newly structured practica & internship LCTL courses	1bi. Number of new courses being taught 1bii. Number of students enrolled 1biii. Track student placement data	Annually & End of grant cycle	Center Records Office of Institutional Reporting Collegiate Student Exit Survey	0 0	0 0	1 20	1 20	2 40
2. Design/develop 'readiness' practicum and internship modules for Asian area studies courses	2a. Recruit faculty to add practica and internships modules into their area studies courses	2ai. Number of faculty working on new practica/internship modules 2aai. Number of new courses developed	Annually & End of grant cycle	Center records	0	2	0	1	2
	2b. Teach newly structured practica & internship courses	2bi. Number of new courses being taught 2bii. Number of students enrolled 2biii. Track student placement data	Annually & End of grant cycle	Center Records Office of Institutional Reporting Collegiate Student Exit Survey	0 0	0 0	2 40	2 40	3 60

Project Goal 2: Enhance and grow the instruction of LCTLs with a particular emphasis on priority/critical LCTLs									
Performance Measures	Activities	Data Indicators	Frequency	Data Source	BL	T1	T2	T3	T4
1. Redesign/develop/improve advanced LCTL course	1a CBI redesign of advanced LCTL course: Chinese	1ai. Number of Advanced LCTL courses redesigned and taught 2aii. Number of CBI courses taught	Annually & End of grant cycle	Departmental and collegiate records	0	0	1	0	1
		1bi. Number of new medical modules designed 1cii. Number of new medical modules incorporated into curriculum 1ciii. Number of students trained	Annually & End of grant cycle	Departmental and collegiate records	0	1	0	1	0
					0	0	1	1	2
2. Expand reach/enrollments of LCTLs	2a. College in the Schools (CIS)	2ai. Number of high schools contracted 2aii. Number of High School teachers trained in UMN curriculum 2aiii. Number of CIS programs started	Annually & End of grant cycle	Department and High School records	0	2	2	3	3
					0	0		4	4
					0	0	2	3	3
	2b. Summer Intensive LCTL instruction	2bi. Number of intensive summer courses taught 2b.ii. Number of students enrolled	Annually & End of grant cycle	Departmental and collegiate records	0	1	2	2	3
					0	40	40	40	40

	2c. Create online modules for LCTLs	2ci. Number of LCTL instructors trained in online language pedagogy 2cii. Number LCTL courses available for online instruction	Annually & End of grant cycle	Departmental records CARLA and LC records	0	3	5	5	5
						0	1	2	3

Project Goal 3: Improve and expand curricula with Asian Studies Content as compared to the baseline									
Performance Measures	Activities	Data Indicators	Frequency	Data Source	BL	T1	T2	T3	T4
1. Increase number of new courses with Asian Studies content	1a. design new anchor and GLOS courses	1ai. Number of faculty receiving course development funds 1aii. Number of new course approved by CLA 1aiii. Number of new courses offered	Annually & End of grant cycle	Departmental records	0	5	0	0	0
					0	0	5	0	0
					0	0	0	5	0
2. Develop International Studies courses across continents	2a. organize collaborative courses with institutions abroad	2ai. Number of faculty receiving course development funds 2aii. Number of new courses offered	Annually & End of grant cycle	Center records	0	2	0	0	0
					0	0	2	0	0

Project Goal 4: Increase Asian Studies content in Preservice and K- 14 curriculum, particularly in MSIs and Community Colleges									
Performance Measures	Activities	Data Indicators	Frequency	Data Source	BL	T1	T2	T3	T4
1. Increase number of educators receiving professional development in Asian Studies	1a. Organize professional development summer institutes	1ai. Number of institutes 1aii. Number of educators attended 1aiii. Number of students reached	Annually & End of grant cycle	Center records K-14 institution records	0	1	1	1	1
					0	25	25	25	25
					0	2500	2500	2500	2500

	1b. Organize AY workshops for educators from Preservice and K-12 MSIs and CC.	1bi. Number of workshops 1bii. Number of educators attended from -Preservice and K-12 -MSI/CC	Annually & End of grant cycle	Center records Preservice & K-12 institution records MSI/CC records	0	2	2	2	4
	1c. Sponsor MSI/CC educators to attend institutes/workshops	1ci. Number of MSI/CC educators that were able to attend because of Access Stipend	Annually	Center Records	0	2	2	2	2
2. Increase Asian Studies curriculum modules for PK-14 and MSI/CC institutions	2a. Organize Curriculum Writing Teams for K-12 schools	2ai. Number of educators writing curriculum. 2aii. Number of curriculum modules written	Annually	Center Records	0	6	7	8	8
	2b. Publish Curriculum modules online for general dissemination	2aii. Number of curriculum modules published online 2aiii. Number of downloads of curriculum modules	Annually	Center records Office of Information Technology	0	10	10	10	10
	2c. Create NEA Global Fellows curriculum writing workshops	2ci. Number of fellows contributing 2cii.. Number of curriculum modules produced and published	Annually	Center Records NEA records	0	10	12	14	16
					0	10	12	14	16

Appendix IV
Letters of Support
Pan-Asian Studies NRC and FLAS
University of Minnesota


UNIVERSITY OF MINNESOTA

Office of the Executive Vice President and Provost

234 Morrill Hall
100 Church Street S.E.
Minneapolis MN 55455-0110
Office: 612-625-0051
Fax: 612-624-3814

June 12, 2018

TO: Vinay Gidwani, Professor, Department of Geography, Environment & Society

FROM: Karen Hanson, Executive Vice President and Provost 

RE: University Contribution in Support of Proposal for NRC/FLAS in Asian Studies

I am pleased to confirm the University of Minnesota's commitment of funds to support the proposal of the Center for Asian Studies to the US Department of Education for funding as a National Resource Center in Asian Studies as well as for Foreign Language and Area Studies Fellowships under the Department's Title VI program. Pending the award of the grant, the University funds will be provided over four years as follows:

Source of Funding	FY19	FY20	FY21	FY22	Total
CLA	\$68,971	\$70,696	\$72,463	\$74,275	\$286,405
OVRP	\$35,000	\$35,000	\$35,000	\$35,000	\$140,000
Provost	\$35,000	\$35,000	\$35,000	\$35,000	\$140,000
GPS-Alliance	\$6,000	\$6,000	\$6,000	\$6,000	\$24,000
Total	\$144,971	\$146,696	\$148,463	\$150,275	\$590,405

The University looks forward with enthusiasm to the development of the projects described in the proposal and expects that these projects will have a significant impact on our students and faculty.



Evelyn Davidheiser, Ph.D.
Director, Institute for Global Studies
University of Minnesota
267 19th Street S
Minneapolis, MN 55455

June 5, 2018

Dear Dr. Davidheiser,

The NEA Foundation (NEAF) Global Learning Fellows Program is pleased to collaborate with the Title VI National Resource Centers housed in the Institute for Global Studies at the University of Minnesota.

The NEA Foundation, founded in 1969, is a public charity founded by educators for educators to improve public education for all students. Our Global Learning Fellowship is a yearlong professional development program designed to provide educators with blend of online, peer, and international field-based learning opportunities to prepare themselves and their students for global citizenship.

The NEA Foundation looks forward to continued and sustained activities such as academic year workshops and summer institutes intended for both continued professional development of our Global Learning Fellows alumni and effective national dissemination of Global Learning Fellows resources and 21st century global curricula developed as a result of the NEA Foundation's Global Learning Fellowship.

Sincerely,

Robert Adams, Ph.D.
Senior Vice President of Programs
radams@nea.org

Budget Narrative File(s)

* **Mandatory Budget Narrative Filename:** 1234-Budget and Match Asian Studies NRC UMN.pdf

Add Mandatory Budget Narrative

Delete Mandatory Budget Narrative

View Mandatory Budget Narrative

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

Add Optional Budget Narrative

Delete Optional Budget Narrative

View Optional Budget Narrative

Budget - Pan-Asian Studies NRC, University of Minnesota
Center for Asian Studies

Item	Year 1: Funds requested	Year 2: Funds requested	Year 3: Funds requested	Year 4: Funds requested	Narrative Page Number
I. Personnel					
a. Administrative					
1. Associate Director, (<50% of annual salary)	\$ 20,000	\$ 20,500	\$ 21,013	\$ 21,538	
2. Outreach coordinator (<50% of annual salary)	\$ 20,000	\$ 20,500	\$ 21,013	\$ 21,538	
3. External Evaluator (12.5% of annual salary)	\$ 10,000	\$ 10,250	\$ 10,506	\$ 10,769	p. 6
b. Language Projects					
1. Development of Online Course Language Pedagogy of Online Language instruction Development of online course: Hmong Pilot Instruction of Online Course <i>NRC Priority 2: Collaboration with School of Education and LRC</i>	\$ 5,000	\$ 6,000	\$ 8,000	\$ 8,000	p. 5 p. 5 p. 5 p. 5
2. Development of medical Hmong courses	\$ 5,000		\$ 5,000		p. 5
3. Content-Based Instruction Redesign Advanced LCTL courses: Chinese		\$ 5,000		\$ 5,000	p. 5
4. Summer Intensive LCTL Courses: Hmong, Hindi, Chinese, Japanese, Korean	\$ 8,000	\$ 8,000	\$ 8,000	\$ 8,000	p. 5
5. Redesigning LCTL courses to make them CourseShare ready Language Pedagogy: Language Instruction in Hybrid Environment Korean, Arabic, Hmong <i>NRC Priority 2: Collaboration with College of Education and LRC</i>	\$ 4,000	\$ 4,000	\$ 4,000	\$ 4,000	p. 5 p. 5
6. College in the Schools: Arabic in Twin Cities High Schools <i>NRC Priority 1: Collaboration with Title I and III Eligible Schools</i>	\$ 3,000	\$ 3,000	\$ 3,000	\$ 3,000	p. 5
7. LCTL Resources: Materials Development for Advanced Courses: Modern Hebrew, Chinese, Japanese, Hmong, Hindi, Urdu	\$ 6,000	\$ 3,000	\$ 5,000	\$ 5,000	p. 5
8. Field-based Practica for LCTL Courses: Korean, Hmong <i>* Readiness Initiative</i>	\$ 5,000		\$ 5,000		p. 5
c. Curriculum Development Projects					
Course Clusters					
Theme: Environmental Humanities in the Asian Context					
1. Develop new Course: Art, Social Media, & Environmental Justice	\$ 4,000				p. 3
2. Development of May-Term Experiential Practicum Abroad with the Beijing Film Academy <i>* Readiness Initiative</i>			\$ 4,000		p. 3
3. Development of May-Term Experiential Practicum Abroad <i>* Readiness Initiative</i>				\$ 4,000	p. 3
Theme: Asia in the Global Political Economy					
4. Field-Based Practicum Course <i>* Readiness Initiative</i>	\$ 4,000				p. 3
5. Development of May-Term Experiential Practicum Abroad w/ CSOM <i>* Readiness Initiative</i>	\$ 4,000				p. 3
Theme: Conflict & Displacement in the Middle East: Human Rights Approaches					
6. Support for Middle Eastern Culture faculty hire in the Humanities		\$ 35,000	\$ 17,500	\$ 12,500	p. 4
7. New UG/G course: Representations of Conflict in Lebanese Film	\$ 4,000				p. 3
8. LGBT in Islamic Societies Past, Present, Future				\$ 4,000	p. 3
Theme: New Authoritarianisms in Asia					
9. Develop New UG course: The New Turkey and its Kurdish Minority	\$ 4,000				p. 3

10. Human Rights Lab * Readiness Initiative				\$ 4,000	p. 3
d. Outreach Projects: Pre-K, K-14 Educator Professional Development NRC Priority 1 and 2: Collaboration with MSIs, CCs, and College of Education					p. 4
1. Educator Summer Professional Development Institutes Theme: Environmental Humanities in the Asian Context NRC Priority 2: Collaboration with College of Education	\$ 5,000				p. 4
2. AY Workshops for Educators 2 Pre-service, K-12 Educators 2 Community College / MSI Educators Educator Training & Invitational Priority 3 and 4 NRC Priority 1 and 2: Collaboration with MSIs, CCs, and College of Education	\$ 2,000				p. 4
3. Educator Summer Professional Development Institutes Theme: Asia in the Global Political Economy NRC Priority 2: Collaboration with College of Education	\$ 5,000				p. 4
4. AY Workshops for Educators 2 Pre-service, K-12 Educators 2 Community College / MSI Educators Educator Training & Invitational Priority 3 and 4 NRC Priority 1 and 2: Collaboration with MSIs, CCs, and College of Education		\$ 2,000			p. 4
5. Educator Summer Professional Development Institutes Theme: Conflict & Displacement in the Middle East: Human Rights Approaches NRC Priority 2: Collaboration with College of Education			\$ 5,000		p. 4
6. AY Workshops for Educators 2 Pre-service, K-12 Educators 2 Community College / MSI Educators Educator Training & Invitational Priority 3 and 4 NRC Priority 1 and 2: Collaboration with MSIs, CCs, and College of Education			\$ 2,000		p. 4
7. Educator Summer Professional Development Institutes Theme: New Authoritarianisms in Asia NRC Priority 2: Collaboration with College of Education				\$ 5,000	p. 4
8. AY Workshops for Educators 2 Pre-service, K-12 Educators 2 Community College / MSI Educators NRC Priority 1 and 2: Collaboration with MSIs, CCs, and College of Education				\$ 2,000	p. 4
Total Personnel	\$ 118,000	\$ 117,250	\$ 119,032	\$ 118,345	
II. Fringe benefits					
Academic Fringe@34.2%	\$ 32,490	\$ 34,884	\$ 34,038	\$ 32,345	
Non-Academic Fringe@28.4%	\$ 6,532	\$ 4,331	\$ 5,540	\$ 6,750	
Total Personnel and Fringe	\$ 157,022	\$ 156,465	\$ 158,609	\$ 157,440	
III. Travel					
a. International Faculty Travel Initiatives: 1 groups @ \$3,000 (Partial Airfare + Per Diem)	\$ 3,000	\$ 3,000	\$ 3,000	\$ 3,000	p. 5-6
b. Domestic 1. Administrative travel: DC Meeting 2018 Airfare 2@ \$500 per diem 2 x \$250/day for 2 days	\$ 2,000				
2. Outreach Coordinator to travel to Educator Conferences Mileage/airfare \$500 Per diem \$250 for 3 days	\$ 1,250	\$ 1,250	\$ 1,250	\$ 1,250	
Total Travel	\$ 6,250	\$ 4,250	\$ 4,250	\$ 4,250	
IV. Equipment - none requested					
V. Supplies					
a. Library acquisitions	\$ 8,000	\$ 10,500	\$ 8,500	\$ 9,500	p. 5
b. Educator Outreach Summer Institutes: Educational Materials NRC Priority 2: Collaboration with College of Education	\$ 1,300	\$ 1,300	\$ 1,300	\$ 1,300	p. 6

c. LCTL Resources: Asian LCTLs	\$ 1,602	\$ 1,659	\$ 1,515	\$ 1,684	p. 6
Total Supplies	\$ 10,902	\$ 13,459	\$ 11,315	\$ 12,484	
VI. Contractual - none requested					
VII. Construction - none requested					
VIII. Other					
a. Building intellectual strength					
1. Theme: Environmental Humanities in the Asian Context Workshop/Colloquium/Symposium		\$ 4,000			p. 2-3
Capstone/Anchor Event with workshop for artists participant air fare 2 international @ \$1,000 participant air fare 4 domestic @ \$500 participant lodging & per diem, 3 days @\$250 professional services 6 @ \$150	\$ 8,400				p. 2-3
2. Theme: Asia in the Global Political Economy Workshop/Colloquium/Symposium	\$ 4,000				p. 3
Capstone/Anchor Event with workshop for business professionals participant air fare 2 international @ \$1,000 participant air fare 4 domestic @ \$500 participant lodging & per diem, 3 days @\$250 professional services 6 @ \$150		\$ 8,400			p. 3
3. Theme: Conflict & Displacement in the Middle East: Human Rights Approaches Workshop/Colloquium/Symposium			\$ 4,000		p. 3
Capstone/Anchor Event with workshop for NGO and media professionals participant air fare 2 international @ \$1,000 participant air fare 4 domestic @ \$500 participant lodging & per diem, 3 days @\$250 professional services 6 @ \$150				\$ 8,400	p. 3
4. Theme: New Authoritarianisms in Asia Workshop/Colloquium/Symposium				\$ 4,000	p. 3
Capstone/Anchor Event with workshop for media professionals participant air fare 2 international @ \$1,000 participant air fare 4 domestic @ \$500 participant lodging & per diem, 3 days @\$250 professional services 6 @ \$150			\$ 8,400		p. 3
b. Outreach projects					
1. Educator Access Stipends for Summer Institutes Teacher Training Stipends, 5 @ \$600 <i>NRC Priority 1 and 2: Collaboration with MSIs, CCs, and College of Education</i>	\$ 3,000	\$ 3,000	\$ 3,000	\$ 3,000	p. 4
2. CAS Curriculum Writing Team (collaboration with Title I & Title III Schools): 4 during the AY <i>NRC Priority 1 and 2: Collaboration with MSIs, CCs, and College of Education</i>	\$ 4,000	\$ 4,000	\$ 4,000	\$ 4,000	p. 4
3. Online K-14 Teaching Resources for Digital Outreach <i>NRC Priority 2: Collaboration with College of Education and UMN LRC</i>	\$ 2,500	\$ 2,500	\$ 2,500	\$ 2,500	p. 4
4. NEA Global Education Fellows Collaboration <i>NRC Priority 2: Collaboration with teacher education program</i>	\$ 3,000	\$ 3,000	\$ 3,000	\$ 3,000	p. 4
Total Other	\$ 24,900	\$ 24,900	\$ 24,900	\$ 24,900	
Total project	\$ 199,074	\$ 199,074	\$ 199,074	\$ 199,074	
Indirect cost @ 8%	\$ 15,926	\$ 15,926	\$ 15,926	\$ 15,926	
Total - NRC	\$ 215,000	\$ 215,000	\$ 215,000	\$ 215,000	

FLAS Fellowships					
6 Academic Year Graduate Student Fellowships					
6 Subsistence Allowances @ \$15,000	\$ 90,000	\$ 90,000	\$ 90,000	\$ 90,000	
6 Tuition/Fee Allowances @ \$18,000	\$ 108,000	\$ 108,000	\$ 108,000	\$ 108,000	
<i>FLAS Priority 1 and 2: Financial Need and Study of LCTL</i>					
4 Academic Year Undergraduate Fellowships					
4 Subsistence Allowances @ \$5,000	\$ 20,000	\$ 20,000	\$ 20,000	\$ 20,000	
4 Tuition/Fee Allowances @ \$10,000	\$ 40,000	\$ 40,000	\$ 40,000	\$ 40,000	
<i>FLAS Priority 1 and 2: Financial Need and Study of LCTL</i>					
4 Summer Fellowships					
4 Subsistence Allowances @ \$2,500	\$ 10,000	\$ 10,000	\$ 10,000	\$ 10,000	
4 Tuition/Fee Allowances @ \$5,000	\$ 20,000	\$ 20,000	\$ 20,000	\$ 20,000	
FLAS Competitive Priority					
<i>FLAS Priority 1 and 2: Financial Need and Study of LCTL</i>					
Total FLAS Fellowships	\$ 288,000	\$ 288,000	\$ 288,000	\$ 288,000	
Total NRC & FLAS	\$ 503,000	\$ 503,000	\$ 503,000	\$ 503,000	

Match Funds - University of Minnesota
Pan-Asian Studies NRC

	Year 1: 2018-2019			Year 2: 2019-2020			Year 3: 2020-2021			Year 4: 2021-22	
	CLA	Provost	OVRP	GPSA	CLA	Provost	OVRP	GPSA	CLA	Provost	GPSA
I. Personnel											
a. Administrative											
1. Center Director: Prof. Dr. Vinay Gidwani (1 course release)	\$ 26,664				\$ 27,331				\$ 28,014		
2. Program Coordinator	\$ 24,730				\$ 25,349				\$ 25,983		
3. FLAS Coordinator		\$ 15,000				\$ 15,375				\$ 15,759	
b. Language Projects	No matching requested										
c. Curriculum Projects	No matching requested										
d. Outreach											
1. Outreach Coordinator		\$ 10,000	\$ 10,000			\$ 10,250	\$ 10,250			\$ 10,506	
2. Educator Training Institutes											
II. Fringe											
Academic Fringe @ 34.2%	\$ 17,577	\$ 3,420	\$ 3,420		\$ 18,016	\$ 3,506	\$ 3,506		\$ 18,467	\$ 3,593	\$ 3,593
Non-Academic Fringe @ 28.4%		\$ 4,260				\$ 4,367				\$ 4,476	
III. Travel											
a. International				\$ 6,000				\$ 6,000			
Faculty Travel Initiatives											
b. domestic	No matching requested										
I. Administrative travel	No matching requested										
IV. Equipment	No matching requested										
V. Supplies	No matching requested										
VI. Contractual	No matching requested										
VII. Construction	No matching requested										
VIII. Other											
a. Building Intellectual Strength	\$ 2,320	\$ 18,580			\$ 1,503	\$ 18,245			\$ 666	\$ 17,901	
b. Outreach Projects		\$ 3,000				\$ 3,000				\$ 3,000	
Total Project	\$ 68,971	\$ 35,000	\$ 35,000	\$ 6,000	\$ 70,696	\$ 35,000	\$ 35,000	\$ 6,000	\$ 72,463	\$ 35,000	\$ 6,000
											\$ 74,275