

**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 # P015A180123**

**Grants.gov Tracking#: GRANT12659921**

OMB No. , Expiration Date:

Closing Date: Jun 25, 2018

PR/Award # P015A180123

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

Application for Federal Assistance SF-424		
* 1. Type of Submission: <input type="checkbox"/> Preapplication <input checked="" type="checkbox"/> Application <input type="checkbox"/> Changed/Corrected Application	* 2. Type of Application: <input checked="" type="checkbox"/> New <input type="checkbox"/> Continuation <input type="checkbox"/> Revision	* If Revision, select appropriate letter(s): <input type="text"/> * Other (Specify): <input type="text"/>
* 3. Date Received: <input type="text" value="06/25/2018"/>	4. Applicant Identifier: <input type="text"/>	
5a. Federal Entity Identifier: <input type="text"/>	5b. Federal Award Identifier: <input type="text"/>	
<b>State Use Only:</b>		
6. Date Received by State: <input type="text"/>	7. State Application Identifier: <input type="text"/>	
<b>8. APPLICANT INFORMATION:</b>		
* a. Legal Name: <input type="text" value="Cornell University"/>		
* b. Employer/Taxpayer Identification Number (EIN/TIN): <input type="text" value="150532082"/>	* c. Organizational DUNS: <input type="text" value="8726124450000"/>	
<b>d. Address:</b>		
* Street1:	<input type="text" value="East Hill Plaza"/>	
Street2:	<input type="text" value="373 Pine Tree Road"/>	
* City:	<input type="text" value="Ithaca"/>	
County/Parish:	<input type="text" value="Tompkins"/>	
* State:	<input type="text" value="NY: New York"/>	
Province:	<input type="text"/>	
* Country:	<input type="text" value="USA: UNITED STATES"/>	
* Zip / Postal Code:	<input type="text" value="14850-2820"/>	
<b>e. Organizational Unit:</b>		
Department Name: <input type="text" value="South Asia Program"/>	Division Name: <input type="text" value="Einaudi Center for Intl Stud"/>	
<b>f. Name and contact information of person to be contacted on matters involving this application:</b>		
Prefix: <input type="text" value="Ms."/>	* First Name:	<input type="text" value="Christine"/>
Middle Name:	<input type="text"/>	
* Last Name:	<input type="text" value="Brown"/>	
Suffix:	<input type="text" value="JD"/>	
Title:	<input type="text" value="Grant &amp; Contract Officer"/>	
Organizational Affiliation: <input type="text" value="Office of Sponsored Programs"/>		
* Telephone Number: <input type="text" value="607-255-2942"/>	Fax Number: <input type="text"/>	
* Email: <input type="text" value="cu_awds@cornell.edu"/>		

**Application for Federal Assistance SF-424**

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

O: Private Institution of Higher Education

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

\* Other (specify):

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

Department of Education

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

84.015

CFDA Title:

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

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

ED-GRANTS-052518-001

\* Title:

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

**13. Competition Identification Number:**

84-015A2018-1

Title:

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

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

1236-Areas Affected by NRC.pdf

Add Attachment

Delete Attachment

View Attachment

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

Cornell-Syracuse NRC Comprehensive Consortium

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.

**17. Proposed Project:**

\* a. Start Date:

\* b. End Date:

**18. Estimated Funding (\$):**

* a. Federal	<input type="text" value="3,318,000.00"/>
* b. Applicant	<input type="text" value="0.00"/>
* c. State	<input type="text" value="0.00"/>
* d. Local	<input type="text" value="0.00"/>
* e. Other	<input type="text" value="0.00"/>
* f. Program Income	<input type="text" value="0.00"/>
* g. TOTAL	<input type="text" value="3,318,000.00"/>

**\* 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

**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:

## **Areas Affected by NRC-Syracuse Comprehensive NRC Consortium Project**

City of Cortland  
City of Ithaca  
City of Buffalo  
City of Rochester  
City of Syracuse

Cortland County, NY  
Monroe County, NY  
Niagara County, NY  
Onondaga County, NY  
Tompkins County, NY

New York State

## **Congressional Districts of NRC-Syracuse Comprehensive NRC Consortium Project**

NY-22

NY-23

NY-24

NY-25

NY-26

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

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

Name of Institution/Organization

Cornell University

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

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

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	140,944.00	143,051.00	144,761.00	147,532.00		576,288.00
2. Fringe Benefits	46,781.00	47,557.00	48,907.00	49,864.00		193,109.00
3. Travel	7,340.00	6,860.00	8,660.00	7,260.00		30,120.00
4. Equipment	0.00	0.00	0.00	0.00		0.00
5. Supplies	3,100.00	3,000.00	2,600.00	2,800.00		11,500.00
6. Contractual	0.00	0.00	0.00	0.00		0.00
7. Construction	0.00	0.00	0.00	0.00		0.00
8. Other	51,835.00	49,532.00	45,072.00	42,544.00		188,983.00
9. Total Direct Costs (lines 1-8)	250,000.00	250,000.00	250,000.00	250,000.00		1,000,000.00
10. Indirect Costs*	20,000.00	20,000.00	20,000.00	20,000.00		80,000.00
11. Training Stipends	559,500.00	559,500.00	559,500.00	559,500.00		2,238,000.00
12. Total Costs (lines 9-11)	829,500.00	829,500.00	829,500.00	829,500.00		3,318,000.00

**\*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: 07/01/2015 To: 06/30/2020 (mm/dd/yyyy)

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

The Indirect Cost Rate is 64.00%.

(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 # P015A180123

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

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

**SECTION C - BUDGET NARRATIVE (see instructions)**

ED 524

## ASSURANCES - NON-CONSTRUCTION PROGRAMS

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

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

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

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

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

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

<p>SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL</p> <p>Christine A Brown</p>	<p>TITLE</p> <p>Grant &amp; Contract Officer</p>
<p>APPLICANT ORGANIZATION</p> <p>Cornell University</p>	<p>DATE SUBMITTED</p> <p>06/25/2018</p>

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

# DISCLOSURE OF LOBBYING ACTIVITIES

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

Approved by OMB  
4040-0013

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

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

Prime     SubAwardee

\* Name:

\* Street 1:     Street 2:

\* City:     State:     Zip:

Congressional District, if known:

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

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

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

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

Prefix  \* First Name  Middle Name

\* Last Name  Suffix

\* Street 1  Street 2

\* City  State  Zip

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

Prefix  \* First Name  Middle Name

\* Last Name  Suffix

\* Street 1  Street 2

\* City  State  Zip

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

\* Signature:

\* Name: Prefix  \* First Name  Middle Name

\* Last Name  Suffix

Title:  Telephone No.:  Date:

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

## NOTICE TO ALL APPLICANTS

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

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

### To Whom Does This Provision Apply?

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

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

### What Does This Provision Require?

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

be discussed in connection with related topics in the application.

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

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

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

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

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

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

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

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

### Estimated Burden Statement for GEPA Requirements

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

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

1235-GEPA CU SU NRC.pdf

Add Attachment

Delete Attachment

View Attachment

# South Asia Program / Southeast Asia Program and Cornell University

## GEPA Position

### Cornell's Vision and Goals for Diversity

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

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

Cornell is working to:

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

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

### *Open Doors*

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

### *Open Hearts*

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

### *Open Minds*

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

### **Leadership at Cornell**

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

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

### **University Diversity Initiatives**

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

Cornell's current diversity Initiatives include:

## **1. Campus Climate Initiative**

### a) Presidential Task Force on Campus Climate

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

### b) Supporting Diversity and Inclusion on Our Campuses

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

### c) Diversity and Educational Programming for Greek Life

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

### d) Alternative Dispute Resolutions Process

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

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

### e) New Student Orientation Programming

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

### f) Helping Faculty Address Diversity in the Classroom

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

### g) Creating Space for Student Resource Centers on Central Campus

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

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

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

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

i) Weill Cornell Medicine - Diversity and Inclusion

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

j) Alliance for Diversity and Inclusion

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

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

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

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

Toward New Destinations initiatives apply across seven constituent groups:

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

### **3. Equal Opportunity & Affirmative Action**

#### **a) Equal Education and Employment Opportunity**

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

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

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

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

#### **b) Workplace Affirmative Action**

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

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

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

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

#### **4. Disability Access**

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

#### **5. Gender Equity & Title IX**

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

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

#### **6. Restroom & Facilities Use Guidelines**

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

#### **7. Supplier Diversity**

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

#### **8. Inclusive Excellence Academy**

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

Workshop Categories include:

### *Self-Awareness*

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

### *Understanding Difference*

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

### *Transformative Action*

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

## **9. Bias Tracking at Cornell**

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

### **Awards relating to Inclusion and Diversity as a school and employer**

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

### **Office of Academic Diversity Initiatives (OADI)**

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

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

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

#### *OADI's Mission*

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

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

#### *OADI's Vision*

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

#### *OADI's Interface with South and Southeast Asia Programs*

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

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

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

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

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

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

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

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

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

## SU GEPA PROVISION: SECTION 427 ON EQUAL ACCESS

Syracuse University and, by extension, the South Asia Center, are committed to promoting a culturally and socially diverse climate that facilitates the development of each member of their community. Diversity and accessibility are among the five core values in SU's mission. These values were adopted by the University Senate in 1992 as part of the Syracuse Compact in the creation of a student-centered research university. SU's commitment to diversity has continued to grow. In Fall 2015, Chancellor Kent Syverud announced the creation of the Chancellor's Workshop on Diversity and Inclusion, a group of students, faculty, and staff charged with developing solutions on how to create an even more diverse and inclusive climate at Syracuse University. The Chancellor has stated that "Diversity is critical to 21<sup>st</sup>-century success. The strength of Syracuse University, as a whole, comes from embracing the unique talents, history, and perspective of every individual on this campus."

SU is not only committed to diversity and inclusiveness among its faculty and student body, but in creating a workplace environment that can attract and retain a diverse faculty and staff. More attention has been directed toward insuring diversity on the campus as it has become an important factor in the University's strategic planning process. The administration has been active in pursuing funds to provide financial aid to a wider range of minority students and in helping departments take advantage of opportunities to hire minorities and women. There has also been a focus on supporting diversity dialogue groups among students and in seeking outside support for a number of alliances for graduate education with developing countries and for aid to both students and scholars at risk.

Inclusion of faculty and students with disabilities is aided by the SU Disabilities Studies Program, which is one of the oldest and strongest disability studies program in the country. SU faculty helped to shape the Americans with Disabilities Act and faculty and students in this program continues to monitor and call to the attention of the administration any problems they see involving accessibility and inclusiveness of students and faculty with disabilities. In addition, the Office of Disability Services (ODS)'s mission is to engage the University Community to empower students, enhance equity, and provide a platform for innovation and inclusion.

Data on the student body for the Fall of 2017 indicate that of the 22,484 students enrolled at SU, including both undergraduate and graduate students, 53.9% are women and 46.1% men. Around 46.4% of the SU student body is comprised of minority and international students; this percentage is 45% among the graduate students. About 75% of the students receive some form of financial assistance. Fifty-two percent of SU's 920 full-time instructional faculty are men and 47.5% are women. Among the 36 faculty whose research and teaching focus on South Asia studies, 56% are women; 55% of the graduate students studying South Asia are women. Some 20 percent of SU's full-time instructional faculty is from underrepresented groups. Of the South Asia studies faculty, the percentage of faculty of color is considerably higher at 69%.

Given that SU has the fourth largest study abroad program in the country, roughly 40 percent of the SU students have some international experience during their tenure on campus. Ranging from a number of weeks to a semester, students are immersed in a different culture and

expected to both improve and use their language skills during their residency in these other countries. Though it does not have a study abroad center in South Asia, SU currently participates in South India Term Abroad (SITA), Pitt in the Himalayas, and SIT India: Public Health, Gender, and Community Action, in addition to short term or summer programs.

Syracuse University is deeply committed to fostering and supporting an inclusive, accessible campus of opportunity for a richly diverse student body. Syracuse's commitment to diversity and inclusion is rooted in the belief that an education informed by multiple points of view, life experiences, ethnicities, cultures, and belief systems is essential to academic excellence. As part of this commitment to sustain an inclusive campus community, the University has launched various initiatives addressing the wide spectrum of difference represented in our student body, including ethnicity, military backgrounds, cultural traditions, disability status, sexual orientation, and gender identity. Among the many campus offices and programs supporting these diverse groups are the Equal Opportunity, Inclusion, and Resolution Services office; the Office of Disability Services; the Office of Multicultural Affairs; and the LGBT Resource Center. The University also is home to a number of precedent-setting programs, institutes, and community partnerships that have grown out of its legacy of support for and advocacy on behalf of veterans, persons with disabilities, and Native Americans, among others. They include the Institute for Veterans and Military Families; the Burton Blatt Institute; the Gebbie Speech-Language-Hearing Clinic; the Democratizing Knowledge Collective; and the Skä•noñh: Great Law of Peace Center. Syracuse University will continue building on these and other efforts to promote access and inclusion across a wide range of difference; advance cultural competence among faculty, staff, and students; and ensure a safe and respectful campus community for all.

## CERTIFICATION REGARDING LOBBYING

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

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

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

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

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

### Statement for Loan Guarantees and Loan Insurance

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

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

<b>* APPLICANT'S ORGANIZATION</b> Cornell University	
<b>* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE</b>	
Prefix: Ms.	* First Name: Christine Middle Name:
* Last Name: Brown	Suffix: JD
* Title: Grant & Contract Officer	
<b>* SIGNATURE:</b> Christine A Brown	<b>* DATE:</b> 06/25/2018

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

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

**1. Project Director:**

Prefix:	First Name:	Middle Name:	Last Name:	Suffix:
Prof.	Anne	M	Blackburn	

Address:

Street1:	170 Uris Hall
Street2:	
City:	Ithaca
County:	Tompkins
State:	NY: New York
Zip Code:	14853-7601
Country:	USA: UNITED STATES

Phone Number (give area code)	Fax Number (give area code)
607-254-6501	

Email Address:

amb242@cornell.edu

**2. Novice Applicant:**

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

Yes  No  Not applicable to this program

**3. Human Subjects Research:**

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

Yes  No

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

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

No Provide Assurance #, if available:

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

	Add Attachment	Delete Attachment	View Attachment
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## Abstract

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

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

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

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## You may now Close the Form

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

\* Attachment:

## Abstract

Our NRC consortium between Cornell University's South Asia Program (SAP) and Syracuse University's South Asia Center (SAC) exemplifies what can be accomplished when two premiere academic institutions partner with the U.S. Dept. of Education (USDE) to train a pool of international experts for government, business, education, and nonprofit service. Graduates of our NRC now work in the Department of State, Executive Office of the President, USAID, the Peace Corps, the World Bank, and the various UN agencies throughout South Asia. Beneficiaries of our NRC-FLAS funding now contribute their South Asia expertise to future generations of Americans at colleges and universities such as Harvard University, Bowdoin College, Columbia University, Georgetown University, Oberlin College and University of Wisconsin-Madison.

We provide an unusual geographic breadth of expertise that includes Afghanistan, Nepal, Sri Lanka, and Bangladesh, India and Pakistan. Our academic depth provides state-of-the-art research and professional preparation for students on the politics, economics, international relations, agriculture, food security, global public health, architecture and urban planning, anthropology, visual and performing arts, religious studies, and literature of South Asia.

The two schools each provide vital components to the NRC. Cornell has expertise in international agriculture and international development as well as architecture and urban planning, while Syracuse is nationally recognized for expertise in geopolitics and security issues, through the activities of the Institute for National Security and Counterterrorism (INSCT) and the Program on Global Black Spots (areas of the world that are outside of effective governmental control and controlled by alternative, mostly illicit, social structures). SU also has a partnership with the Center for Strategic and International Studies (CSIS) in Washington, DC, which allows undergraduate and graduate students to take classes and hold internships in Washington. Syracuse's Maxwell School's #1 ranked program in Public Management and Leadership and Cornell's Institute for Public Affairs (CIPA) have strong and long-standing links to international relations and public policy work on and in South Asia. In the humanities/social sciences, Cornell provides depth in areas such as Sanskrit, South Asian history, history of art, anthropology of South India and the Himalayas, and the history of religions. Syracuse offers depth in the anthropology of North India, gender and sexuality, public health, visual and performing arts, and contemporary religious practices in South Asia and its diasporas. Since 1983, we have leveraged federal NRC funds to build a robust South Asia curriculum that has been successfully institutionalized, while also developing nationally recognized research programs and outreach activities. Our NRC fulfills all four NRC Program Purposes by teaching South Asian modern languages and related regional studies courses and supporting South Asia research and training in professional and other fields of study, including world affairs.

### **Project Goal 1: Create a pipeline of students proficient in priority languages who undertake field research, internships, employment and language training (NRC Program Purpose (a) and (b) and (c))**

**Outcome 1.A:** By the end of the project period there will be 200 undergraduates/graduates enrolled in intermediate and advanced priority language (2nd yr. language and above) programs at consortium and partner institutions, both domestic and overseas.

**Outcome 1.B:** By the end of the project period, at least 80% of awardees of NRC/FLAS funding who undertake training in South Asian languages will subsequently undertake South Asia-related field research, internships, fellowships, or employment.

**Project Goal 2: Infuse South Asia studies dimensions into Community College and Teacher Education faculty development and curricula (NRC Competitive Priorities 1 & 2).** We will partner with 3 community colleges – Onondaga (MSI), Monroe (MSI), and Tompkins Cortland - and 3 Teacher Education partners at Syracuse University, SUNY-Cortland and Buffalo State (MSI) to support the integration of South Asia dimensions into teacher preparation programs to develop new faculty advancement and study abroad opportunities.

**Outcome 2.A:** By the end of the project period, 10 educational professional development events will have been offered to Community College and Teacher Education partners.

**Outcome 2.B:** By the end of the grant period, a total of 6 grants (Global Education Faculty Fellows and Community College Internationalization Fellows) will have been awarded to Community College and Teacher Education faculty partners.

**Outcome 2.C:** By the end of the grant period, 4 Overseas Learning Faculty Development grants will be awarded to Community College and Teacher Education faculty partners.

**Outcome 2.D:** By end of the grant period, at least 10 new curriculum components within NRC partners' curricula will be created as a result of consortium grants and professional development events.

**Project Goal 3: Expose students and faculty to diverse perspectives, debates and policies that address a wide range of issues relating to Sustainable South Asia (NRC Absolute Priorities 1&2; NRC Program Purpose (b), (c) and (d))**

**Outcome 3.A:** By the end of the project period, we will create a network across the consortium and partner institutions that enhances multidisciplinary collaboration, teaching, and outreach activities related to Sustainable South Asia

**Outcome 3.B:** By the end of the project period, we will have strengthened teaching about Sustainable South Asia at consortium and partner institutions by developing new multidisciplinary curriculum units that reflect debates and diverse perspectives

Other Priority Initiatives include:

- 1. Generate Debate about South Asia and Encourage Government Service (NRC Absolute Priority 1; NRC Program Purpose (b), (c), (d))**
- 2. Deepen our excellent K-12 Outreach Program. (NRC Absolute Priority 2)** We will build on our success in K-12 outreach by influencing the education pipeline through teacher education and longer-term international exposure for students.
- 3. Expand the Priority Language Curriculum (NRC Program Purpose (a) and (c)).** Expand undergraduate and graduate language programs in Bengali, Hindi, Nepali, Sinhala, Tamil, and Urdu to partner institutions via video-conference teaching.
- 4. Leverage NRC funding to Institutionalize Priority Languages Instruction (NRC Program Purpose (a) and (c)).** NRC funding has enabled us to establish and maintain language instruction in four priority languages - Hindi (SU), Bengali (CU), Nepali (CU), and Sinhala (CU). Sinhala is further institutionalized in this grant cycle.
- 5. Leverage NRC funding to further institutionalize the Tamil Studies Initiative (NRC Program Purpose (b)).** NRC funding helped to establish the Tamil Studies Initiative. We now further institutionalize through Cornell budgetary support and expand activities.
- 6. Strategically Deploy FLAS Fellowships (FLAS Comp Priority 1 & 2)**

## Project Narrative File(s)

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## INTRODUCTION

Our NRC consortium between Cornell University's South Asia Program (SAP) and Syracuse University's South Asia Center (SAC) exemplifies what can be accomplished when two premiere academic institutions partner with the U.S. Dept. of Education (USDE) to train a pool of international experts for government, business and nonprofit service. Graduates of our NRC work in the Department of State, Executive Office of the President, USAID, the Peace Corps, the World Bank, and the various UN agencies throughout South Asia. Beneficiaries of our NRC-FLAS funding now contribute their South Asia expertise to future generations of Americans at colleges and universities such Harvard University, Bowdoin College, Columbia University, Georgetown University, Oberlin College and University of Wisconsin-Madison.

We provide an unusual geographic breadth of expertise that includes Afghanistan, Nepal, Sri Lanka, Bangladesh, India, and Pakistan. Our academic depth provides state-of-the-art research and professional preparation for students on the politics, economics, international relations agriculture, food security, global public health, architecture and urban planning, anthropology, visual and performing arts, religious studies, and literature of South Asia.

Each school provides vital components to the NRC. Cornell has expertise in international agriculture and international development as well as architecture and urban planning, while Syracuse is nationally recognized for expertise in geopolitics and security issues, through the Institute for National Security and Counterterrorism (INSCT) and the Program on Global Black Spots (world areas outside of effective governmental control, controlled by alternative, mostly illicit, social structures). SU also has a partnership with the Center for Strategic and International Studies (CSIS) in Washington, DC, which allows undergraduate and graduate students to take classes and hold internships in Washington. Syracuse's Maxwell School's #1 ranked program in

Public Management and Leadership and Cornell's Institute for Public Affairs (CIPA) have strong and long-standing links to international relations and public policy work on and in South Asia.

In the humanities and social sciences, Cornell provides depth in areas such as Sanskrit, South Asian history, history of art, anthropology of South India and the Himalayas, and the history of religions. Syracuse offers depth in the anthropology of North India, gender and sexuality, public health, visual and performing arts, and contemporary religious practices in South Asia and its diasporas.

Since 1983, we have leveraged federal NRC funds to build a robust South Asia curriculum that has been successfully institutionalized, while also developing nationally recognized research programs and outreach activities. For example, Nepali language instruction is now fully institutionalized at Cornell, which has also expanded support of Sinhala language instruction despite university budget concerns. Syracuse's Hindi program is now almost fully supported by the university. Both campuses offer highly successful conferences and weekly seminar series that are supported by the NRC and universities. This programming exposes students to cutting-edge research and personal interactions with experts, provide advanced students with the opportunity to present research findings, and supplement undergraduates' experience of South Asian topics. Among key themes addressed are: foreign policy and geopolitical tensions, sustainability and development, trans-regional corridors, and majority-minority dynamics. For instance, the NRC recently invited S. Paul Kapur (Naval Postgraduate School) to speak on both campuses about the Pakistani government's role in terrorism.

We partner with 3 Teacher Education Programs (Syracuse, SUNY Cortland, and Buffalo State) and 3 community colleges (Monroe, Onondaga and Tompkins Cortland). Buffalo State, MCC and OCC are Title III or Title V Minority-Serving Institutions. We are now ready to use

this robust program as a springboard to share our expertise and respond to the NRC priorities with a new **Sustainable South Asia Initiative** and other innovations. The Initiative will increase understanding of South Asian nations and cultures using the intersections of food security, water management, culture preservation, and urban planning as core concepts.

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

### **A.1. Activities Are of High Quality and Directly Related to the NRC Purpose**

In addition to our core language instruction, our programming generates debate on South Asia and international affairs, thus training specialists for government service. Our 2017 NRC Peer Review attested to the quality of our program, *“We had many opportunities to witness that the faculty energy was good, the staff strong, the consortium with Syracuse robust, and that Cornell’s Kroch library held world class collections in Nepalese, Pali, Sanskrit, Sinhala and Tamil texts”* and *“one of SAC’s major strengths is its emphasis on Hindi. The Center has made a shrewd strategic choice in deciding to focus its resources on promoting Hindi instruction...The SAC organizes a robust calendar of events that delivers a rich intellectual and cultural environment for students and faculty.”*

The improvements that we now propose through this grant are part of long-term institutional commitments, in which NRC funding will play a small, but crucially leveraged role. The quality of our proposed activities is assured through several means: all speakers/teachers are nationally and internationally recognized as leaders in their fields (confirmed by CVs, awards and publications); the proposed activities have been developed by our consortium core faculty who are international experts in their fields (see CV section); our ability to leverage partner participation in our programming and outreach activities signals the quality of our offerings; our success in leveraging institutional resources at CU and SU shows that our activities are recognized as well conceived and administered.

**A.2. Development Plan/Timeline**

The development plan and attached budget demonstrate how the proposed activities will contribute to a strengthened program and use resources and personnel effectively to achieve the proposed objectives.

**Chart 1: Timeline/Development Plan**

**Legend:** (N) = New initiative, (E) = Expanded initiative  
te = Teacher Education, cc = Community College, k12 = K12 schools

Activity	NRC Priority	Goal & PerM	Budg. Line	Year				Partner		
				1	2	3	4	k12	te	cc
<p><b>Develop an on-going, interdisciplinary, integrative thematic focus on Sustainable South Asia to enhance collaborative research, teaching, and outreach activities.</b> Building on our strengths, we propose a collaborative initiative to develop new, interdisciplinary and integrative approaches to the present and future challenges of sustainability in South Asia. The initiative builds on campus-wide momentum at both locations and will extend into all aspects of NRC programming. Over the four years we will develop an interdisciplinary, inter-institutional teaching and research community focusing on questions of sustainability such as health care, food security, environment, economics, education, artistic cultures, democracy, conflict studies.</p>										
Foster curriculum development at Syracuse on the theme of sustainability in South Asia by offering two competitive <b>Sustainable South Asia Curriculum Enhancement Grants</b> , enhancing curriculum in key areas. (N)	Abs. 1	1.A.2	A.3.b.							
Sponsor one community college faculty member to go on a CAORC/AIIS-run 3-week <b>Sustainability Curriculum Development trip to India</b> in January 2019-20. We will inform our partners of the opportunity and CAORC will issue a national call for applications routed through CC organizations. (N)	Abs. 1	2.D. 3.C.	E.2.e. E.4.e.							
Initiate annual <b>Sustainable South Asia workshops</b> to establish a network of faculty and students from SU, CU, CC and Teacher Education programs who are working on issues of cultural, health, economic, and environmental sustainability. (N)	Abs. 1	3.A.2.	E.4.a.							
Deepen and <b>expand study abroad and engaged learning opportunities</b> in sustainability by further institutionalizing relationships with proven NGOs in India: Keystone Foundation, Tamil Nadu (environment and indigenous communities); Barefoot College, Rajasthan (environment and technology); School for Democracy, Rajasthan (politics and culture); Folk Arts Rajasthan (culture, literacy, and education), Kunjban, Jharkhand (performance culture), and Aarogya Seva, Karnataka (health care, arts and technology). (N)	Abs. 1	3.C.	E.4.c C.1.d.							
Develop <b>Sustainable South Asia Speaker Series</b> to diversify debate on campuses. (N)	Abs. 1	3.A.2.	E.4.b.							
<b>Indigenous Knowledge &amp; Climate Change Conference</b> , international conference at CU	Abs. 1	3.A.2.	E.4.d. D.3.							

Activity	NRC Priority	Goal & PerM	Budg. Line	Year				Partner		
				1	2	3	4	k12	te	cc
examines how local communities in South Asia respond to climate change through local and regional forms of knowledge, and how such knowledge environmental crisis management can contribute to global strategies for climate change management. (N)										
<b><u>Diverse Perspectives on Campus</u></b>										
Nearly all postsecondary campuses are striving to further internationalize their curriculum. At SU, the strategic plan calls for improved communication and collaboration among units that deal with internationalization. All our partners share interest in the creation the expansion of study abroad opportunities and improvement of cross regional collaboration.										
<b>Seminar Series</b> – bringing experts to campus to engender debate. (E)	Abs. 1	1.B.1.	E.6.							
<b>Human Rights Film Festival</b> cosponsored with Newhouse School of Public Communications, highlights South Asian films. (E)	Abs. 1		E.7.							
<b>International Relations Curriculum Enhancement Grant</b> one per year to SU faculty. Selection through open competition by the SAC leadership team. (N)	Abs. 1		A.3.c.							
<b>South Asia Open Access Archives</b> preserves and digitizes materials for the study of South Asia and expands national access for students and researchers. (N)	Abs. 1		E.10.							
<b><u>Deepen our excellent K-12 outreach program</u></b>										
Our K-12 outreach program has produced excellent results. We will build on this success by focusing on larger-scale and higher-impact K-12 activities, influencing the education pipeline through teacher education and longer-term international exposure for students.										
<b>International Summer Studies Institute (ISSI)</b> for K-12 and pre-service teachers will be offered for two full days each summer with the following themes: 2019: Cultural Sustainability; 2020: Global Health; 2021: Food & Food Security; 2022: Colonial Crossroads. (E)	Abs. 2	1.A.1 2 & 3	A.1.a A.1.c E.1.a.							
Expand the <b>After-school Language Program</b> in priority languages (a partnership with Cornell’s Public Service Center replaces earlier NRC funds) to bring their <b>language enrichment program</b> to 4 outlying school districts beginning in Fall 2018. (E)	Abs. 2	1.A.1.	A.1.a							
Offer training about the <b>Bhutanese Nepali community</b> for Syracuse City schools. (N)	Abs. 2		A.1.c E.1.b.							
<b>Voices of New Americans Project</b> will work collaboratively with faculty from TC3 to collect South Asia immigrant and refugee stories (especially those of Bhutanese Nepali refugees) to bring into the K-12 curricula and deepen teacher education. Details on page 51. (N)	Abs. 2		A.1.c E.1.c.							
Administer the <b>South Asia Book Award (SABA)</b> and share with K-12 teachers, librarians, and teacher education programs to enrich the curriculum with selected children’s literature. (E)	Abs. 2	2	A.1.c E.1.d.							

Activity	NRC Priority	Goal & PerM	Budg. Line	Year				Partner		
				1	2	3	4	k12	te	cc
Organize, with SABA, <b>South Asia-focused author roundtable</b> at National Council for Teachers of English (NCTE) conference in Houston, TX on 11/17/18. (N)	Abs. 2		A.1.c E.1.d							
Expand the <b>Lending Library</b> by working with pre-service teachers at SU's School of Education to create lesson plans to accompany all the culture kits used by K-12 teachers and create a new kit on sustainability in South Asia. (E)	Abs. 2	2	A.1.a							
<b>Partner with Community Colleges</b>										
We will partner with Onondaga Community College (OCC), Monroe Community College (MCC), and Tompkins Cortland Community College (TC3), to internationalize faculty professional development and student experience to empower students to contribute within our globalized economy.										
Inaugurate <b>Artist-in-Residence Initiative</b> to provide South Asian arts expertise across media -- including visual arts, music, and dance -- for performances and/or workshops. Our Community College partners have highlighted arts as an especially valuable area for internationalization activities. By co-sponsoring, we can reach a broader audience on their campus and increase attendance. Approximately four 10-14 days residencies offered. (N)	Comp 1	2.A.1.	A.1.b. A.1.c E.2.b.							
Develop short-term study abroad programs in South Asia by providing <b>Overseas Learning Faculty Development</b> grants for faculty to travel to South Asia, curated by NRC faculty/staff/graduate student. Global Education and CC Internationalization Fellows will receive preference. Experience shows this curation is necessary for optimal and effective learning. 1 grant per year. (E)	Comp 1 Comp 2		A.1.b. A.1.c E.2.e. E.3.c							
<b>Community College Internationalization Fellows grants</b> to provide travel stipends to Community College faculty to travel to South Asia with a faculty or staff person from the consortium in order to plan a short terms study abroad program. \$1k per faculty to internationalize curriculum. 3 offered by SAC/SAP and 2 in collaboration with SEAP, another NRC funded center. (E)	Comp 1	2.C. 2.B.	A.1.b. A.1.c E.2.d.							
Develop <b>Speaker Series</b> for faculty as part of increasing international and diversity awareness on campus. (E)	Comp 1	2.A.1	A.1.b. A.1.c E.2.a.							
<b>Partner with Teacher Education Programs</b>										
We will partner with Syracuse's School of Education, Buffalo State University School of Education, and SUNY Cortland's School of Education to support the integration of South Asia dimensions into their teacher preparation programs.										
We will offer <b>Global Education Faculty Fellows grants</b> to better prepare in- and pre-service teachers to teach in culturally diverse classrooms. These activities prepare teachers-in-training to develop and communicate effectively global dimensions through their curriculum, as well as to reach underserved school children of South Asian heritage. \$1k per	Comp 2	2.B.	A.1.b. A.1.c E.3.a							

Activity	NRC Priority	Goal & PerM	Budg. Line	Year				Partner		
				1	2	3	4	k12	te	cc
faculty to internationalize curriculum involving South Asia studies. 3 offered by SAC/SAP and 2 in collaboration with SEAP, another NRC funded center. (E)										
Send SU School of Education faculty member, Luis Columna, to South Asia to attend <b>Sustainability Workshops</b> with Aarogya Seva to lay foundation for short term study abroad trips. (N)		3.C.	A.1.b. A.1.c E.4.c.							
Develop <b>Global Voices in Education Speaker Series</b> for faculty as part of increasing international and diversity awareness on campus. We will solicit ideas from them about SA-related speakers on education they want to hear. (E)		2.A.1.	A.1.b. A.1.c E.3.b.							
Collaborate with pre-service teachers in the Early Literacy/ELA programs at SU & SUNY Cortland to create <b>lesson plans based on SABA recognized books</b> . (N)			A.1.c E.1.d.							
<b>Education &amp; Gender in Asia Conference</b> . Taking a comparative education approach, this conference will address issues in education in South Asia including (but not limited to) educational development, student politics, sexual violence, and the relationship between education and labor with the goal of re-imagining education as a site for social change. (N)		2.D.	A.1.b. A.1.c D.3. E.3.d.							
<b>Expand the Priority Language Curriculum</b>										
Expand SU introductory and intermediate <b>Hindi</b> curriculum to NY6 consortium (page 39) of undergraduate institutions. (E)	NRC Prog. Purpose (a) (c)	1.A.3. 1.A.2.	A.2.d C.1.f..							
Explore further expansion of SU <b>Hindi</b> to non-NY6 regional colleges. (E)		1.A.3.	A.2.d.							
Expand <b>Urdu</b> 1125 <i>Introduction to Urdu Script</i> from CU to SU via video-conferencing. (E)		1.A.2.	A.2.c. C.1.f..							
Explore expansion at CU through an additional advanced Urdu course and an additional offering of <b>Urdu</b> 1125. (E)		1.A.2.	A.2.c.							
Explore expansion of <b>Urdu</b> 2225 from CU to SU via video-conferencing. (E)		1.A.2.	A.2.c.							
Finalize the MOA to send <b>Sinhala language</b> to a new R-1 partner via video-conference teaching. (N)		1.A.2.	A.2.b. A.2.e.							
Implement <b>Sinhala</b> video-conference language exchange with the new R-1 partner. (N)		1.A.2.	A.2.b. C.1.f..							
Prepare to bring SU students into CU Jump Start <b>Tamil</b> and pre-departure NFLC courses. (E)		1.A.2.	C.1.d.							
Finalize the MOA to bring upper level <b>Tamil</b> language curriculum to Cornell from a new R-1 partner via video-conference teaching. (N)		1.A.2.	A.2.e..							
Bring SU students into CU Jump Start <b>Tamil</b> and pre-departure NFLC courses. (E)		1.A.2.	C.1.d.							
Implement new <b>Tamil</b> video-conference language exchange with the new R-1 partner. (N)	1.A.2.	C.1.f..								

Activity	NRC Priority	Goal & PerM	Budg. Line	Year				Partner		
				1	2	3	4	k12	te	cc
Refine <b>Tamil</b> video-conference language exchange with the new R-1 partner. (N)		1.A.2.	A.2.e..							
Train <b>Nepali</b> language faculty in video-conference teaching. (N)		1.A.2.	A.2.e							
Send <b>Nepali</b> video-conference teaching to current partners Yale and Columbia plus a new R-1 partner. (N)		1.A.2.	A.2.e. C.1.f..							
Expand <b>Bengali</b> video-conference teaching to Yale and Columbia. (E)		1.A.2.	A.2.a. C.1.f..							
Expand <b>Bengali</b> video-conference teaching to new R-1 partner. (E)		1.A.2.	A.2a. & C.1.f..							
Explore further expansion of the priority languages via video-conference teaching (additional levels of curriculum and/or new partner institutions). (E)		1.A.2. 1.A.3.	A.2.							
<b>Language Teaching Innovation Grants</b> for CU faculty to allow them to add video-conferencing elements to their language curriculum. Training will be provided through the LRC and SCI partner institutions. Grant recipients will receive \$1,000 for the training year and \$1,000 for implementation years in which they teach more than one level of language via video-conference. The SAP Director, with the Chair of the Asian Studies Dept. will select 2-3 per year. (N)		1.A.2.	A.2.e.							
Expand cross-college/school enrollment in priority languages at CU via Jump Start language programs linked to preparation for study abroad and engaged/service learning overseas. (E)		1								
Work with the CU Einaudi Center for International Studies and the Vice-Provost for International Affairs to <b>establish a cross-college/school Language Council</b> for strategic decision-making and funding of Priority Languages. (N)		1								
SU will offer an annual Hindi Urdu open house in the Fall. (N)		1								
<b>Work with the recently expanded CU Language Resource Center and the new Office of Global Learning</b> to increase the visibility of South Asia Priority Languages to undergraduate students. (N)										
<b>Expand the Tamil Studies Initiative</b>										
Expand to SU the <b>CU Nilgiris Field Learning Center</b> (NFLC) undergraduate engaged learning program in South India. (E)	NRC Prog. Purpose (b)	1	C.1.d.							
<b>Tamil Studies Visiting Lecturer/Scholar</b> Institutionalize the previously experimental Tamil Studies Visiting Lecturer/Scholar Program, which supports undergraduate education on both campuses and the CU South Asia Minor. Leveraging NRC funding CU has pledged 80% of funding to institutionalize this Program. We seek the remaining 20% through NRC funds. (E)		1	A.3.a							

Activity	NRC Priority	Goal & PerM	Budg. Line	Year				Partner		
				1	2	3	4	k12	te	cc
CU will host the <b>Sri Lanka Graduate Student Conference</b> in 2018 & 2020, leveraging NRC and American Institute for Sri Lanka Studies support.		1	E.5.							
<b>Strategically Deploy FLAS Fellowships</b>										
We seek funding for academic year and summer FLAS language study fellowships in nine priority languages on the LCTL list used in South Asia which are crucial to supporting undergraduate and graduate advanced language training in both the professional schools and academic colleges.	FLAS Cp. 2, Inv. Pr 1		FLAS							
We will use selection procedures to ensure that preference is given to students who demonstrate financial need among the cohort of competitive applicants.	FLAS Cp. Pr 1		FLAS							

**A.3. Costs are Reasonable in Relation to the Objectives**

The attached detailed budget provides a full description of program costs. This budget is based on our experience since 1983 of operating a comprehensive NRC. As clearly outlined in this proposal, our universities have historically contributed significant institutional financial support that amounted to an additional \$11 million in 2017-18 towards the operation of our NRC South Asia programs, teaching staff, library resources, and outreach (see Chart 9 on page 29). The bulk of NRC funds support our core missions of Language and Area Studies Teaching (67.5%) and Outreach (32.5%), leaving 13% to leverage institutional funding to support all our other high-profile activities (seminars, symposia, speakers, language tables). All costs are reasonable, allocable and allowable. Base salaries are over \$100,000 higher in this grant cycle than in the last grant cycle because of mandated promotions for Bengali and Sinhala teaching staff and visa-mandated salary increases. Despite these increasing salary costs, we have not had to scale down our Outreach activities or language programs; Cornell is contributing 50% of the additional cost for Bengali and Sinhala.

#### **A.4.a. Description of Long-Term Impact on the Institution’s Undergraduate, Graduate, and Professional Training Programs**

Grant-funded NRC activities will substantially enhance undergraduate, graduate, and professional training programs at both CU and SU. Priority language programs supported by the grant prepare students for government service, business in a global world, teaching at K-12 and advanced levels, national and international development activities through the non-profit sector, and research. FLAS fellowships support academic year and summer priority language study for graduate and professional students, plus intensive summer study by undergraduates (see p. 30). Our programming reaches both graduate and professional students across colleges, schools, and disciplines on both consortium campuses. NRC-FLAS fellowships and programming are critical to the recruitment and retention of excellent students. At our institutions, federal grant funds ensure that talented students of promise, from diverse backgrounds, receive exposure to high-quality education related to South Asia, including exposure to intellectual debate on geopolitics and security, sustainability, and trans-regional corridors. As a result of this grant’s work with K-12 teachers and community college and teacher education program faculty, we envisage a more robust educational pipeline over the long-term. We also expect continued support for South Asia in our universities and continued success in placing trained specialists in the field (see page 25).

### **B. QUALITY OF STAFF RESOURCES**

#### **B.1. Teaching faculty and other staff are qualified for current and proposed activities and training programs; are provided professional development activities; and, participate in teaching, supervising, and advising students**

##### **B.1.a. Teaching Faculty & Staff Qualifications:**

The consortium is led by 51 core faculty who teach, research, and conduct outreach about South Asia. Our activities are further strengthened by 44 associated faculty for whom South Asia is a secondary teaching and research focus. Chart 2 demonstrates our overall faculty strength and distribution. Faculty excellence is demonstrated by their publication records, by the numbers of

prestigious grants, fellowships, and honors awarded, and by their record of national and international service. Consortium faculty hold high administrative office on campus as well as with national and international organizations dedicated to the scholarship of South Asia. See CVs in the appendix for details.

**Chart 2: Number of Consortium Faculty by Type of Discipline**

Faculty by Institution	Humanities	Social Sciences	Natural Sciences	Professional Programs	TOTAL
Cornell	23	17	9	10	59
Syracuse	13	14	1	8	36
TOTAL	36	31	10	18	95

**B.1.b. Faculty and Staff Development Opportunities**

SAP and SAC provide faculty and staff professional development opportunities directly, as well as through their wider university environments.

**Chart 3: Faculty Professional Development Opportunities**

	SU	CU
<b>Sustainable South Asia Curriculum Enhancement Grants</b> (funded through NRC, see page 4)		
<b>International Relations Curriculum Enhancement Grants</b> (funded through NRC, see page 5)		
<b>Language Teaching Innovation Grants</b> (funded through NRC, see page 8)		
SU’s College of A&S gives tenured and tenure-track faculty \$3000 per year in research funds. Also available at SU: CNY Humanities Corridor Working Group grants; Humanities Center Faculty Fellow grants; Collaboration for Unprecedented Excellence and Success (CUSE) grant program; Berlin Fund (Maxwell); Campus as a Laboratory for Sustainability grants; Sustainability Faculty Fellows program; Syracuse Center of Excellence for Environmental and Energy Systems grants; Falk college seed grants; among others		
<b>Research and travel funds, study leave/sabbatical leave.</b> Research and travel funds support participation in national and international professional meetings and conferences as well as research and professional collaboration in/about South Asia. Study and sabbatical leaves support curriculum and research development.		
<b>Teaching Workshops.</b> CU’s Center for Teaching Excellence and SU’s Humanities Center support professional development in pedagogy. <b>Technical support and new technology workshops are offered on both campuses through CIT/ITS to expand/refine teaching tools.</b> SU Awards Meredith Professorships to recognize excellence in teaching. SU is opening a new Center for Teaching & Learning Excellence as part of its Academic Strategic Plan this fall.		
<b>Grant-writing Support</b> is offered through OSP at both campuses offer grant writing workshops. 2 ECIS staff members at CU provide grant support for SAP core faculty. Every college and school at SU maintains an office dedicated to grant-writing support.		
SAP annually advertises <b>Cornell’s Internationalizing the Curriculum Grants</b> to its core faculty; these grants (successfully received by SAP faculty in the past 4 years) are used to develop CU-based study-abroad curricula, including jump-start language teaching and service learning in South Asia.		

	SU	CU
SAP advertises twice per year the <b>ECIS Seed Grant and Small Grant competitions</b> to its core faculty, encouraging applications through matching funds where possible. In the past this has resulted in funding for international conferences held at Cornell as well as the inauguration of new faculty research and artistic production in South Asia.		
Annually SAP advertises to its faculty the competition for appointment as faculty fellows within <b>Cornell's prestigious Society for the Humanities</b> in order to support the development of new courses on South Asia and cutting-edge research in the South Asia Humanities. SAP faculty regularly receive these appointments, impacting curriculum in fields such as Modern South Asian History, Imperial History, South Asian Buddhist Studies, South Asian Literature, Science and Technology, etc.		
Cornell language faculty participate in pedagogical training held at the <b>South Asia Summer Language Institute</b> , including Bandara Herath (Sinhala).		

Administrative staff working within the Cornell-Syracuse NRC regularly participate in the hundreds of online and live workshops and classes offered by their offices of Human Resources. For example, SAP Manager Daniel Bass has taken Cornell’s Research Administration Certification and New Supervisor Orientation Certification, as well as several courses in accounting, budgeting and financial management. SAC Associate Director, Emera Bridger Wilson, is pursuing Microsoft Excel Certification at the SU Maxwell School.

**B.1.c. Participation in Teaching and Advising Students**

Our core faculty typically teach two courses per semester. These courses are balanced so that three undergraduate courses are taught for every graduate course. All faculty hold scheduled office hours, providing individual student mentoring and advising. At both SU and CU, undergraduate majors with South Asia-related foci and South Asia Minors meet with faculty advisors to set out a curriculum of study when declaring the major/minor. Subsequently they typically meet with these faculty advisors at least once per semester, generally timed in relation to course selection. Undergraduate students working on South Asia-related theses generally meet their advising faculty at least twice per month during the research and writing period.

Graduate students working on South Asia receive advising in several different contexts: they regularly attend office hours with their faculty in order to choose courses, work on research papers, and receive guidance in writing grants for dissertation/thesis research and assistance in

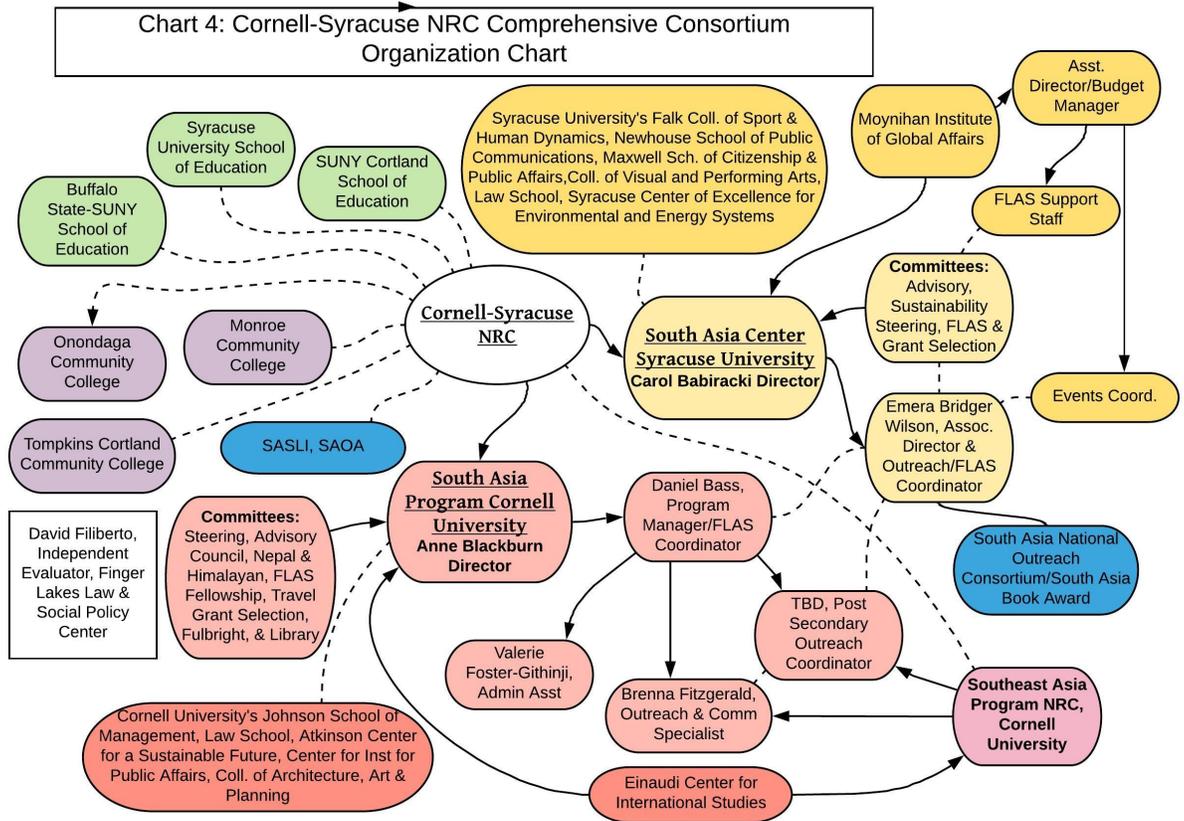
developing a dossier for job applications. In addition, prior to A Exams (comprehensive exams) doctoral students at Cornell typically take at least one Directed/Independent Studies course with their faculty advisor, creating a tutorial environment for exam preparation. Graduate students avail themselves of Professional Development Workshops offered by the Cornell Graduate School (addressing themes such as job talks and cover letters), and the Knight Writing Institute and Center for Teaching Excellence (to assist with the development of courses, syllabi, student exercises, etc.). At SU, graduate students are advised by both the departmental Director of Graduate Studies and their chosen thesis advisor. While the organization for candidacy exams varies by department, students will usually take Directed/Independent Studies courses with their advisor or committee members to help them prepare their position papers and study for qualifying or candidacy exams. Doctoral students are provided with professional development workshops through the Graduate School, while professional program students avail themselves of resume and interview preparation advice at their respective school's career offices.

**B. 2. Staffing and oversight arrangements, including outreach and administration and that faculty from a variety of departments, professional schools, and the library are involved in the project**

Faculty from a variety of departments, professional schools and the library are involved in program oversight. Consortium decisions about programming, curricular development and outreach are made consensually by the directors in concert with their faculty. Major decisions typically move through multiple levels of consultation, including the Advisory Board/Steering Committee and wider core faculty membership. SU's Advisory Board represents 7 disciplines and 4 colleges/professional schools. CU's Steering Committee represents 10 disciplines and 6 colleges/professional schools. Cornell's SAP has leveraged institutional funds from ECIS to add 5 hours of administrative assistance to the program (Valerie Foster Githinji) in 2017 and this facilitated expansion of the SAP's seminar and conference programming, as well as our

collaborations with Cornell’s Office of Global Learning. Syracuse receives a part-time graduate assistant through the International Relations Program.

**Chart 4: Organization Chart**



**Legend:** Dotted Line = Association, Solid Line= Reporting Line

The consortium has several part-time Outreach personnel, based on two campuses and providing a breadth of expertise to reach our target audiences. Our Outreach team is on both campuses because: 1) our service area covered is 4200 square miles and including major urban areas of Buffalo, Syracuse and Rochester, with large immigrant populations in addition to the rural northern tip of Appalachia that surrounds Cornell; 2) harsh winter conditions can significantly impede travel, requiring two Outreach offices to maintain year-round functioning; 3) this allows us to tailor outreach activities to nearby partner interests while collaborating on the

overall strategy and structure of the Outreach activities; and 4) sharing both CU outreach staff with the SEAP NRC Center improves efficiency.

The SAP/SEAP **Post-Secondary Outreach Coordinator** (CU, 10 hrs/wk) (to be hired, with background in public outreach for Education or Museum sectors) will collaborate with our Community College and Teacher Education partners to develop outreach projects/curriculum in Ithaca/Cortland region and Buffalo. The SAP/SEAP **Outreach and Communications Specialist**, Brenna Fitzgerald (CU, 5-6 hrs/wk) is responsible for the development and oversight of outreach communications and collaborations for K-12 Outreach, such as the after-school language program and ISSI teacher education workshops. Both outreach personnel are supervised by SAP Manager Daniel Bass, and SEAP Associate Director Thamora Fishel. The **SAC Associate Director**, Emera Bridger-Wilson (SU, 20 hrs/wk) also serves as the **Outreach Coordinator**, responsible for all outreach activities at SU, and with partners located in the Syracuse/Rochester region.

### **B.3. Non-discriminatory Practices for Employment**

Both our universities have clear non-discriminatory policies to which the SAP and the SAC rigorously abide. Cornell's "*Open Doors, Open Hearts, and Open Minds*" policy (attached in GEPA form) guides us in ensuring that personal characteristics such as race, sex/gender, age, national origin, religion, sexual orientation, disability status, veteran status, ex-offender status receive wide representation at all levels in the university. CU and SU rigorously evaluate hiring and compensation decisions for disparities in the employment or advancement of minorities or women. Under the presidency of Martha Pollack, Cornell has established new initiatives in support of diverse student populations. Diversity and accessibility are among the five core values of Syracuse's mission. Syracuse's *Chancellor's Workgroup on Diversity and Inclusion* stipulates both diversity and accessibility among the five core values of the university. SU's long history of

attention to disability inclusion and activism now extends to accessibility in all electronic communications. Large events must provide American Sign Language and Communication Access Real-time Translation for the deaf. Veterans receive special consideration on both campuses. Syracuse is building a multi-million-dollar facility to house its new, nationally recognized Institute for Veterans and Military Families (IVMF) program.

## **C. IMPACT AND EVALUATION**

### **C.1. Impact on University, Community, Region and Nation**

The Cornell-Syracuse NRC Consortium has a major impact on our respective campuses, communities, the Central New York region, and nation.

**Campus Impact:** The impact on our campuses is evident in our frequent, broadly attended lectures, seminar series, and cultural events as well as major interdisciplinary workshops and conferences that unite people from diverse parts of our universities. See Chart 6 on page 17.

**Regional Impact:** These activities are also open to our local communities, who are particularly drawn to the cultural events and benefit greatly from our educational and community outreach programs.

**National Impact** is shown through the following required indices.

#### **C.1.a. Student Enrollment in South Asia Related Courses**

Recent enrollment figures are one important indicator of impact extending beyond our campuses to national and international arenas through student training.

**Chart 5: NRC Student Enrollment for AY 2017-2018**

Course & Level	No. of Students Enrolled
Students enrolled in 1st-year language courses	155
Students enrolled in intermediate & advanced language courses	88
Graduate students enrolled in non-language courses	390
Undergraduate students enrolled in non-language courses	3255

**C.1.b. Graduate Placement**

We successfully graduate specialists in South Asia who go on to productive national and international careers in the private, government, and nonprofit sectors. In recent years, of a total of 153 graduates of SU's South Asia language and area studies program, 53% have found employment in education, 17% in business, 14% in government service, and 12% in the non-profit sector (domestic and international). Of 184 Cornell graduates from Bachelor's, Master's and Doctoral programs specializing in South Asian Studies during the last two grant cycles (2010-2017), 33% continued on to graduate study, 24% were working in higher or secondary education, 21% found employment in the private sector, 19% were in the non-profit sector (domestic and international), and 3% were serving in government, including the military.

**C.1.c. Participation Rates for Events**

Our impact in universities, communities, region, and the nation is shown by the high numbers of people who have participated in our Outreach programs, from a broad spectrum of institutions, as seen in Chart 6.

**Chart 6: Outreach Activities for Cornell-Syracuse NRC 2014-2018**

Outreach Activities and Events 2014-2018	# of Activities		Attendance		Total Activities	Total Attendance
	CU	SU	CU	SU		
Academic Lectures, Presentations & Brown Bag Seminars	113	70	2,848	1,526	183	4,374
Conferences & Symposia	11	4	506	156	15	662
Cultural Events, Films, Performances & Community Festivals	23	25	2,601	11,949	48	14,550
In-service & Pre-service K-12 Teacher Trainings	2	5	83	300	7	383
CC and TE Faculty Workshops & Symposia	9	1	166	30	10	196
Outreach Presentations to K-12 Students	3	29	533	3,479	32	4,012
<b>TOTAL</b>	<b>161</b>	<b>134</b>	<b>6,737</b>	<b>17,440</b>	<b>295</b>	<b>24,177</b>

**C.1.d. Use of Center Resources**

As we have shown, our NRC resources are well used by many audiences:

- 1) Outreach activities serve a range of diverse constituencies; our campuses, community colleges, K12, teacher education programs, wider research university partners and SASLI partners.
- 2) Graduate students at both institutions leverage NRC-FLAS funding to obtain prestigious fellowships such as Fulbright, Fulbright-Hays, AIIS, AISLS, AIPS, AIBS, CLS, Boren, NSF, SSRC, and Wenner-Gren that support research valuable to national interests.
- 3) By lobbying to ensure strong institutional support for our university libraries and helping to fund library acquisitions, we protect and expand crucial scholarly resources available locally to library visitors, and regionally and nationally through library exchange programs. Through Cornell's special relationship with Columbia and the 2CUL initiative, Cornell creates nationally accessible South Asian sub-collections in Sinhala, Nepali, and in Bengali from Bangladesh. Through the SAOA the NRC expands national research access.

**C.1.e. Matriculation to Advanced Programs**

One indicator of the national impact of our program is the number of our undergraduate and master's level students who are accepted into advanced language and area studies graduate and doctoral programs within the U.S., contributing to a pipeline of experts in South Asia. See also C.1.b..

**C.2. Addressing National Needs and Disseminating Information to the Public**

As shown throughout this application, our NRC addresses national needs through teaching, outreach, and research. Here, note 4 additional specific examples. First, our faculty have deep and broad reach in the public discourse. For instance, Professor Eswar S. Prasad, Tolani Senior Professor of Trade Policy, makes regular contributions to media outlets such as the

*Economist, Financial Times, New York Times, and Wall Street Journal Asia, BBC, CNN, C-SPAN, and PBS.*

Second, Cornell offers the only full curriculum in Sinhala and Nepali in the U.S., supported by SAP in collaboration with the College of Arts and Sciences, making this program a significant national asset. In addition to on-campus academic year instruction, Sinhala is also offered by synchronous video-conferencing allowing students at national partner institutions to join in live classroom settings. Nepali and Bengali will follow suit in the next two years. Cornell's intensive summer program in Nepali trains students from all over the U.S., and the Senior Lecturer in Sinhala teaches a national cohort of students through SASLI's summer curriculum. Our NRC has published Sinhala and Nepali teaching materials, which SAP makes available to language learners nationally and internationally.

Third, SAC Associate Director Emera Bridger Wilson is the award coordinator of the South Asia Book Award (SABA). She works with publishers and authors to receive nominations for books and with K-12 teachers, librarians and authors across the country to encourage educators to use these books in their classrooms. It is a relatively new award, founded in 2009 to respond to a Title VI invitational priority. In the six years since the first SABA award, it has garnered growing interest amongst K-12 educators, librarians, and activists calling for more diversity in publishing.

Fourth, our NRC consortium contributes annual operating funds and FLAS Fellowships to the South Asia Summer Language Institute (SASLI), thus ensuring broad national access to South Asian priority languages to about 75 students per year (p. 42 for more information).

### **C.3. Equal access and treatment**

Specific actions taken by our NRC to address equal access and treatment for eligible students and other project participants are mentioned throughout the narrative. We would

highlight here that, in keeping with the Americans with Disabilities Act of 1990 and the No Child Left Behind Act (2001), the program at SU coordinates its outreach and teaching with the Center for Teaching and Learning Excellence and Offices of Disabilities Services to make all materials and programming accessible to all constituencies. Facilities used by this NRC are ADA accessible, and our seminar rooms are equipped with an audio system to provide access for the hearing impaired. We provide sign-language interpreters events upon request. We welcome participants of all ages and gender identifications in keeping with our long-standing interest in gender in teaching, outreach, and programming. Senior citizens regularly attend. Gender has long been a central intellectual interest of our NRC, as reflected in teaching, outreach, and programming.

#### **C.4. Evaluation Plan**

##### **C.4.a. Evaluation Team**

The evaluation team will consist of ECIS staff, an external evaluator, and an External Advisory Board (EAB). ECIS has a part-time data analyst specialist on staff who is responsible for compiling, analyzing, and monitoring the integrity of institutional data, including NRC-relevant data generated on both campuses. The external evaluator, Dr. David Filiberto, holds a Ph.D. in Policy Analysis and Management from Cornell University with a focus in program evaluation. He is a senior consultant in the non-profit evaluation firm, the Finger Lakes Law & Social Policy Center, Inc. and is currently program evaluator for several externally funded projects at Cornell. The EAB will be composed of 2-3 professional evaluators, including one with experience evaluating priority language or area studies programs and one with South Asia cultural competence. At the end of each project year, the external evaluator and EAB will review results and then provide a written response with recommendations for improving the project

evaluation in the upcoming year. This report will be shared with the NRC along with the external evaluator's plans for addressing EAB recommendations.

The external evaluator will be responsible for overall direction and compliance with the evaluation plan. The evaluator will cooperate with the data analyst to assure the supply of information needed to answer project evaluation questions, will oversee creation and refinement of the evaluation instruments, and assist in the preparation of the annual report of evaluation results. Data quality assurance will be built into each step of the data cycle, assuring validity, reliability, and respondent confidentiality. Additionally, the evaluator will facilitate the internal or formative evaluation of project activities which is a method for judging the effectiveness of the program while the program activities are implemented.

#### **C.4.b. Previous Evaluation Efforts**

A rigorous evaluation of the NRC program to ascertain effectiveness was completed in the last grant cycle and a peer review was also conducted in 2017. The results were used to:

- Successfully lobby for protection and expansion of priority languages in our host institutions.
- Deepen conversations and expansion of outreach activities on partner campuses.
- Form a Faculty Advisory Board at SAC to diversify and democratize governance.
- Design the Sustainable South Asia Initiative described in this proposal.
- Think more creatively about campus outreach, especially for FLAS advertising.
- Address identified weaknesses in the data collection in study abroad offices at Cornell.

Our current Performance Measurement Forms (PMFs) and evaluation plan build on insights from prior evaluations to provide an effective framework for collecting and analyzing

outcome measure-oriented quantitative and qualitative data about program activities, their characteristics, and long-term outcomes.

**C.4.c. Comprehensive and Outcome-Oriented Evaluation Strategy**

The project team has developed a comprehensive evaluation plan that addresses the project-specific measures that are tied to three primary goals and objectives delineated in the attached PMFs. Project leadership worked with the external evaluator to yield a plan that collects both qualitative and quantitative data to provide clear evidence about the extent to which the project has achieved intended measurable outcomes.

**C.4.d. Data Collection and Analysis**

Data collection is an important step in the process of measuring program outcomes. Evaluating the program by measuring outcomes leads the NRC to better recognize the effectiveness and value of its activities, and identify necessary changes. In collecting indicator data, the evaluator will utilize several mixed methods approaches: surveys, interviews, focus groups, observations, and document review. In selecting the appropriate method and instrument, the evaluator will consider the type of information needed, the method's validity and reliability, the resources available, and cultural appropriateness. The Performance Measures informed the selection of measures and data collection instruments to answer three broad evaluation questions, aligned with NRC priorities, GPRA measures, and our NRC program emphases. Each question relates directly to one of the project's priority goals. Collected outcome measurement data will be structured, organized, and given meaning through interpretation and analysis. Baseline quantitative measures and qualitative interviews will be compared with subsequent data to ascertain change and impact. We implement data quality assurance, with effective processes for consistently collecting, recording, storing securely, backing up, cleaning, and modifying data so it can be transferred between software types.

**C.4.e. Outcome Evaluation**

The evaluation of an outcome is pre-defined and the scope of each of the following outcomes will be similarly limited. Each goal focuses on selected activities leading to the desired outcome.

**Goal 1: Create a pipeline of students proficient in priority languages who undertake field research, internships, employment and language training.** Performance measures for this

goal correspond to the shorter-term outcome of increased enrollment in language courses and overseas study, and to the longer-term outcome of engagement in South Asia-related student field research, internships, fellowships, or employment activities related to language study.

The primary evaluation question for this goal is: Has the NRC created a pipeline of students proficient in priority languages who undertake field research, internships, employment and in-country language training? To gather evidence, the evaluation will obtain data from NRC and partners' registrar offices, as well as the IRIS reporting system for FLAS fellowship students, to document the number of undergraduates and graduate students enrolled in intermediate or advanced level courses in priority languages for each year of the project period. The evaluation will record in each year the number and frequency of outreach and marketing activities for priority languages and affiliated programs, as well as government service recruitment. The evaluation will seek to determine whether activities successfully attracted and sustained the flow of students into subsequent priority language and area training, work and research. It will obtain data from NRC and partners on whether there was expansion in the number of priority language courses offered via video-conferencing/at home institutions. In addition to PMF 1 metrics, the evaluation will use brief post-course surveys and interviews to ascertain if NRC/FLAS-funded activities supported attainment of Goal 1.

**Goal 2: Infuse South Asia studies dimensions into Community College and Teacher**

**Education faculty development and curricula.** Performance measures for this goal relate to shorter-term outputs of increasing educational professional development events and offering grants in support of partner faculty development, and the longer-term goal of creating new South Asia-related curriculum units at partner institutions. The primary evaluation question for this goal is: Did the project infuse South Asia studies dimensions into community colleges and teacher education curricula and faculty development? To obtain evidence, the evaluation will work with the NRC to gather data on the type, frequency, and effectiveness of professional development activities/funding opportunities for partner faculty to assess the strategic expansion. The evaluation will compare both at baseline and at project-end to determine whether new NRC-derived resources have enhanced South Asia studies dimensions for partners' teaching. In addition to the metrics identified on PMF 2, the evaluation will employ post-event quantitative surveys and qualitative methods to conduct semi-structured interviews with faculty about the success of the proposed curriculum and professional development activities.

**Goal 3: Expose students and faculty to diverse perspectives, debates and policies that**

**address a wide range of issues relating to Sustainable South Asia.** Performance measures for this goal relate to both the shorter-term outputs of creating an NRC/partner network on sustainability in South Asia, and the longer-term outcome of strengthening teaching about sustainability at these networked institutions in the U.S. and in South Asia. The primary evaluation question for this goal is: Did the project expose students and faculty to diverse perspectives, debates and policies that address a wide range of issues relating to Sustainable South Asia? To document the formation of the new network, the evaluation will gather institutional data as shown in PMF 3 to assess progress in developing the network. To obtain

evidence about strengthened teaching, the evaluation will gather data on relevant workshops, curriculum units, and expanded study opportunities in South Asia. It will augment these PMF metrics with surveys and semi-structured interviews of participating partners. The analysis will revisit baseline findings from quantitative and qualitative data to plan strategic expansion.

**C.4.f. Evaluation Timeline**

A program evaluation timeline or matrix helps to clarify key events and sequences in the evaluation. See below the quarterly/annual activities associated with the evaluation.

**Chart 7: Evaluation Timeline for the South Asia Consortium Project Evaluation**

	Year 1				Year 2				Year 3				Year 4			
	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
Access data sources/develop instruments																
Collect data																
Analyze data & submit annual report																
Meet to interpret & plan use of evaluation results																
Evaluation of the project evaluation																

**C.4.g. Reporting & Evaluation of the Project Evaluation**

To evaluate the project evaluation, the external evaluator will, at the start of the project, convene an external advisory board. Both will formally report to the NRC annually, presenting achievable outcome results and associated quality improvement recommendations. These will be utilized to undertake NRC program modifications to meet stated outcome oriented results.

**C.5.a. Record of Post-Graduate Placement in Areas of National Need**

We have created a successful pipeline of trained specialists and placed graduates in areas of national need and remain committed to continuing this record of excellence. For example, our NRC graduates are currently working for the Department of State, the World Bank, the Executive Office of the President, the U.S. House of Representatives, USAID, UNICEF, and for

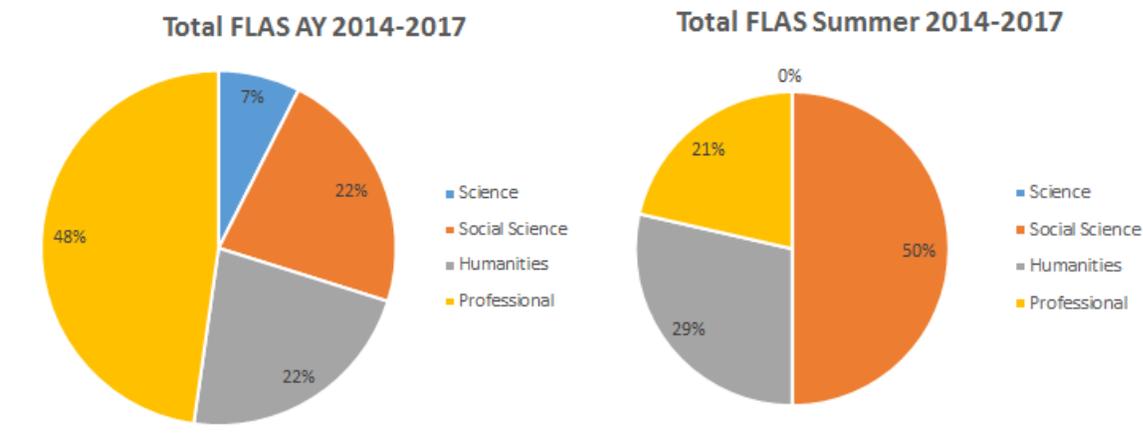
the UN in various places in South Asia. A recent FLAS Hindi student is a veteran who graduated with a Master in Public Affairs. He is a Presidential Management Fellow through the U.S. Department of State, planning a government career. A few of our fresh Ph.Ds. have been posted to Kathmandu with responsibilities for wheat-based research in South Asia. Cornell ranks No. 4 in producing Peace Corps volunteers among medium-sized colleges and universities nationwide. Undergraduate students of Cornell's Sinhala Program and the South Asia Minor have entered Lanka Corps, a program for Americans of Sri Lankan heritage to support Sri Lankan development following their first degrees, contributing to binational relations between the U.S. and Sri Lanka, an emerging market and site of geopolitical significance at the intersection of U.S., Indian, and Chinese interests. Cornell graduate students have also contributed to post-earthquake recovery in Nepal, as cultural ambassadors of the U.S. in South Asia.

**C.5.b. Efforts to Increase the Number of Student Placement in Areas of National Need**

We continue to adapt our program and placement services to increase the number of students who go into government service in areas of national need. At CU, we are working closely with the Department of Government and Cornell Institute for Public Affairs (CIPA) (which places the vast majority of its students in public and NGO sectors), and, at SU, with the Departments of Public Administration and International Affairs and Political Science, INSCT, and other programs on campus, to schedule talks and recruitment meetings by eminent current or former government officials, to encourage government service among our students. For example, Robert Blake, Former Ambassador to Indonesia & Sri Lanka and Assistant Secretary of State for South & Central Asia, visited both Cornell and Syracuse in Fall 2017, during which time he met with undergraduate and graduate students about careers in foreign diplomacy. We will also reach out to our campus ROTC and Career Services Offices to explore future collaborations. (Also, please see Diverse Perspectives in appendix.)

**C.6. FLAS Contribution to Supply of Specialists**

**Chart 8: FLAS Fellows by Discipline**



Our FLAS graduates leave our program trained and prepared for service in the field. For example, one of CU’s South Asia Minors, a U.S. veteran, is also pursuing a degree in biology and public health. The charts above indicate the broad range of fields that our FLAS Fellows study. Please see details in Section C.5 above and page 18.

**C.7. FLAS Fellowships Address National Needs**

As stated in Section C.1. above, Chart 5 (p. 16). All of the consortium’s FLAS fellow recipients address national needs since they are exclusively in priority languages. FLAS fellows include students earning degrees in Public Administration, International Relations, and International Development, who are most likely to pursue careers in government service.

**D. COMMITMENT TO SUBJECT AREA**

**D.1.a. Institutional Financial Support**

The consortium has historically received substantial financial institutional support from both SU and CU that in 2017-18 amounted to over \$11 million towards the operation of our NRC South Asia programs, teaching staff, library resources, and outreach as Chart 9 below indicates. Cornell’s Office of Sponsored Programs requires us to note that past performance is

not a guarantee of future support. While we do not have all specific amounts committed for the 4-year performance period, we have been assured that we will have the financial support we need to operate our NRC during the term of the grant, as we have for the past 35 years. Both universities have confirmed continued language salary support. In addition, university resources support students' tuition and living expenses as well as facilitate international institutional connections. SAP receives direct support primarily through Einaudi Center for International Studies. In addition, it works closely with academic departments and programs across Cornell's colleges, Graduate School, Johnson Graduate School of Management, the Library, Johnson Museum, Vice-Provost for International Affairs, Language Resource Center, Language Council, Office of Global Learning, Cornell Cinema, and the Cornell Press Relations Office. In Chart 9, all salary numbers indicate the percentage of faculty time devoted to South Asia.

The program at Syracuse receives direct support from the Moynihan Institute for Global Affairs (MIGA) as well as the Maxwell School and the College of Arts and Sciences. It works closely with academic departments across the university, the Humanities Center, the Library, SU ART, the Slutzker Center for International Services, SU Abroad, the Associate Provost for International Education and Engagement, the Graduate School, and the Office of Corporate Relations and Technical Alliances, among others.

**Chart 9: Institutional Support for NRC by Cornell & Syracuse Universities, 2017-18**

	<b>CORNELL</b>	<b>SYRACUSE</b>	<b>TOTAL</b>
<b>Salary Contributions</b>			
South Asia Language Teaching Faculty	\$413,154	\$67,125	\$480,279
South Asia Teaching Faculty	\$2,478,711	\$1,373,675	\$3,852,386
NRC Center Operation: Administrative Staff (including Library, Language Resource Center)	\$603,128	\$122,857	\$725,985
<b>Non-Salary Contributions</b>			
Library acquisitions and related resources	\$101,710	\$90,093	\$191,803
Museum acquisitions	\$40,500	0	\$40,500
Visiting Scholars/Lecturers	\$40,000	\$25,000	\$65,000
Faculty Research	\$1,353,452	\$254,800	\$1,608,252
Linkages with Institutions Abroad	\$308,400	\$50,000	\$358,400
Publications	\$6,555	\$2,000	\$8,555
NRC Outreach	\$20,000	\$28,000	\$48,000
Student Financial Support	\$3,248,190	\$789,604	\$4,037,794
NRC Center Operations Support (computer support, physical space and equipment, including language resource center)	\$261,446	\$88,360	\$349,806
<b>TOTAL UNIVERSITY COMMITMENT</b>	<b>\$8,875,246</b>	<b>\$2,891,514</b>	<b>\$11,766,760</b>

The figure for faculty research allocations comes from departmental research funds for travel and course development and the indirect costs applied to grants awarded to faculty for South Asia research. The figure for student support is a combination of IA/RA-ships which include stipend, health insurance and tuition monies awarded by the universities to undergraduates and graduates focused on South Asia, travel grants from departments, ECIS, and MIGA, and the amount the universities spend on international students to process paperwork.

The NRC outreach figure in Chart 9 (\$48,000) represents this commitment in 2017-18 and includes costs at Cornell associated with South Asia-related activities co-sponsored with the Museum, Cornell Cinema, ISSI (International Studies Summer Institute), and the lending library of culture kits. At Syracuse, this figure includes costs associated with South Asia-related activities at SUART, the Human Rights Film Festival, and events sponsored by various campus organizations. The figure for operations support includes equipment, computer support, and space for offices, meeting rooms and storage, and language laboratories.

### **D.1.b. Institutional Financial Support for FLAS students**

Both Cornell and Syracuse give all students in academic Ph.D. programs multi-year packages of guaranteed support through fellowships (including FLAS) and IA-ships, with Cornell offering five years and Syracuse four or five, depending on the program. All graduate and nearly all professional schools top off FLAS allocations. At Syracuse, undergraduate FLAS awards are added to any need-based aid students otherwise receive, substantially increasing the number of undergraduates studying Priority Languages at the advanced level.

## **E. STRENGTH OF LIBRARY**

### **E.1.a. Strength of the Library Holdings**

With a combined total of 809,415 books and monographs and 9,258 serials and periodicals, the library resources of the consortium represent one of the largest collections of South Asian materials in the country.

#### **E.1.a.i. Print and Non-print**

Syracuse and Cornell have substantial, complementary collections, with Syracuse's focusing on English-language items and Cornell's split evenly between items in English and South Asian languages. The total number of library titles at Cornell centering on South Asia is 502,771, while that at Syracuse is 329,000. Syracuse University holds approximately 323,000 monographs related to South Asia. While the vast majority of these are in English, there are also monographs in Bengali, Hindi, Tamil, Sanskrit, Telugu, Punjabi, Urdu, Pali, and Prakrit. On average, Syracuse University Libraries receives four hundred print and online periodicals and serials (numbers vary annually based on publication) annually. The collection also includes over 2,000 video recordings (mostly DVDs) and over 4,000 maps.

Since 2014, Syracuse University Libraries has added or expanded many subject-based and interdisciplinary electronic resources containing content related to South Asia. They include

Access World News Research Collection (newspapers), Kanopy (streaming video with over 2,000 documentary and feature films related to South Asia), Engineering Case Studies Online (videos, documents, e-books with a focus on the Bhopal disaster), Academic Video Online (streaming video), Oxford Handbooks Online, Oxford Bibliographies Online, Life Magazine Archive, and India, Raj and Empire Online (tens of thousands of primary source materials covering the 17th-19th centuries).

The South Asia collection at Cornell's Kroch Asia Library holds 447,466 printed monographs and 10,055 serial titles in hard copy, with emphasis on history, literature, religion, philosophy, linguistics, and the social sciences. Of these, approximately 50% are in English, with the other half in Hindi, Tamil, Urdu, Sinhala, Nepali, Bengali, Sanskrit, Pali, Prakrit, Telugu and other regional languages.

In addition, Cornell's other unit libraries dedicated to the fine arts, life sciences, music, engineering, and labor history/labor relations hold another 52,037 titles dealing directly with South Asia. Electronic resources have augmented Cornell's traditional print resources dramatically in recent years. Bundled electronic serial deals have raised the total number of journals from or bearing on South Asia to over 20,000 in a wide array of disciplines. Cornell is also up to date with large commercial databases; recent acquisitions include historical primary source materials such as the papers of the East India Company, Colonel Clive and Brigadier-General Carnac, and the First Earl of Minto.

Syracuse's Special Collections include Rudyard Kipling materials and the photographs of Margaret Bourke-White, as well as the Smith Poster Archive of some 3,568 popular lithographs of Hindu icons from India. Cornell has recently acquired the Bombay Poets Archive, containing personal papers from several members of this modernist movement. Both Syracuse and Cornell

collect actively in digital media, including documentary and popular films in various languages, and full-text online subscription resources, as well as South Asian visual materials and ephemera. Cornell's Klaus Ebeling Ragamala research collection (c. 3,500 slides of an historic Indic art form) is freely available online.

**E.1.a.ii. English and Foreign Language**

The distinguishing features of Cornell's South Asian Studies academic program also distinguishes the Cornell University Library among its peers. In addition to broad and diverse coverage of the South Asian subcontinent as a whole, Cornell has developed pockets of expertise characterized by deeper collecting in Cornell's niche areas of South Asia expertise, Nepal and the Himalayas, Sri Lanka, and Buddhist traditions. Cornell actively collects in the South Asian languages taught here, including Sanskrit, Hindi, Bengali, Pali, Nepali, Sinhala, and Tamil, as well as certain materials in Marathi, Oriya, Urdu, and Malayalam. Cornell's South Asian language collections are very strong for the humanities, especially literature, religion, history, and anthropology. English language materials come from presses worldwide and cover much the same range of topics.

**E.1.a.iii. Undergraduate, Graduate and Professional School Clientele**

The South Asia Collection is used by students, faculty, and staff from all Schools and Colleges. At Cornell, the South Asia Collection is housed in the main library for the College of Arts and Sciences and in Syracuse at Bird Library. Reference librarians at other institutional libraries may direct patrons to the South Asia Collection, and books from the South Asia collection can be delivered to any of these unit libraries for patron use. At SU, books and other materials can be delivered to faculty and graduate students offices and graduate students can request carrels. At CU, graduate student carrels adjacent to the Asia Collections stacks are always fully utilized. Undergraduates fill the Asia Reading Room at Cornell when classes are in

session. Most Library spaces, like the collections themselves, are available to all users, regardless of their discipline.

**E.1.a.iv. Institution's Financial Support for Acquisition of Library Materials & Library Staff**

Cornell has a dedicated South Asian librarian and library budgets. Curator Bronwen Bledsoe and one half-time assistant devote their hours exclusively to the South Asian collection. The Curator travels annually to South Asia for acquisitions. The total commitment of library staff salaries at Cornell is currently \$148,649. The annual acquisitions budget for South Asia exceeds the \$100,000 mark. The Syracuse collections are overseen by eight different subject librarians that devote time to working with South Asian Studies faculty across campus. They each devote about 5% of their time to managing the collection, and they are supported by acquisitions and cataloging department staff time for a total commitment of \$44,330 in salary support and approximately \$90,000 in acquisitions. This does not include the cost of numerous interdisciplinary e-book, archival, and journal packages of interest to South Asia scholars.

**E.1.b.i. Cooperative Arrangements & Reciprocal Access to Information**

Both Cornell and Syracuse are active participants in interlibrary loan and information sharing by electronic means. The main tool for discovery is the OCLC database, holding billions of records from thousands of lending institutions in North America. Delivery is through Interlibrary Loan, and/or in Cornell's case through Borrow Direct, a rapid book-sharing service for faculty, staff and students from Cornell, Brown, Columbia, Dartmouth, the University of Pennsylvania, Princeton, Yale, Harvard, MIT, Stanford and Chicago. Cornell's special relationship with Columbia, the 2CUL initiative, carries forward into its eighth year with basic divisions of South Asian language collecting; Cornell devotes special attention to materials in its strengths such as Sinhala, Nepali, and in Bengali from Bangladesh while Columbia picks up Urdu from Pakistan, and Bengali and Tamil from India. Cornell is also a founding member of the

South Asia Cooperative Collecting Workshop (SACCOOP), dedicated to broadening and deepening the national collection on South Asia and is extending the range of tailored collecting profiles to a network of 20 US institutions with special institutional capacities.

In addition, a new consortium of academic librarians aims to expedite discovery of, and access to, collections worldwide. The Cornell Library is a founder member of South Asia Open Archive (SAOA) a subset of the South Asian Materials Project (SAMP), having committed \$25,000 in 2015 to its initial 5 years of operation. Most vibrant centers of South Asian research in the U.S. are in the process of producing online content, through their libraries, researchers, or by grant and partnership opportunities. For example, many libraries digitize their print books, scholars produce digital humanities “artefacts,” and institutes partner with collaborators around the world to generate and expose research data. SAOA seeks to create a central portal to pull together openly and freely available resources from around the world for the ease of scholars. In cooperation with other NRCs, the South Asia Program will contribute to the digitization and dissemination of materials identified by SAOA as critical for future South Asian Studies.

**E.1.b.ii. Access to Our Collections**

In addition to the activities mentioned above, our library collections are incorporated into the OCLC database and are freely visible to online users anywhere. Both Syracuse’s and Cornell's reference collections and general stacks are open to the public, including teachers, businesses and the media. Anyone is welcome to visit and to use our print and electronic resources on site. The consortium's offices on both campuses also maintain their own lending libraries of audio, visual, and print instructional materials.

## F. QUALITY OF NON-LANGUAGE INSTRUCTION

### F.1.a. Course Offerings in a Variety of Disciplines Including the Professional Schools

The consortium collectively offers 182 courses related to South Asia in 30 non-language disciplines, as summarized in Chart 10 and as detailed in the appendix. Cooperative arrangements allow any graduate student at either university to take the courses available at both, with detailed searchable listings of all South Asia-related courses available on our websites.

**Chart 10: Number of Courses by University and Discipline (2016-2019)**

Institution	Humanities	Social Sciences	Applied Sciences	Prof. Schools	TOTAL
Cornell	118	17	3	22	160
Syracuse	57	23	0	11	91
<b>Total</b>	<b>175</b>	<b>40</b>	<b>3</b>	<b>33</b>	<b>251</b>

### F.1.b. Professional School Programs

As the above chart indicates, both CU and SU offer significant number of South Asia courses in professional schools. CU faculty in the School of Art, Architecture & Planning, the Cornell Institute for Public Affairs, and the College of Agricultural and Life Sciences, and SU faculty in Maxwell's School of Citizenship and Public Affairs regularly teach South Asia courses. NRC staff work closely with FLAS students to ensure that they are able to take appropriate Area Studies courses in their departments.

### F.2. Extent of Interdisciplinary Courses Offered to Undergraduate/Graduate Students

Interdisciplinary studies are core to both universities' missions and NRC faculty are committed to furthering this mission. A glance at the course list reveals numerous interdisciplinary offerings. Many of the consortium's faculty have strong interdisciplinary training that is reflected in their teaching, and faculty on both campuses create interdisciplinary courses through team-teaching. For example, SU offers a course on the Silk Road, which unites

geopolitics, trade history, ecology, religious studies, arts and music. At Cornell, faculty from four Departments (Food Science, Applied Economics and Management, Animal Science, and Chemical Engineering) are collaborating with faculty at two Chinese universities and one Indian university to offer a new course in Fall 2018, *Global Food, Energy, and Water Nexus – Engage the US, China, and India for Sustainability*, with classrooms connected synchronously via video-conferencing.

### **F.3.a. Sufficient Teaching Faculty and Instructional Assistants (IAs)**

Cornell and Syracuse together have 51 core faculty members and 44 associated faculty. Core faculty are those whose teaching, research, and publication activities are 50% or higher South Asia-related. Associated faculty members are in diverse disciplines for whom South Asian research, teaching, and arts/culture practice are a secondary focus. In the CV's in the appendix we have noted their individual contributions to South Asian Studies. See also the List of Courses.

### **F.3.b. Pedagogy Training for Faculty & IAs**

NRC professorial and professional lecturer faculty provide most campus instruction themselves and so there are few IAs on either campus. All departments offer faculty or IA trainings on a monthly or bi-monthly basis, in addition to the hundreds of high-quality options available on campus. IA and faculty pedagogy is nurtured at Cornell through the Center for Teaching Innovation and the Language Resource Center and at Syracuse through the Humanities Center and a new Center for Teaching and Learning Excellence to be opened in 2018-19. These centers promote scholarship of teaching and learning through learning science, support the career development of faculty and instructional staff, and enhance student-centered teaching, course design and engaged learning by offering regular workshops on all aspects of teaching. In addition, the NRC offers extensive pedagogy training to graduate students, partly in preparation for career placement after graduation, through the Teaching Assistant and Future Professoriate

Program, Graduate School workshops, and the J.S. Knight Writing Program. At Syracuse, IAs can enroll in the *Future Professoriate Program* and attend monthly meetings that address pedagogical training, academic culture, and professional development support (how to perfect your CV, etc.). See page 41 for details about pedagogical training for language IAs.

#### **F.4. Depth of Specialized Course Coverage in One or More Disciplines**

As can be seen from our course list appendix the NRC offers 120 courses at advanced or specialized levels in 24 non-language disciplines. *That is, for every discipline in which the consortium offers courses, it is able to offer courses at advanced levels.* The NRC continues to enhance the depth and breadth of coverage, in part through new hires. For instance, at Cornell, newly hired SAP Associate Faculty members Sabrina Karim (Government) and Jessica Ratcliffe (Science and Technology Studies), will expand the curriculum to address the Rohingya crisis in Bangladesh and western Burma and British imperial constructions of scientific knowledge, while advanced Assistant Professor Julia Finkelstein, a Core Faculty member, teaches and publishes on epidemiology and nutrition using Indian data. Susan Thomas, a recent hire at SU, adds areal breadth to the Cultural Foundations of Education program.

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

In 2017, two of Cornell's priority languages in South Asia came under threat from the university administration, aiming to scale back these language curricula to reduce faculty costs. SAP developed an extensive campus lobbying program, educating Cornell administrators in the College of Arts and Sciences and at the level of the Vice-Provost for International Affairs about the critical importance of Cornell's South Asian Priority (Less Commonly Taught) Languages. As a result, the University has reversed plans to scale back these language programs. Indeed, the College of Arts and Sciences will,

- Increase its institutional support of Sinhala to 50% in the forthcoming grant cycle. Moreover, in an important indicator of institutionalization, all of Cornell's contribution to Sinhala will be paid from College of Arts and Sciences base budget rather than short-term University funding.
- Continue 50% university support for Bengali, from base budget.
- Continue 100% university support for Nepali (funded 50% by NRC funds until 2014).

SAC continues its collaboration with the Department of Languages, Literatures, and Linguistics (LLL) to maintain the Hindi language program, and SU will maintain 75% university support for Hindi. We are therefore now in a position to continue with expansion of the priority language curriculum at both Cornell and Syracuse universities.

#### **G.1.a. Languages and Levels Offered Through the Center or Other Providers**

Within the consortium, 67 regular courses in South Asian languages were taught in 2017-2018. All the South Asian language courses are open to all consortium students. The consortium currently offers regular instruction in 6 South Asian priority languages: Bengali, Hindi, Nepali, Persian, Sinhala, and Urdu, plus 2 more South Asian languages that are not on the priority language list: Sanskrit and Pali. 3 more priority languages are offered via the Shared Course Initiative (see below) with Yale and Columbia, bringing those languages to the consortium through synchronous video-conferenced classrooms: Punjabi, Tamil, and Tibetan. Sinhala (and soon Bengali and Nepali) are sent out to partner universities by the same method.

In this grant cycle, we plan to further develop high priority languages. We will **expand the teaching of 6 priority languages** (Bengali, Hindi, Nepali, Sinhala, Tamil, and Urdu) in part through synchronous video-conferenced classrooms shared with partner institutions. In addition, the NRC will continue to **institutionalize 2 priority languages that have been partly supported by NRC funds** (Sinhala and Bengali).

The consortium relies on two robust institutional collaborations for its work: the New York Six Liberal Arts Consortium (NY6) and the Shared Course Initiative (SCI). Established with the support of The Andrew W. Mellon Foundation, NY6 facilitates collaboration among its member institutions. One of their initiatives includes Language Learning Groups. As part of this initiative, in the previous grant cycle, Syracuse has offered introductory Hindi to interested NY6 schools via synchronous video conferencing. During this grant cycle, we plan to expand offerings to include intermediate Hindi.

The Mellon Foundation has also invested heavily in *Shared Course Initiative* (Cornell, Yale, Columbia) to develop the infrastructure, trust among partners, and skill set among participating faculty to provide high-quality video-conference courses that are as effective as in-person classes, sharing scarce language resources for powerful national impact.

#### **G.1.b. Language Instruction Expansion**

In this grant cycle, Syracuse will expand introductory and intermediate Hindi curriculum to the NY6 consortium of undergraduate institutions. Cornell will expand the number of languages that it shares with video-conference technology, to include Urdu, Bengali and Nepali, as well as the number of schools for these languages, plus Sinhala, supported by Language Teaching Innovation Grants for faculty. For more detail, please refer to detailed outline in Chart 1 on page 7.

#### **G.1.c. Student Enrollments**

During AY 2017-18 there were 88 NRC students enrolled in sixteen first-year language courses. During the same period, 98 NRC students enrolled in language courses at the second-year level or above (see Chart 5, page 16).

### G.2.a. Extent of Language Curriculum Offered

It is an unusual strength of the consortium that it offers regular three-year sequences in all of its campus-based modern South Asian languages except Persian, Tamil (which is planned to expand), and Urdu, with independent study courses available for more advanced work. A two-year sequence in Modern Persian is also available, augmented by AIIS' Mughal Persian course available on request. Cornell's Professor in Persian also regularly offers graduate reading courses in Mughal Persian. First-year instruction is offered on a semi-intensive basis with four to seven contact hours a week. Instruction at all levels is proficiency-based.

### Chart 11: Language Sequences

Language Sequences
<b>Sinhala:</b> Sinhala has a 4-year sequence, with the first two devoted to colloquial forms of Sinhala and the last two to literary language (Sinhala is diglossic). In addition, Cornell's Senior Lecturer in Sinhala often teaches multiple levels of summer intensive Sinhala at SASLI.
<b>Hindi:</b> Hindi is a 3-year sequence at both institutions, with fourth-year Hindi via directed study courses. All Syracuse graduate students studying at the advanced Hindi level have had a summer or year on the AIIS program in India.
<b>Urdu:</b> At Cornell, Urdu is a 2-year sequence open to Syracuse students. We also encourage students to participate in the AIIS Urdu program; many of our graduate and professional students are alumni of that program.
<b>Nepali:</b> This is a 3-year sequence, with fourth-year study available through directed study courses. Cornell's summer program in Nepali is an intensive 6-week course with 120-140 contact hours and multiple levels.
<b>Bengali:</b> This is a 3-year sequence, with fourth-year study available through directed study courses.
<b>Tamil:</b> Tamil is offered as a 2-year sequence through the SCI agreement with Columbia University which provides video-conference teaching plus on-site visits. During the proposed grant period, Tamil language instruction will expand to include advanced intermediate and advanced courses through a new video-conferenced teaching partnership (details p 7).
<b>Sanskrit and Pali:</b> Sanskrit is co-taught by Asian Studies and Classics at Cornell as a 4-year sequence. Separate classes in Buddhist Hybrid Sanskrit (1-2 semesters) and Pali are provided within Asian Studies. Introductory Pali is an accelerated one-semester course followed by intermediate and advanced level reading courses.
<b>Persian:</b> Modern Persian (Farsi) is a 2-year sequence taught in Near Eastern Studies. Graduate student reading courses in Mughal Persian are offered regularly.

### G.2.b. Courses in Disciplines Other than Language, Linguistics, and Literature Offered in Appropriate Foreign Language(s)

NRC faculty incorporate materials in South Asian languages into their seminars and directed research classes. At Syracuse, students bring Hindi into courses in anthropology and religion. At Cornell, texts in modern languages such as Bengali, Hindi, Urdu, Nepali, and Sinhala are read in advanced anthropology, religion, art history, and philosophy courses, as are

historical materials in Sinhala, Sanskrit, Urdu, Persian, and Pali. CU's Nilgiris Field Learning Center is bi-lingual with all courses (in Sustainability, Development, and Indigenous Medicine) taught in English and Tamil. In this grant cycle, CU will pilot a 1 credit Tamil-language discussion section related to literature and the arts, taught by the Tamil Studies Visiting Scholar/Lecturer.

### **G.3.a. Number of Faculty Available to Teach**

The language courses at Cornell and Syracuse are taught by 14 instructional staff, including the Tamil, Punjabi and Tibetan Lecturers off-site. We appoint an additional instructor for the summer Nepali language program, and an Instructional Assistant in Hindi at Cornell.

**Professorial:** Bhatia, Blackburn, Boucher, and McCrea

**Senior Lecturer:** Gocheleishvili, Herath, Mukherjee, Oja, and Singh

**Lecturer:** Singh (Columbia), Sudhananda (Columbia) and Tsering (Columbia)

**Instructor:** Gusain

**Teaching Associate:** Rizvi

**IA:** changing Hindi personnel

### **G.3.b. Staff Exposure to Current Language Pedagogy Training**

Both Syracuse and Cornell have trained, full-time teaching staffs. Our NRC language faculty are active in professional development activities related to classroom pedagogy, web-based learning, and proficiency testing. The NRC actively supports our language professionals in materials development and attendance at professional workshops. Many of these faculty are national leaders in materials development and proficiency testing for their language.

At CU's Department of Asian Studies, a semester-long two-credit course in pedagogy is required of all new IAs teaching Asian languages, and open to other new language instructors. Instructors are also encouraged to draw on the resources of the website of the Title VI South

Asia Language Resource Center (SALRC) and SASLI. SASLI, hosted at University of Wisconsin-Madison, is dedicated to training students, faculty, and professionals South Asian languages. Each summer SASLI coordinates a week-long pedagogy workshop for incoming instructional staff and other faculty seeking professional development. In 2017, it offered 12 languages (Bengali, Gujarati, Hindi, Malayalam, Marathi, Pashto, Sanskrit, Sinhala, Tamil, Telugu, Tibetan, Urdu) at elementary and intermediate levels. Newly hired lecturers and teaching associates receive regular mentoring and ongoing support from senior colleagues in their departments, as well as Cornell's LRC. This includes detailed inter-faculty engagement on syllabus development, classroom strategies, and the integration of web-based with classroom work and all faculty receive training in proficiency testing and evaluation through university and national workshops.

In addition, our faculty participate in specialized training. For example, Cornell's Bandara Herath has taken workshops on video-conferenced pedagogy. In this grant cycle, we will expand video-conferenced pedagogy training as we expand the Priority Languages offered through this modality. SAP will offer 9 **Language Teaching Innovation Grants** to CU faculty to add video-conferencing elements to their language curriculum (see page 8). Cornell faculty involved in video-conference teaching receive training and share best practices through quarterly professional development sessions, plus an intensive tutorial from Cornell's Language Resource Center when preparing to teach via video-conferencing for the first time.

#### **G.4. Quality of the Language Program**

##### **G.4.a. Performance-based Instruction in Use or Being Developed**

All classroom instruction is carried out in the target language. Classes rely on group-work and role-playing in practical scenarios with visual aids and/or outside visitors, using situational reinforcement. More advanced students work with films, newspapers, television shows and

newscasts, and with materials specifically related to students' interests. Our language faculty are guided by ACTFL Proficiency Scales in developing targets and evaluation techniques for all speaking, writing, listening, and reading. Although no language-specific ACTFL guidelines are available for Nepali or Sinhala, those Senior Lecturers use the general ACTFL guidelines in proficiency testing. Both Bhatia (Hindi) and Mukherjee (Bengali) are certified and conduct regular testing for other university and government agencies. Herath (Sinhala) regularly conducts ACTFL-based Sinhala proficiency testing for students at other academic institutions. (See also Staff Exposure to Current Pedagogy Training above).

**G.4.b. Adequacy of Resources for Language Teaching and Practice**

A team of largely full-time language faculty provide more than adequate resources for language teaching and practice on our campuses and via partnerships. We also provide language resources to others via materials development. Cornell is the national leader in Nepali and Sinhala pedagogy, generating vital, readily available instructional materials available through the SAP website. Two recent publications expand our offerings for Sinhala language learning: *Intermediate Sinhala Reader* (Herath 2015) and *Spoken Sinhala Grammar* (Herath 2015). An advanced Sinhala reader is in preparation to complement our *Introduction to Literary Sinhala* (Gair and Karunatileke 1974), including examples drawn from more contemporary usage. Syracuse linguistics professor Tej Bhatia is the author of 4 textbooks on Hindi, Urdu, and Punjabi.

**G.4.c. Language Proficiency Requirements**

Both Cornell and Syracuse have rigorous language requirements (see Chart 12). NRC language faculty use ACTFL proficiency guidelines for evaluation of modern South Asian languages. See also Performance-based Instruction is being used, above.

## H. QUALITY OF CURRICULUM DESIGN

### H.1. The curriculum incorporates undergraduate instruction into high-quality baccalaureate degree programs (major, minor, certificate)

Largely because of 30 years of NRC funding, the South Asian Studies curriculum is now well established at both Cornell and Syracuse as vibrant interdisciplinary area programs, which are not restricted to a single department. As Chart 12 below indicates, we offer a wide array of options to students with appropriately robust requirements for the development of area and language expertise resulting in undergraduate and graduate programs of high-quality.

**Chart 12: Majors, Minors, Certificate Programs Available through this NRC**

Cornell University	Syracuse University
<b>Undergraduate</b>	
Major: Asian Studies for College of Arts & Sciences students: Req. 30 credit hours plus 2 years of Bengali, Hindi, Nepali, Punjabi, Sanskrit, Sinhala, Tamil, Tibetan, or Urdu.	Minor: South Asian Studies. Req. 18 credit hours. Language study is highly encouraged but not required.
Minor: South Asian Studies: Req. 18 credit hours including two language courses Language study is strongly encouraged.	Minor: Health & Wellness includes South Asia coursework and overseas engaged learning. Req. 18 credit hours. Hindi counts toward requirements.
Minor: Sanskrit Studies: Req. 18 credit hours including Intermediate or higher Sanskrit courses.	Concentration: International Relations Program. Req. 9 credit hours plus 2 years of a priority language.
Majors: Anthropology, Development Sociology, Environmental & Sustainability Sciences, Global and Public Health Sciences, International Agriculture & Rural Development, and Religious Studies: All incorporate South Asian studies in curriculum, capstones, and international field experiences. Language courses are highly recommended.	The Department of Languages, Literatures and Linguistics has revised its introductory courses to emphasize oral proficiency and has established three semesters of four-credit courses as the introductory level requirement for all second languages.
Minors: Anthropology, Development Sociology, Environmental & Sustainability Sciences, Global Health, International Development, and Religious Studies: 15-18 credit hours. Language encouraged.	
<b>Graduate: Academic - All supported by NRC faculty</b>	
M.A. in Asian Studies with Concentration in South Asia: Req. language proficiency of at least 3 years of normal study, 24-32 credit hours (8 course min).	M.A.: NYS-approved- Certificate of Advanced Study in South Asia. Req. 12 credit hours. Hindi counts toward requirements.
Ph.D. in any field may do an unofficial concentration in South Asia. Req. Language and area studies competence sufficient for intended	Ph.D.: NYS-approved- Certificate of Advanced Study in South Asia. Req. 12 credit hours Hindi counts toward requirements.

research. Credit requirements as required by the student's committee.	
<b>Graduate: Professional – All supported by NRC faculty</b>	
Master's of Professional Sciences Studies in Communication, International Agriculture & Rural Development, International Development, Natural Resources, Nutrition, Population, and Public Affairs 30 credit hours, 8 to 10 years work experience.	M.A. in International Relations: Req. 2 years of college language. Req. 30 credit hours.
	Master's in Public Administration: 2 years of college language. 40 credit hours.
Master's in Public Administration, a highly interdisciplinary program, 48 credit hours.	A two-year Master's dual degree linking International Relations & Public Administration. 58 credit hours.
Master's degree in City and of Regional Planning, 60 credit hours, 30 within Department of City and Regional Planning.	Executive Education Programs for mid-career professionals in International Relations & Public Administration. Credit hours vary.
Master's in Architecture (Professional), 114 total credit hours.	M.A. in Documentary Film and History. 38 credit hours.
	Goldring Journalism Program, M.A., 36 credit hours.
Master's in Fine Arts, 60 credit hours.	Master's in Public Diplomacy. 58 credit hours.
Master's in Business Administration: 1 yr and 2 yr with opportunities to focus on Indian markets and finance, 60 credit hours each.	Certificates of Advanced Study in Public Health (15 credit hours), Post-Conflict Reconstruction (12 credit hours), Women & Gender Studies (12 credit hours), and Civil Society Organizations (15 credit hours).

At both universities, undergraduate majors and minors often integrate their expertise in South Asia into an honors or distinction thesis for their major department. The course list in the Appendix shows the breadth and depth of courses offered through this NRC. As indicated in the list of courses and faculty CVs, as well as Chart 12, our NRC undergraduates have access to a robust and internally diverse curriculum for the study of South Asia. Language requirements for the South Asia majors and minors are appropriately substantial with majors required to reach at least intermediate proficiency. Study abroad often feeds undergraduate thesis research and leads to advanced study. For instance, a recent CU Anthropology major and South Asia Minor is now building on his undergraduate honors thesis in graduate studies at the University of California-San Diego. At SU, South Asian Studies minor Chantal Pinard's senior thesis on South Asian performance was based on original field research.

## **H.2. Academic & Career Advising**

### **H.2.a. Academic Advising**

All our faculty advise undergraduate majors and minors, graduate, and professional degree students. At Syracuse, the South Asia Center Director advises all South Asia undergraduate minors and graduate students seeking the Certificate of Advanced Study in South Asia. At Cornell, the Department of Asian Studies appoints a faculty member to serve as SAP faculty liaison and advisor to all South Asian Studies minors, though any SAP core faculty member may advise majors and minors in their departments focusing on South Asia. NRC South Asia graduate students receive area guidance within their committee, which include SAP and SAC core faculty. At both schools, faculty advisors consult with professional advising staff.

### **H.2.b. Career Advising**

Students in the NRC receive career advice from faculty, alumni networks, and specialized university offices. Graduate advisors provide specialized career advice, while the Graduate School offers workshops related to dissertation writing, job applications, interviews, and teaching. Graduate School workshops include professional preparation for academic as well as other professional careers. Both universities offer extensive pre-employment career advising for undergraduates and graduate students through their university career services centers and College placement offices, including Cornell's Graduate and International Career Advisor.

## **H.3. Curriculum Incorporates Training for Graduate Students from a Variety of Disciplines and Professional Fields**

Our students enroll in one of the major programs administered by their respective graduate schools and form interdisciplinary graduate committees. South Asian Studies at both universities is undertaken in a spirit of cross-disciplinary collaboration with graduate committees typically formed across fields and departments. Critical to integrating graduate education within this NRC is a long-standing agreement between Cornell and Syracuse that graduate students

from one institution may take courses on the other campus. South Asia faculty are able to serve on graduate committees at both institutions.

Most Syracuse doctoral students studying South Asia participate in a proposal-writing workshop run by Susan Wadley, Ford Maxwell Professor of South Asia and Professor of Anthropology. Their Cornell counterparts typically take proposal-writing courses within their primary graduate field (e.g. Anthropology) supplemented by assistance offered through the ECIS and SAP. Doctoral students from both institutions participate in workshops on transforming the dissertation into a monograph, held at national conferences such as the Madison South Asia Conference, and Association for Asian Studies.

Multi-disciplinary and professional field training is also provided through research fellowships and professional development activities conducted by the following institutes of which the NRC is a member: American Institute for Bangladesh Studies, American Institute for Indian Studies, American Institute for Pakistan Studies, American Institute for Sri Lanka Studies, and the Association for Nepal and Himalayan Studies.

#### **H.4.a. Research & Study Abroad Opportunities**

Both universities' culture strongly supports undergraduate research, at CU through the Office of Undergraduate Research and at SU through the Undergraduate Research Program, but also through major and minor curricula. Undergraduates focusing on South Asia who undertake independent research are most likely to do so in fields such as Asian Studies, Anthropology, Development Sociology, International Agriculture, Global Health, and Economics. They may not be South Asia majors/minors but are mentored by South Asia faculty and, if writing a thesis, are supervised by SAP/SAC core faculty. In these undergraduate curricula, research preparation is provided in two primary ways: through methods courses taught on campus or during research-intensive study abroad/engaged learning (such as the Nilgiris Field Learning Center and the SIT

India partner study abroad program) and through informal faculty mentoring of thesis research development. For Honors students interested in doing a South Asia-related project for their Capstone project, SU’s Honors Program provides funds for field research in South Asia.

Cornell and Syracuse each runs distinctive formal arrangements for study abroad and engaged learning as shown in Chart 13 below.

**Chart 13: Cornell-Syracuse Study Abroad Arrangements in South Asia**

Cornell University	Syracuse University
<b>Undergraduate Semester/Year Abroad</b>	
Field-based study and research on biomedicine, nutrition, land rights, and agriculture via Cornell’s Nilgiris Field Learning Center (NFLC) in South India.	World Partner agreements with the South Indian Term Abroad program (SITA) in Madurai run by a consortium of colleges, to the School for International Training (SIT) programs on development and health care in New Delhi, and Pitt in the Himalayas, which focuses on environmental issues. All require language training as part of their program.
Classroom study and homestay plus field research via Inter-collegiate Sri Lanka Educational Program (ISLE) at Peradeniya University (Kandy).	
Partner agreements with SIT programs in Nepal, focusing on Development and Social Change and on Nepal, Tibetan and Himalayan Peoples.	
<b>Undergraduate Short-Term Courses Abroad</b>	
<i>Agriculture and Developing Nations</i> course students study agriculture and development with student cohorts from major Indian agricultural institutions (Acharya N. G. Ranga Agricultural University; Tamil Nadu Agricultural University; and the University of Agricultural Sciences, Dharwad).	<i>Bollywood Practicum</i> is a 3-credit, three-week, hands-on production course that offers students an intensive experience studying film and/or video production in Bollywood. Students are introduced to the history, aesthetics, language, business, and process of filmmaking in India, and incorporate these into their own media project. Cultural outings, film screenings, and other experiences will be used to supplement the classroom activities in order to deepen the understanding of the experience abroad.
<i>India Global Service Learning Program Summer</i> In partnership with the Swami Vivekananda Youth Movement (SVYM) in Mysore, Karnataka, students in the School of Industrial & Labor Relations and in the Global Health program participate in 2 weeks of courses and then 4-week (ILR students) or 6-week (GH students) service projects at a SVYM project site.	<i>South Asian Culture: Family, Food and Health Care Systems</i> This course will introduce students involved in health care and education-related professional programs to the South Asian culture, family, food and healthcare systems. It will broaden your global perspectives, enhance your cultural competence, and expand your critical and comparative thinking skills. You’ll sample and experience the regional and religious diversity of this culture through lectures, films/documentaries, readings, and a cultural immersion trip to India.
	<i>Human Adaptive Response to High Altitude</i> A three-week academic and research trek to Everest Base Camp to learn about how the human body responds to high altitude while experiencing Himalayan culture

Undergraduate & Graduate Research Travel	
Memberships in American Institute for Bangladesh Studies, American Institute for Indian Studies, American Institute for Pakistan Studies, American Institute for Sri Lanka Studies, (CU only) and the Association for Nepal and Himalayan Studies (CU only) facilitate research fellowships and opportunities in South Asia.	
Overseas Institutional Ties	
Acharya N. G. Ranga Agricultural University (Hyderabad), G.B. Pant Agricultural University (Dharwar, Uttaranchal Pradesh), Indian Institute of Technology (Kanpur), National Agricultural Research Council (Delhi), Pune University, Tamil Nadu Agricultural University (TNAU) (Coimbatore), Tata Institute for Social Sciences (Mumbai), and University of Agricultural Sciences (Dharwad, Karnataka), Swami Vivekananda Youth Movement (Mysore), University of Veterinary and Animal Sciences (Lahore), Keystone Foundation (Kotagiri), Bagabandu Sheikh Mujibur Rahman Agricultural University, the Bangladesh Rice Research Institute, the Rangpur Dinajpur Rural Service, and the Bangladesh Agricultural Research Council (BARC), Tribhuvan University in Nepal, Universities of Peradeniya and Colombo in Sri Lanka.	Falk College of Sport and Human Dynamics work with Madras Christian College and Lady Irwin College in Delhi as well as the M.S. University of Baroda.
	Maxwell School regularly works with the Indian Institute of Management/Bangalore and the Indian Institute of Business in Hyderabad.
	SAC works closely with the Diplomacy and International Studies Institute of Higher Education in Kabul University of Afghanistan, where the Vice-Chancellor for Institutional Development is an SU alum.
	Cooperative agreements with Eastern University in Dhaka.

*Student Use of Study Abroad* In the first three years of the last grant cycle (2014-2017), 274 students participated in Study Abroad options in South Asia. At Cornell, SAP is working with the Office of Global Learning to develop a new Nepal-based program, using Nepal as the springboard for an undergraduate curriculum more widely focused on the Himalayan corridor and comparative mountain societies, supported by Cornell’s long connections to Tribhuvan University (Nepal). NRC students from Cornell are already active in NFLC (India) and ISLE (Sri Lanka).

**H.4.b. Access to Other Institution’s Study Abroad Programs**

In the proposed project period we plan to extend participation at CU’s Nilgiris Field Learning Center in Nepal to students from SU. In addition, CU Global Learning and SU Study Abroad offices facilitate access to internal and external study abroad programs. Therefore, students have strong opportunities for study abroad in South Asia. The NRC disseminates information on such study abroad programs (semester, academic year, and summer) each semester. Summer fellowships to visit South Asia for the first time are offered to undergraduates

with intermediate-level language proficiency by Cornell's Department of Asian Studies while SU's Honors Program funds research for Capstone projects.

#### **H.4.c. Summer Language Programs**

Graduate and undergraduate students from the consortium take language classes through SASLI, AIIS in India and Cornell's intensive Summer Nepali Program, and other overseas language programs. During the last grant cycle, 11 students attended AIIS summer language programs in India, and 5 attending SASLI, all supported by FLAS fellowships.

## **I. OUTREACH & ACTIVITIES**

### **I.1.a. Significant and Measurable Regional and National Impact**

For details about the impact of our extensive and successful outreach work see Chart 6, page 17. A significant new program in this grant cycle is our **Sustainable South Asia Initiative**. The Initiative reflects objectives outlined in Syracuse University's strategic plans at the departmental, school/college and university levels. At both universities, numerous faculty are engaged in cutting-edge research and teaching on aspects of sustainability in South Asia. This initiative not only builds on campus-wide momentum at both locations, but also builds on one of our major K-12 outreach initiatives, our International Studies Summer Institute (ISSI) focused on *Understanding the Global Impacts of Climate Change* in the 4th year of our last grant cycle. The NRC's Sustainable South Asia Initiative will connect these myriad programs in an active, integrative network, leveraging NRC seed money to attract additional internal and external funding for further Outreach expansion. Details of the initiative are on page 4.

### **I.1.b. Faculty and Professional Schools are Involved in the Outreach**

We have a strong track record of successfully engaging professional school as well as other faculty to participate in Outreach. For example, Dr. Rashmi Gangamma from SU's Falk College of Sport & Human Dynamics taught in the 2017 ISSI. In 2018, the ISSI will examine the

impacts of global climate change as well as research to mitigate its effects. Several STEM faculty (Engineering, Entomology, Geology & Natural Resources) from Cornell will teach at this ISSI, and participants will visit the Cornell Institute for Climate Smart Solutions.

The Sustainable South Asia Initiative exemplifies the breadth of faculty and school involvement in Outreach. SAC will collaborate with the Maxwell School of Citizenship and Public Affairs' Transnational NGO Leadership Institute, a Sustainability Working Group, and NY State's *Center of Excellence for Environmental and Energy Systems*. In addition, Syracuse's School of Education has recently signed an MoU with the international NGO, *Aarogya Seva: Global Health Volunteer Alliance* (healthcare, arts, technology) which will also be a key partner in this initiative. At Cornell, SAP faculty associated with CU's ECIS Working Group in Climate Change, the Atkinson Center for a Sustainable Future, the Cornell Institute for Public Affairs, and City and Regional Planning engage with sustainability and support our Outreach activities.

### **I.1.A. Elementary and Secondary Schools**

We have a strong track record of outreach with K-12. In the past grant cycle, we invested considerable effort in collaborating with the Southeast Asia Program to broaden the scope of our outreach: working with more partners and providing more comparative area expertise. In this grant cycle, we focus on larger-scale and higher-impact K-12 activities-that influence the education pipeline by educating teachers about South Asia and other regions.

An exciting new initiative is the **Voices of New Americans Project** (page 5). We will work with TC3 faculty to create prompts for K-12 teachers and students so that they can generate personal narratives. By Spring 2019, we will create an exhibit at participating schools of the products – artwork, short stories, poetry, and videos.

Our NRC is a founding member of the South Asia National Outreach Consortium (SANOC) that created the **South Asia Book Award** (SABA) to recognize outstanding literature

about South Asia. In 2017, SU SAC assumed a leadership role in SANOC and took over award administration. Through SABA, we will help to provide:

1) K-12 teacher and librarian staff training through presentations, including at national teacher and library conferences;

2) Collaboration with Schools and Programs of Education to engage with pre-service teachers in English Language Arts or Social Studies programs. Students will create lesson plans and activities around some of the recognized SABA titles. Small stipends will be available for these students to travel to professional conferences mentioned in #1;

3) Collaboration with other Title VI outreach consortiums which sponsor books awards (Middle East Outreach Consortium, Outreach Council of the African Studies Association, Consortium of Latin American Studies Programs, and National Consortium for Teaching about Asia) to sponsor the **Global Reads Webinar Series**. This is an annual series open to educators, education students, librarians, and the public to learn about diverse children's books.

### **I.1.B. Post-Secondary Institutions**

Our key post-secondary outreach activities are mutually reinforcing: a) post-secondary *curriculum enrichment*, b) *workshops & seminars*, c) *overseas faculty development*, and d) *internationalizing student experience*. Our community college and teacher education partnerships are vibrant interlocutors for own faculty and graduate students, helping us make area and language resources available to a much larger population.

**I.1.B.i. Curriculum Enrichment:** During the last grant cycle we learned from Community College partners that the most effective way to enrich their curriculum with international dimensions is through enriching existing courses with new South Asia modules/foci, and by cultivating study abroad opportunities.

**I.1.b.ii. Workshops, Conferences, and Seminars:** These activities complement more targeted course development activities, helping to build partner faculty expertise so that South Asia elements can be added more easily to existing courses. We are planning two conferences designed to provide outreach opportunities for our partners while also meeting research needs on our campuses.

In Year 2, Cornell will host a conference on *Indigenous Knowledge and Climate Change*, organized by Karim-Aly Kassam (CU Natural Resources) and Carol Babiracki (SU Music History & Culture). Building from Kassam's long-standing work in the Himalayan corridor on indigenous knowledge as a resource for climate change responses, this international conference identifies how local communities in South Asia respond to climate change through local and regional forms of knowledge, and how such knowledge and related forms of environmental crisis management can contribute to global scientific strategies for climate change management.

In Year 4, Syracuse will host a conference on *Education & Gender*, organized by Susan Thomas (SU Cultural Foundations of Education), Chandra Mohanty (SU Women's and Gender Studies), Durba Ghosh (CU History), and Lucinda Ramberg (CU Anthropology). Building on the NRC's ongoing commitment to Gender Studies in South Asia, this conference unites a community of scholars and activists using feminist insights to explore the implications of gender in educational contexts in South Asia. Taking a comparative education approach, the conference will address multiple issues including educational development, student politics, rape culture, and the relationship between education and labor. The event will use feminist critique not only to create critical connections across different national contexts but also to explore the possibilities for re-imagining education as a site for social change. This conference will engage faculty from

our Teacher Education Program partners as well as those working in the field of Education around the U.S., Europe, and South Asia.

In addition, we will offer our *Artist in Residence Initiative*, *Community College Speaker Series*, *Global Voices in Education Speaker Series*, *Sustainable South Asia Workshops & Speaker Series* (see timeline for details).

**I.1.b.iii. Post-Secondary Overseas Faculty Development:** Building on a pilot trip in 2018, in which SAP Manager Daniel Bass, accompanied Lin Lin, from SUNY Cortland School of Education to Sri Lanka for a two-week study tour examining approaches to teaching about ethnic conflict in post-war societies, we have developed the *Overseas Learning Faculty Development* grants to provide productive experiences abroad to select faculty partners. See timeline for more detailed descriptions of *Sustainability Curriculum Development trip to India* and *Overseas Learning Faculty Development* grants opportunities for Teacher Education and CC faculty.

**I.1.b.iv. Partner Study Abroad Opportunities:** Given this grant cycle's focus on Sustainable South Asia we will explore potential offering short-term study abroad opportunities with partner institutions. We will offer a *Sustainability Curriculum Development trip to India* to lay the groundwork for future study abroad programs. We will also seek to deepen and expand study abroad and engaged learning opportunities for our post-secondary outreach partners by further institutionalizing relationships with proven NGOs in India: Barefoot College, Rajasthan (environment and technology), School for Democracy, Rajasthan (politics and culture), Folk Arts Rajasthan (culture, literacy, and education), Kunjban, Jharkhand (performance culture) and Aarogya Seva (health care, arts and technology).

**I.1.C. Business, Media & the General Public Outreach**

**I.1.C.i. Business**

Our outreach to the business community takes place both on and off our campuses. For example, Christine G. Sharkey, Vice President of Corning Enterprises and Director of Community Development, spoke at our March 2018 *Going Global Capstone Conference* on the importance of global competencies for workforce development. We continue to work with NY State employers like Corning on how outreach education can best feed workforce needs, regionally and nationally.

We also work with the Maxwell School's Executive Education Program (SU), the Moynihan Institute (SU), the Johnson Graduate School of Management (CU) to bring diplomats and leaders in South Asian business and finance, provide access to issues on South Asia for the business and management community, and facilitate interactions between our students and active business people. This exposes our students to changing global business environments and brings our area expertise into conversation with business leaders. At Syracuse, the Maxwell School of Citizenship and Public Affairs brings graduate students from the Indian Institute of Management, Bangalore who interact with students and the local business community. The new Cornell Research Academy of Development, Law, and Economics provides a forum for cutting edge economics and legal research to meet business analysis. Topics on contemporary South Asia of interest to the business community are addressed by speakers at both our seminar series.

**I.1.C.ii. Media**

Consortium faculty members on both campuses provide expert commentary. For example, Professor Kaushik Basu, Cornell Professor of Economics and former Senior Vice-President and Chief Economist for the World Bank, writes for *The Wire* (an international independent website based in India) and engages economics and public policy issues on Twitter.

Cornell’s Media Relations Office tracks current media needs and coordinates with relevant faculty to provide expert content. Syracuse, in a larger city with greater access to media, uses the resources of the Maxwell School and SU’s Public Relations office to bring attention to speakers and issues of wider interest.

Both Syracuse and Cornell maintain an active presence on the web and on social media, primarily Facebook and Twitter, providing up-to-date news on South Asia and South Asia related events on both campuses and in the Central New York area. Both SAP and SAC distribute their annual bulletins throughout their campuses, to international and national partners, and make them available to the general public through their websites. In 2017, SAP expanded and redesigned their annual bulletin to reflect and support enhanced university, national and international visibility. SAC will embark on a similar redesign in 2018.

**Chart 14: Media Outreach Data**

Media Data 2014-2018	Cornell	Syracuse	Total
Website (Number of unique page views)	130,892	69,246	200,138
Facebook page and Twitter feed (Number of unique followers)	2,141	813	2,954
Bulletin (Number of printed copies)	1,400	1,500	2,900

**I.1.C.iii.General Public**

In addition to our regular speaker series and NRC consortium conferences, which are open to the public, both campuses organize performances of film, music and dance, which attract large audiences from the local community. Highlights include:

- The SU Human Rights Film Festival.
- Internationally renowned musicians, such as Zakir Hussain, Shashank Subramanyam, T. M. Krishna, Chitravina Ravikiran, and Jayanthi Kumaresh.

- Annual Asian Elephant Extravaganza at the Rosamond Gifford Zoo, Syracuse.
- Speakers of popular appeal such as the lectures by Mohamed Abdel-Kader, Former Deputy Assistant Secretary for International & Foreign Language Education, U.S. Department of Education; Robert Blake, former U. S. Ambassador to Sri Lanka and Indonesia; and Gayatri Spivak, University Professor in the Humanities at Columbia University speaking on “*The Rohingya Issue in a Global Context.*”

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

### **J.1. How Fellowships Will Be Advertised**

Competition for the FLAS awards is publicized in our consortium's websites and network, including the CU and SU social media feeds, at our campus area studies events, in a digital and physical poster bulletin boards campaign across campus, through classroom recruitment, and by targeting students in professional programs and those in the academic traditional disciplines. We promote the undergraduate FLAS awards (AY and summer) through the methods above as well as through recruitment in our area courses. Undergraduates will be made aware of the need to begin language study in advance in order to be eligible for AY and summer awards. Campus-wide FLAS information sessions are held in mid-November, when the online applications open.

### **J.2. How Students Apply**

Cornell and Syracuse students apply via online applications, which begin with a full overview of USDE eligibility criteria, requirements, and due dates. Applicants must supply information on their academic background and linguistic capability plus a statement of purpose outlining the need for language training in their proposed program of study. The application includes a C.V., two letters of reference, documentation of existing language ability, and a project statement on the necessity of language training. Students must also arrange for separate,

direct submission of official, electronic transcripts. *Applicants must also submit a FAFSA application to evaluate financial need.* Both Cornell and Syracuse have tuition costs considerably higher than the FLAS award, and top off nearly all FLAS tuition allocations, and in most instances also provide additional stipend funds. Most doctoral students are on multi-year awards that partly replace assistantships with FLAS funding.

The consortium's priorities for the FLAS awards are as follows. Awardees are expected to demonstrate: 1) academic excellence and promise of further achievement; 2) the relevance of language study to their academic program; 3) a plan to enroll in performance-based instruction in a South Asian language, preferably on the Cornell or Syracuse campuses; 4) a commitment to the integration of language study with non-language area studies; 5) a commitment to using their language training in their professional careers or (for undergraduates) in their further education; and 6) financial need. We determine financial need in collaboration with the Office of Financial Aid and Student Employment, Graduate School and the Office of Academic Diversity Initiatives at Cornell and the Syracuse Office of Financial Aid, generating a needs analysis for applicants based on the FAFSA. We rank students on criteria 1-5, prepare a short-list of qualified candidates, and then re-rank this short list in relation to demonstrated financial need. After merit and financial need are considered, preference is given to students in historically underrepresented groups, professional schools, and to those intending to work in government service.

### **J.3. Summer FLAS**

The consortium also uses FLAS grants as part of its summer language programs and expects to award both graduate and undergraduate FLAS grants to students from other institutions enrolled in summer Nepali at Cornell, as well as at intensive summer language programs elsewhere, including SASLI and AIIS. The procedures for selection run parallel to those used for the academic year awards. In addition, SASLI nominates additional external

candidates to the NRC for award review to support intensive language instruction currently taught at the South Asia Summer Language Institute (SASLI) in Madison, WI.

#### **J.4. Composition of Selection Committee**

All applications are reviewed by the FLAS selection committees on each campus, consisting of the SAP/SAC Director, SAP Manager/SAC Associate Director, one language instructor, and one or more core faculty members, across colleges and disciplines, including applied science and professional programs. We ensure diversity of disciplinary representation on the selection committee each year, and rotate committee work among our core faculty. For instance, at SU the 2018 non-language faculty committee member was from Economics while in 2017 it was History. At CU the 2018 non-language faculty members were from Anthropology and Applied Economics and Management, while in 2017 History and Nutrition were represented.

#### **J.5. Timeline for the Competition**

Applications for both AY and summer at Cornell and Syracuse are available by late November, the deadline for applications is early February, and awards are made in March.

#### **J.6. How Fellowships address priorities**

Comp Priority 1: All our FLAS fellowships are granted to students who demonstrate financial need.

Comp Priority 2: All of our FLAS Fellowships are granted to students in priority languages of South Asia that fulfill the FLAS Invitational Priority, specifically Bengali, Hindi, Nepali, Persian, Punjabi, Sinhala, Tamil, Tibetan and Urdu.

In this proposal, Syracuse requests 6 graduate and 2 undergraduate academic year FLAS and 4 summer FLAS. Cornell requests 8 graduate academic year FLAS plus 5 summer FLAS. These numbers reflect both the invitational priorities for less commonly taught languages and increasing the increase of student demand in the professional programs.

## **K. COMPETITIVE AND INVITATIONAL PRIORITIES**

In several sections of this application, we have detailed the ways in which we plan to address the priorities chosen for this grant cycle:

**NRC Absolute Priority 1:** Our new Sustainable South Asia initiative will generate debate (see page 4 for details). For details on encouraging government service as well as more on diversity and debate, see the required institutional descriptions attached.

**NRC Absolute Priority 2:** We will continue our excellent K-12 outreach program about South Asia to a network of 70 partners. Details of activities are on page 5.

**NRC Competitive Priority 1:** We will partner with Onondaga Community College (OCC), Monroe County Community College (MCC), and Tompkins Cortland Community College (TC3). The first two are also MSI's. Details of activities are on page 6.

**NRC Competitive Priority 2:** We will partner with Syracuse's School of Education and SUNY-Cortland's School of Education, Buffalo State School of Education to support the integration of South Asia dimensions into their teacher education programs. Details of activities are on page 6.

**FLAS Competitive Priority 1:** See FLAS selection procedures (page 57).

**FLAS Competitive Priority 2:** 100% of the FLAS fellowships that we offer are in officially designated priority languages taught by this NRC, Bengali, Hindi, Urdu, Nepali, Persian, Sinhala, or by our collaborators in Punjabi, Tamil and Tibetan.

## Other Attachment File(s)

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1. Acronyms & Abbreviations
2. NRC and FLAS Applicant Profile Form
3. Performance Measure Forms
4. Diverse Perspectives and Wide Range of Views in Funded Activities & Government Service in Areas of National Need and in Other Employment Sectors – Cornell
5. Diverse Perspectives and Wide Range of Views in Funded Activities & Government Service in Areas of National Need and in Other Employment Sectors – Syracuse
6. Curriculum Vitae
7. Job Descriptions
  - a. Outreach and Communications Specialist
  - b. Post-Secondary Outreach Coordinator
  - c. Tamil Studies Visiting Lecturer/Scholar
8. Course List
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9. Letters of Support (*Note: 8 are included to represent all partners in the project and one overseas collaborator*)
  - a. Cornell Vice Provost for International Affairs
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  - g. Syracuse School of Education
  - h. Aarogya Seva

## **Acronyms and Abbreviations**

2CUL	Cornell and Columbia Library consortium
ACTFL	American Council on the Teaching of Foreign Languages
AIBS	American Institute of Bangladesh Studies
AIS	American Institute of Indian Studies
AIPS	American Institute of Pakistan Studies
AISLS	American Institute for Sri Lankan Studies
ANHS	Association for Nepal and Himalayan Studies
CAORC	Council of American Overseas Research Centers
CIPA	Cornell Institute for Public Affairs
CLS	Critical Language Scholarship
CNSP	Cornell Nepal Studies Program
CORE	Cornell Office for Research on Evaluation
CSIS	Center for Strategic and International Studies, Washington D.C.
CU	Cornell University
DGS	Director of Graduate Studies
EAB	External Advisory Board
ECIS	Einaudi Center for International Studies, Cornell
FAFSA	Free Application for Federal Student Aid
IARD	International Agriculture and Rural Development
INSCT	Maxwell Institute for National Security and Counter Terrorism
IA	Instructor Assistant
IR	International Relations

ISLE	Intercollegiate Sri Lanka Education program
ISSI	International Studies Summer Institute
LCTL	Less Commonly Taught Languages
LLL	Department of Languages, Literatures, and Linguistics
LRC	Language Resource Center, Cornell
MCC	Monroe Community College
MIGA	Moynihan Institute of Global Affairs, Syracuse
NFLC	Nilgiris Field Learning Center
NSF	National Science Foundation
NY6	New York Six Liberal Arts Consortium
OCC	Onondaga Community College
OCLC	Online Computer Library Center, Incorporated
PMF	Performance Measure Form
RA	Research Assistant
SABA	South Asia Book Award
SAC	South Asia Center, Syracuse
SACOOOP	South Asia Cooperative Collecting Workshop
SAMP	South Asian Materials Project
SAP	South Asia Program, Cornell
SALRC	South Asian Languages Resource Center
SANOC	South Asia National Outreach Consortium
SAOA	South Asia Open Archives
SASLI	South Asia Summer Language Institute

SCI	Shared Course Initiative
SEAP	Southeast Asia Program, Cornell
SIT India	School of International Travel
SSRC	Social Sciences Research Council
SU	Syracuse University
SUART	The Syracuse University Art Museum
SUNY	State University of New York
TC3	Tompkins Cortland Community College
TNAU	Tamil Nadu Agricultural University
USDE	United States Department of Education
WAL	Web Audio Lab

**FY 2018 PROFILE FORM**  
**NATIONAL RESOURCE CENTERS | CFDA 84.015A**  
**FOREIGN LANGUAGE AND AREA STUDIES FELLOWSHIPS | CFDA 84.015B**  
**(www.Grants.gov Part III/Other Attachments Form)**

**Type of Application (check all that apply)**

**X Comprehensive National Resource Center**

Undergraduate National Resource Center  
Foreign Language and Area Studies Fellowships

**Federal Funds Requested**

NRC Request

Year 1: \$270,000 Year 2: \$270,000 Year 3: \$270,000 Year 4: \$270,000

FLAS Request

Year 1: \$567,000 Year 2: \$567,000 Year 3: \$567,000 Year 4: \$567,000

**Type of Applicant**

Single institution \_\_\_\_\_

Consortium of institutions

Lead Cornell University

Partner 1 Syracuse University

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

EAST ASIA/PAN ASIA

RUSSIA, EASTERN EUROPE, EURASIA

EUROPE

**XX 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. Bengali, Hindi, Nepali, Persian, Punjabi, Sinhala, Tamil, Tibetan, Urdu

Project Goal 1: Create a pipeline of students proficient in priority languages who undertake field research, internships, employment and language training

<i>BL = Baseline, T = Target</i> <b>Performance Measures</b>	<b>Activities</b>	<b>Data Indicators</b>	<b>Frequency</b>	<b>Data Source</b>	<b>BL</b>	<b>T1</b>	<b>T2</b>	<b>T3</b>	<b>T4</b>
1.A: By the end of the project period there will be 200 undergraduates/graduates enrolled in intermediate and advanced priority language (2nd Yr. language and above) at consortium and partner institutions, both domestic and overseas.	1.A.1) Advertise to increase student awareness of intermediate and advanced priority language offerings, and financial support options at consortium and partner institutions, both domestic and overseas.	Cumulative number of methods used	Annually	Postings on additional electronic bulletin boards, post on social media, tabling sessions across campus in new locations, sessions in new locations to reach a more diverse audience of students.	10	12	14	16	18
	1.A.2) Increase the number of intermediate and advanced priority languages that are offered via videoconferencing.	Number of courses offered increased per year via videoconferencing	Annually	Course catalogue listings, registrar data on courses offered	2	2	3	3	4
	1.A.3) Expand number of intermediate and advanced priority languages to consortium and partner institutions.	Number of students enrolled in all intermediate and advanced priority language courses per year at consortium and partner institutions	Annually	Registrar course enrollment data at consortium and partner institutions.	60	60	65	70	70
1.B: By the end of the project period, at least 80% awardees of NRC/FLAS funding who undertake training in South Asian languages will subsequently undertake South Asia-related field research, internships, fellowships, or employment.	1.B.1) Implement FLAS post-Fellowship student activities tracking to identify subsequent student field research, internships, fellowships, or employment activities related to language study.	Cumulative number of NRC/FLAS-funded language students who undertake subsequent student field research, internships, fellowships, or employment activities within three years.	Project period	University and consortium partner institution registrar data on enrollments, IRIS reporting data for FLAS Fellowship students, consortium and partner study abroad data on participation, survey data, interviews	65%	0	0	0	80%
	1.B.2) Offer professional development and government service recruitment activities	Number of government service activities and events held	Annually	Event data from calendars, advertising, recruitment events communication	0	2	4	4	6

Project Goal 2: Infuse South Asia studies dimensions into Community College and Teacher Education faculty development and curricula

BL = Baseline, T = Target Performance Measures	Activities	Data Indicators	Frequency	Data Source	BL	T1	T2	T3	T4
2.A: By the end of the project period, 10 educational professional development events will have been offered to Community College and Teacher Education partners.	2.A.1) Increase the number of Community College and Teacher Education professional development opportunities offered.	Cumulative number of workshops, speakers, symposia, pedagogical consultations, and colloquia offered to partners.	Annually	Event outreach materials, emails, survey data, data from lending library records	2	4	6	8	10
2.B: By the end of the grant period, a total of 6 grants (Global Education Faculty Fellows and Community College Internationalization Fellows) will have been awarded to Community College and Teacher Education faculty partners.	2.B.1) Publicize these two types of grants to Community College and Teacher Education partner institutions	Cumulative number of units at partner institutions engaged about these two types of grants	Annually	Publicity materials, email correspondence, survey data, meeting records	0	12	18	18	18
	2.B.2) Award these two types of grants to Community College and Teacher Education partner faculty	Cumulative number of these two types of grants offered to Community College and Teacher Education partner faculty	Annually	Grants offered, survey data, acceptance letters	0	0	2	4	6
2.C: By the end of the grant period, 4 Overseas Learning Faculty Development grants will be awarded to Community College and Teacher Education faculty partners.	2.C.1) Offer Overseas Learning Faculty Development Grants to Community College and Teacher Education partner faculty	Cumulative number of Overseas Learning Faculty Development Grants awarded to Community College and Teacher Education partner faculty	Annually	Email correspondence, travel plans, interviews, survey data	0	1	2	3	4
2.D: By end of the grant period, at least 10 new curriculum components within NRC partners' curricula will be created as a result of consortium grants and professional development events.	2.D.1) Collaborate with partners to create new curriculum components suitable for inclusion in their programs	Cumulative number of new curriculum components created by faculty as a result of curriculum development grants and international educational trips awarded.	Annually	Syllabi, lesson plans, instructional materials created by partners, survey data	0	1	4	7	10

Project Goal 3: Expose students and faculty to diverse perspectives, debates and policies that address a wide range of issues relating to Sustainable South Asia

BL = Baseline, T = Target Performance Measures	Activities	Data Indicators	Frequency	Data Source	BL	T1	T2	T3	T4
3.A: By the end of the project period, we will create a network across the consortium and partner institutions that enhances multidisciplinary collaboration, teaching and outreach activities related to Sustainable South Asia	3.A.1) Engage with potential stakeholders at consortium and partner institutions to develop a comprehensive Sustainable South Asia action plan	Number of potential stakeholders engaged	Year One	Institutional records including trip reports, emails, meeting notes, etc.	0	12	0	0	0
		Number of advisory committee members	Year One	Meeting agendas and notes	0	6	0	0	0
		Action plan	Year One	Action plan	0	1	0	0	0
	3.A.2) Offer seminars, speaker series, conferences with partners	Cumulative number of events on consortium and partner campuses	Annually	Event outreach materials, emails, programs, flyers, post-event surveys, and other institutional records	0	1	3	5	7
3.B: By the end of the project period, we will have strengthened teaching about Sustainable South Asia at consortium and partner institutions by developing new multidisciplinary curriculum units that reflect debates and diverse perspectives	3.B.1) Offer pedagogical and teacher training workshops to support curriculum development	Cumulative number of workshops	Annually beginning in year 2	Workshop agendas, documents, post-event surveys, and other institutional records	0	0	2	4	6
	3.B.2) Offer faculty curriculum development opportunities ( <i>e.g.</i> Sustainable South Asia Curriculum Enhancement Grants, Sustainability Curriculum Development Trips) to faculty at consortium and partner institutions	Cumulative number of new curriculum units created by faculty at consortium and partner institutions	Annually, beginning in year 2	Syllabi, lesson plans, instructional materials	0	0	1	3	5

3.C: By the end of the project period, we will have established agreements with 3 institutions in South Asia to facilitate in-country sustainability study for faculty and students	3.C.1) Contact a diverse range of governmental, educational, and non-profit organizations in South Asia	Cumulative number of in-country institutions contacted	Annually	Emails, letters, meeting notes, institutional records	0	1	3	5	6
	3.C.2) Facilitate faculty and student engagement with in-country institutions	Cumulative number of meetings (online and in-person) made between in-country institutions and faculty and students	Annually	Emails, meeting notes, agendas, institutional records	0	1	2	3	4
	3.C.3) Formalize partnerships with in-country institutions dedicated to sustainability	Number of formal agreements	Year 4	Partnership agreements	0	0	0	0	3

## **Cornell University - Diverse Perspectives**

The Cornell University South Asia Program is committed to reflecting, promoting, and debating diverse perspectives and a wide range of views on South Asia and its place in international affairs more broadly. SAP is committed to the breadth of South Asia, not just the large nation-states of India and Pakistan, but also Nepal, Bangladesh and Sri Lanka. This is reflected in the languages that are taught at Cornell, and partially funded by the NRC grant. By looking at the peripheries of South Asia, as well as its core countries, we are able to generate new perspectives on familiar topics.

SAP's weekly seminars reflect these principles in presentations from faculty and non-academic experts from a range of disciplines and professional schools. In our seminars and conferences, we aim to encompass a diversity of political views and perspectives. We ensure that we cover the breadth of South Asia, in terms of nation-states, rural/urban divides, economic status, and religions. SAP also coordinates with the Einaudi Center for International Studies on programming that places South Asian issues in wider contexts of international affairs, such as their Distinguished Speaker series, which featured Gayatri Spivak on "The Rohingya Issue in a Global Context" and Former Ambassador Robert Blake on "Indian Ocean Politics in the 21<sup>st</sup>-Century." Furthermore, our new Sustainable South Asia initiative is designed to maximize multi-disciplinary debate in campus programming and outreach.

Many of our consortium Outreach activities, funded by this grant, are planned and enacted in cooperation with Cornell's Southeast Asia Program, as well as the Einaudi Center, reflecting debates on foreign affairs dilemmas connecting South Asia to East and Southeast Asia. Our annual International Studies Summer Institute teacher-training workshop is designed to not only present diverse perspectives on current topics, but also to train teachers in generating debate on international affairs in their classrooms. The Global Education Faculty Fellows and Community College Internationalization Fellows grants will encourage the development of instructional materials that reflect many different ways to approach South Asia and the world. The community college and teacher education faculty selected for the Overseas Learning Faculty Development opportunity will get first-hand experience of South Asia, exposing them to numerous perspectives and views within this world region.

SAP's faculty steering committee draws from faculty across the campus, including the Law School, SC Johnson College of Business, College of Agricultural and Life Sciences, College of Architecture, Art and Planning, and College of Arts and Sciences. The recently formed SAP Advisory Council brings in leaders in government, business and NGOs based throughout South Asia to ensure diversity of viewpoints and perspectives in our programming. This ensures that we have perspectives *from* the region not just *about* the region.

## **Cornell University - Government Service in Areas of Need**

The South Asia Program works closely with the Department of Government, Cornell Institute for Public Affairs (CIPA), and other offices on campus to schedule talks and recruitment meetings by eminent current or former government officials, to encourage government service among our students. For example, as part of his time on campus in Fall 2017, Robert Blake, Former Ambassador to Indonesia & Sri Lanka and Assistant Secretary of State for South & Central Asia, met with undergraduate and graduate students about careers in foreign diplomacy. In Fall 2018, Former Ambassador to Belize Vinai Thummalappally will visit Cornell.

All of our activities communicate area expertise and generate debate on South Asia and international affairs, thus training specialists for government service. Our world-class South Asian language program, with its focus on priority languages, prepares students for service in areas of national need. We offer the only year-long curricula in Sinhala and Nepali in the U. S., and are a leading publisher of pedagogical materials in these languages.

SAP works closely with CIPA on campus-programming and student training. CIPA places the vast majority of its students in public and NGO sectors. For instance, in recent years, one or two of the annual SAP FLAS recipients have been CIPA students. Cornell ranks #4 in Peace Corps recruits among medium-sized colleges and universities, and two of SAP's recent FLAS fellows have been Peace Corps veterans.

SAP works closely with the International Agriculture and Rural Development and Development Sociology programs in the College of Agriculture and Life Sciences, which address the challenging interdisciplinary problems associated with food systems and rural development in developing economies. The Tata-Cornell Institute for Agriculture and Nutrition, directed by SAP Steering Committee member Prabhu Pingali, links agriculture to nutrition and applies a food systems approach to tackle chronic and micronutrient malnutrition while addressing rural poverty.

Our involvement with the business community takes place through campus events and wider outreach. Christine G. Sharkey, Vice President of Corning Enterprises and Director of Community Development, spoke at our March 2018 Going Global Capstone Conference on the importance of global competencies for workforce development. We continue to work with New York state employers like Corning on how outreach education can best address workforce needs. At the national and international levels, speakers shared with the Dyson School of Applied Economics and Management, Cornell Institute for Public Affairs, and SC Johnson College of Business, expose our students to changing global business environments and bring our area expertise into conversation with the business leaders of today and tomorrow. The new Cornell Research Academy of Development, Law, and Economics provides a forum for cutting edge economics and legal research to meet business analysis needs.

## **Syracuse University: Diverse Perspectives**

The Syracuse University South Asia Center's commitment to diversity extends across academic disciplines, regional geographies, political views, perspectives on identity (national, ethnic, religious, gender, sexuality), and economic classes and across our programming. Our multi-disciplinary Faculty Advisory Board (7 disciplines from 4 schools) ensures our attention to diversity and actively connects us to a network of academic, business, government, and NGO contacts in the U.S. and South Asia.

We organize the SAC's multi-disciplinary speaker series and symposia around key, contemporary debates. Examples include "Exploring the Politics of 'Queer' in South Asia" from this past grant cycle and "Climate Change and Sustainability," proposed for the next.

In 2017-18, the SAC sponsored a series of debates on India-Pakistan geopolitical and security issues, purposefully engaging perspectives from both sides of the border. These intense events attracted a large, broad audience, and so we will continue and amplify them in the next grant cycle with speakers and internal dialogue sessions. As always, we carry these debates to our outreach partners -- K-12 teachers, Community College faculty and students, and Schools of Education -- expanding the understanding of South Asia from diverse perspectives.

Extra-curricular language study groups similarly draw together students with widely different geographic and disciplinary perspectives, applying their language skills to issue-related conversations that often revolve around Center programming.

The SAC partners with other area studies programs and centers in SU's Moynihan Institute of Global Affairs in trans-regional outreach activities, symposia, and cultural events. In the area of trans-regional teaching and research, Prof. Joanne Waghorne connects India and Singapore; Prof. Dimitar Guerogueiev's looks at China's development efforts in Sri Lanka; and SAC Director Prof. Carol Babiracki follows the cultural currents of the old – and new – Silk Road.

The SAC maintains long-standing networks of collaboration with other SU programs and centers that air diverse perspectives on pressing issues: National Security Studies, the Institute for Creative Collaboration and Conflict Resolution, the Institute for the Study of the Judiciary, Media and Politics, and the Institute for National Security and Counterterrorism (with the College of Law). The Maxwell School's partnership with the Center for Strategic and International Studies grants us access to its facilities, institutes, and programming in Washington, D.C.

In the next grant cycle, we will bring these considerable and diverse resources to bear on the theme of sustainability. Rather than simply looking at the topic through diverse lenses (e.g., culture, economics, health systems, environment), we seek to understand the intersection of these perspectives on the sustainability of communities, businesses, and democratic institutions in South Asia.

## **Syracuse University: Areas of National Need**

Faculty and students of the Center, housed in SU's Maxwell School, benefit from its dedication to public policy and government service. In recent years, 82% of our Hindi-Urdu language grantees went on to work in the sectors of government service (14%), education (54%), and non-profit organizations (14%); an additional 13% works in the business sector. Our deep alumni pool offers a valuable network for employment after graduation. Center alums currently work in the U.S. Energy Information Administration, the Department of State, Homeland Security, USAID, the Executive Office of the President, the U.N. Development Programme, UNICEF, the Center for Policy Research in New Delhi, the Peace Corps, and the World Bank, among other places. The SAC will continue to sponsor at least one career talk per semester; guests this past year included the Senior Director for Global Operations of Amnesty International and Former Ambassador and Assistant Secretary of State for South & Central Asia, Robert Blake.

Students from Maxwell's renowned Dept. of Public Administration and International Affairs (first in the nation, with a 96% post-grad employment rate) form our largest pool for Boren, CLS, and FLAS fellowships. Students in these programs also take advantage of Maxwell's partnership with the Center for Strategic and International Studies, many spending a full semester in Washington, D.C. Of Masters graduates in Public Administration and in International Relations, 40% and 31% respectively go on to work in government service. In many cases, such as that of recent Boren recipient Jeffery Marshall, aspirations for government service are frustrated only by hiring freezes in Washington.

Maxwell's Moynihan Institute of Global Affairs is home to the global Maxwell Citizenship Initiative and the Transnational NGO Initiative. The Center's new Sustainable South Asia programming will engage closely with both, contributing to student education and opening opportunities for study and work abroad.

Maxwell's Executive Education department offers advanced degrees in Executive Public Administration and Executive International Relations to officials and professionals from around the globe. To enhance professional networking for our younger students in these fields, we propose a new mentoring program to link PA and IR students with EPA and EIR professional mentors, particularly those from countries in South Asia.

With its new Institute for Veterans and Military Families and its Reserve Officer Training Corps program, Syracuse University has become the northeast's hub for pre- and post-military education and training. We will work closely with both (one of our alums is Senior Director of the IVMF) to bring area expertise to their military science courses. With ROTC, we will explore establishing a Project Global Officer (GO) program (critical language education, study abroad, and intercultural dialogue) around Hindi and South Asia to enhance career opportunities.

# CORNELL AND SYRACUSE FACULTY AND ADMINISTRATIVE STAFF CURRICULUM VITAE

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## AGRICULTURAL SCIENCES

### COFFMAN, WILLIAM RONNIE

CORNELL

Andrew H. & James S. Tisch Distinguished University Professor; International Professor of Plant Breeding, CALS, Director, International Programs, CALS, tenured, appointed 1981

**Education:** University of Kentucky B.S. 1965, M.S. 1967; Cornell University Ph.D. 1971

**Academic Experience:** Plant Breeder, International Rice Research Institute, Los Baños, Philippines and Adjunct Professor, University of the Philippines at Los Baños (UPLB), 1971-1980; Department of Plant Pathology and Crop Physiology, Louisiana State University, 1978-1979

**Distinctions:** Fellow, American Society of Agronomy, 1993; Outstanding Faculty/Staff Award, Agriculture; & Life Sciences Alumni Association, 2004; International Agronomy Award, American Society of Agronomy, 2005; SUNY Chancellor Award for Excellence in Faculty Service, 2006; Women in Agronomy, Crops, Soils, and Environmental Sciences Mentoring Award, 2011; Inaugural recipient of the World Agriculture Prize (USD \$50,000), 2013

**Languages:** Spanish (1)

**Research and Teaching Specializations:** Agricultural biotechnology and crop improvement

**Field Experience:** India

**Contribution to the Study of South Asia:**

— **Number of Area Studies Courses:** 2

**Number of Recent Publications:** 2

**Selected Publications:** “Rust, Risk and Germplasm Exchange: The Borlaug Global Rust Initiative” with M. Acevedo and L. McCandless in *Indian Journal Plant Genetic Resources*, 29: 417-419, 2016.

“Fear and Food Security” in *Food and Energy Security* 3(2): 96-97, 2014.

“Durable Rust Resistance in Wheat (DRRW): Mitigation of Ug99 through a Consortium Approach,” with G. Cisar and S. N.

Davidson, in *Wheat Productivity Enhancement Under a Changing Climate* S.S. Singh, R.R. Hanchinal, G. Singh, R.K. Sharma, B.S. Tyagi, M.S. Saharan, I. Sharma, eds. Narosa Pub House Pvt Ltd, New Delhi, 2012.

*Rain-fed Lowland Rice*, with D. J. D. Garrity, IRRI, Los Baños, Philippines, 1997.

**Theses Supervised in Past 5 Years:** 2

**South Asia Teaching and Research:** 30%

### HOBBS, PETER R.

CORNELL

Retired Adjunct and International Professor, Soil and Crop Sciences, CALS, appointed July 2000. Also Associate Director IP-CALS for Academic and Professional Studies August 2010 to August 2015.

**Education:** Reading University, UK. BSc 1967; Kansas State University MSc 1969; Cornell University Ph.D. 1972.

**Academic and Work Experience:** CUSO volunteer, Chiangmai University, Thailand 1972-74; Cropping Systems agronomist with IRRI in Bangladesh 1974-1980; CIMMYT wheat agronomist, Mexico 1980-82; CIMMYT wheat agronomist, Pakistan, 1982-1988; CIMMYT wheat agronomist, Nepal 1988-2002

**Distinctions:** Member of team awarded best CGIAR partnership in 2000 for Rice-Wheat Consortium activities; Fellow of Indian Society of Agricultural Sciences, 2002; Fellow of Indian Weed Science Society, 2002; Member of the RWC that received the King Baudouin award in 2004 for work in S. Asia; ASA International Service in Agronomy, 2008; Fellow of Agronomy Society of America, 2015

**Languages:** Spanish (2), Thai (1), Hindi (1)

**Research and Teaching Specializations:** Cropping Systems Agronomist (crops and soils) with a special interest in sustainable intensification management systems. Teaching in Tropical Cropping Systems, Traditional Agriculture, International Agriculture, GMO debate, Forest Farming.

**Field Experience:** Bangladesh; India, Pakistan, Nepal, Mexico

**Contribution to the Study of South Asia:**

— Apart from the 26 years working in South Asia with national program research and extension personnel also was a member of the team that took students to India as part of the IARD4020/6020 course from 2003 to 2015 – responsible for the agricultural systems section.

— **Number of Area Studies Courses:** 2

— **Courses Integrating South Asia Material:** 3

**Number of Recent Publications:** 1

**Selected Publications:** “Conservation Agriculture in the Indo-Gangetic Plains of India: Past, Present and Future,” with R. Gupta, R.K. Jat, and R.K. Malik in *Experimental Agriculture*, 2017. “Important Rainfed Farming Systems of South Asia,” in *Rainfed Farming Systems Tow*, P.G., I.M. Cooper, I. Partridge, C.J. Birch eds., pp. 603-643 Springer, Dordrecht, Netherlands, 2011.

“The Rice-Wheat Consortium and the Asian Development Bank: a history,” with L.W. Harrington, in *Integrated Crop and Resource Management in the Rice-Wheat System*, J.K. Ladha, Y. Singh, O. Erenstein, and B. Hardy, eds. International Rice Research Institute. Los Banos, Philippines, 2008.

**Theses Supervised in Past 5 years:** 11

**South Asia Teaching and Research:** 10%

**PINGALI, PRABHU L.****CORNELL**

Professor of Applied Economics and Nutritional Sciences, tenured, dates; Director of the Tata-Cornell Institute for Agriculture and Nutrition, appointed 2013

**Education:** Birla Institute of Technology and Science, Rajasthan, India, M.A., 1977; North Carolina State University, Raleigh, North Carolina, Ph.D., 1982.

**Experience:** Economist/Consultant, The World Bank, Washington, DC, United States, 1982 – 1987; Program Leader and Agricultural Economics, International Rice Research Institute (IRRI), Laguna, Philippines, 1987 - 1996; Affiliate Professor, University of the Philippines, Los Banos, Philippines, 1987 - 1996; Director, Economics Program, International Maize and Wheat Improvement Center (CIMMYT), Texcoco, Mexico, 1996 - 2002; Director, Agricultural and Development Economics Division, Food and Agricultural Organization (FAO), Rome, Italy, 2002 - 2008; Deputy Director, Agriculture Development, Bill and Melinda Gates Foundation, Seattle, Washington, United States, 2008 - 2013

**Distinctions:** Outstanding Alumnus, North Carolina State University (2010); Honorary Life Member, International Association of Agricultural Economists (2009); Elected Member (Foreign Associate); U.S. National Academy of Sciences (2007); Distinguished Fellow, American Agricultural Economics Association (2006); Outstanding Publication Award shared with A.C. Rola, Philippine National Academy of Sciences and Technology (1997); M.S. Swaminathan Award for Social Science Research and Development, M.S. Swaminathan Research Foundation (1993)

**Languages:** Hindi (4), Telugu (4)

**Research and Teaching Specializations:** Agricultural Development, Biofuels, Climate Change, Economic Development, Food and Nutrition Policy, International Agricultural Development, Poverty Reduction, Sustainable Agriculture And Food Systems, Value Chains

**Field Experience:** India, Mexico, Philippines, Sub-Saharan Africa, Southeast Asia

**Contribution to the Study of South Asia:**

— **Number of Area Studies Courses:** 2

**Number of Recent Publications:** 3

**Selected Publications:** *Agriculture and Rural Development in a Globalizing World: Challenges and Opportunities* with G. Feder, Earthscan Food and Agriculture Series, Routledge, New York, 2017.

“Transitioning Towards Nutrition-Sensitive Food Systems in Developing Countries,” with Sunder, N in *Annual Review Resource Economics*, Volume 9, 2017.

“The Bumpy Road from Food to Nutrition Security – Slow Evolution of India’s Food Policy,” with B. Mitra and A. Rahman in *Global Food Security*, 2017.

**Theses Supervised in Past 5 Years:** 14

**South Asia Teaching and Research:** 95%

**RAMAN, KANDUKURI V.****CORNELL**

International Professor (Adjunct), Plant Breeding, Associate Director (Special Projects) IP/CALS

**Education:** Andhra Pradesh Agricultural University B.A. 1972; University of Reading M.S. 1974, Ph.D. 1977

**Academic Experience:** Program Leader, Integrated Pest Management, International Potato Center, Lima Peru, 1978-1992; Center Director; AmeriCenter 1993-1996

**Distinctions:** Agricultural Biotechnology Support Project II (USAID-EGAT), 2002-2015; Experiential Learning in Agriculture (USAID-ALO), 2003; Globalization and Agribusiness in India (USDA-ISE), 2004; Agricultural Innovation Partnership (USAID) 2011-2017

**Languages:** Telugu (4), Hindi (4), Tamil (3), Spanish (4)

**Research and Teaching Specializations:** Agricultural biotechnology, research on development and commercialization of genetically engineered organisms for improving rural livelihoods. Agricultural Innovation Partnership –India and Malawi

**Field Experience:** India, Peru, Bangladesh, Malawi

**Contribution to the Study of South Asia:**

— **Number of Area Studies Courses:** 2

**Number of Recent Publications:** 0

**Selected Publications:** “Alleviating Poverty and Hunger with Pest and Disease Resistant Horticultural Crops: The ABSP Initiative,” in *Indian Horticultural Congress*, The Horticulture Society of India, New Delhi, India. November 18-20, 2010, pp. 146-147, 2010.

“Post-Harvest Food Losses to Pests in India,” with D. Pimentel, eds. Rattan Lal, David Hansen, Norman Uphoff and Steven Slack, in *Food Security and Environmental Quality in the Developing World*, Lewis Publishers, CRC Press, 2002.

“Applying Grades and Standards of Reducing Pesticide Residues to Access Global Markets,” eds. Rattan Lal, David Hansen, Norman Uphoff and Steven Slack, in *Food Security and Environmental Quality in the Developing World*, Lewis Publishers, CRC Press. 2002.

**Thesis Supervised in Past 5 years:** 12

**South Asia Teaching and Research:** 25%

**UPHOFF, NORMAN****CORNELL**

Professor Emeritus of Government and International Agriculture, appointed 1970, tenured 1977, Emeritus 2005; has continued to teach part-time and has had CIPA administrative responsibilities

**Education:** University of Minnesota B.A. 1963, Princeton University M.P.A. 1966, UCLA Berkeley Ph.D. 1970

**Distinctions:** U.S. Social Science Research Council, research fellowship for Agrarian Research and Training Institute, Colombo, Sri Lanka, 1978-1979; American Institute of Indian Studies, research fellowship, 1986-1987, declined; Founder's Prize, Society for the Advancement of Socio-Economics (SASE), for best paper at its 6th international meetings, Paris, 1994; Distinguished Achievement Award, University of Minnesota, 2002; Lifetime Achievement Award, from Farmer-Managed Irrigation Systems Trust, Kathmandu, 2002; Reviewer's Award, International Society for Paddy and Water Environment Engineering, Taipei, 2011; first recipient of Olam International Prize for Innovation in Food Security, Montpellier, France, 2015

**Languages:** German (4), Sinhala (1)

**Research and Teaching Specializations:** Rural development, soil health, sustainable agriculture, sustainable development

**Field Experience:** Nepal, Sri Lanka, India, Bangladesh, Bhutan

**Contribution to the Study of South Asia:**

- Professor Uphoff is a past director of the South Asia Program.
- **Number of Areas Studies Courses:** 0
- **Course Integrating South Asia Material:** 1

**Number of Recent Publications:** 2

**Selected Publications:** "The System Of Crop Intensification: Reports from The Field on Improving Agricultural Production, Food Security, And Resilience to Climate Change for Multiple Crops," with B. Abraham, H. Araya, T. Berhe, S. Edwards, B. Gujja, R.B. Khadka, Y. S. Koma, D. Sen, A. Sharif, E. Styger, and A. Verma, in *Agriculture & Food Security*, 3:4, 2014.

"Alternative Paths to Food Security," in *Oxford Handbook on Food, Politics and Society*, R. J. Herring, ed., Oxford University Press, UK, 2014.

"Meta-analysis Evaluating Water Use, Water Saving, and Water Productivity In Irrigated Production of Rice with SRI Vs. Standard Management Methods," with P. Jagannath and H. Pullabhotla, in *Taiwan Water Conservancy*, 61:4, 14-49, 2013.

"Report on the World-Record SRI Yields in Kharif Season 2011 in Nalanda District, Bihar State, India," with M.C. Diwakar, A. Kumar and A. Verma, in *Agriculture Today*, Delhi, June, pp. 52-54, 2012.

"A Possible Next Chapter in the History of Rice Development of India: Enhancing Rice Production through Changes in the Management of the Crop Growing Environment," with Amod K. Thakur, in *100 Years of Rice Science and Looking Beyond, Proceedings of International Symposium at Tamil Nadu Agricultural University, Jan. 9-12, 2012*, eds. S. R. Shree Rangaswamy et al., pp. 356-367, Tamil Nadu Agricultural University, Coimbatore, 2012.

**Theses Supervised in Past 5 Years:** 6

**South Asia Teaching and Research:** 30%

**ANTHROPOLOGY****BASS, DANIEL****CORNELL**

Adjunct Assistant Professor, Department of Anthropology and Asian Studies; Administrative Manager and Fellowship Coordinator, South Asia Program, appointed August 2016

**Education:** Carleton College B.A., 1995; University of Michigan. M.A., 1998; University of Michigan Ph.D., 2004

**Administrative Experience:** American Institute of Sri Lankan Studies, 2010-present; PAX-Program of Academic Exchange, 2014-2016

**Distinctions:** Foreign Language and Area Studies Fellowships, 1997-1999, 2001-2002; Fulbright Student Research Fellowship 1999-2000; Council of American Overseas Research Centers Multi-Country Research Fellowship, 2000; American Institute for Sri Lankan Studies Post-Doctoral Fellowship, 2006

**Languages:** Tamil (3); French (2); Sinhala (1)

**Research and Teaching Specializations:** Up-country Tamils, Sri Lanka, ethnicity, citizenship, tea plantations, diaspora, religion

**Field Experience:** Sri Lanka, India

**Contribution to the Study of South Asia:**

- Provides program administration, narrative and financial reporting; as the fellowship coordinator works on FLAS administration; and works with language lecturer authors and the director on the publication of South Asia language textbooks in Sinhala and Nepali.
- **Number of Area Studies Courses:** 0

**Number of Recent Publications:** 2

**Selected Publications:** *Sri Lanka: The Struggle for Peace in the Aftermath of War*, co-edited with Amarnath Amarasingam, London: Hurst, 2016.

"Incomplete Integration: Local Government, Citizenship and Tamil Identity in the Up-country," in *Sri Lanka: The Struggle for Peace in the Aftermath of War*, Amarnath Amarasingam & Daniel Bass, eds., Hurst, London, 2016.

*Everyday Ethnicity in Sri Lanka: Up-country Tamil Identity Politics*, Routledge, London, 2012.

**South Asia Administration, Research and Teaching:** 100%

**BRUTSAERT, THOMAS**

SYRACUSE

Associate Professor, School of Education, tenured, appointed 2009

**Education:** Northeastern University B.S. 1988; Cornell University MS 1993; M.A. 1995; Ph.D. 1997**Academic Experience:** Department of Anthropology, SUNY University at Albany, 2005-2009**Distinctions:** National Science Foundation Grant for "Natural Selection and Genes Determining Higher Arterial Oxygen Saturation in Peruvian Quechua, 2011; Fulbright Specialist, Department of Anthropology, North Eastern Hill University, India, 2011**Research and Teaching Specializations:** Gene and environment interaction, variation in human athletic ability, health and disease, high elevation adaptation**Languages:** Spanish (4)**Field Experience:** India, Peru, Bolivia, Mexico, Costa Rica, Italy**Contributions to the Study of South Asia:**

— Will lead a short term study abroad program to Everest base camp in Summer 2018.

— **Number of Area Studies Courses:** 0**Number of Recent Publications:** 3**Selected Publications:** "Tracking cerebral blood flow regulation during incremental ascent to altitude: Effect of superimposed hypoxia and hypo capnia," with H.C. Lafave, S. Zouboules, M. James, G. Purdy, J. Rees, P.C. Ondrus, H.C. Nysten, C. Nysten, C. "Steinback, M. Sherpa, and T. Day, in *FASEB Journal*, 32 (1\_supplement): 1b414, 2018."Effects of acute aerobic exercise on arterial stiffness and cerebrovascular pulsatility in adults with and without hypertension," with W.K. Lefferts, J.P. DeBlois, C.N. Receno, T.V. Barreira, R.L. Carhart, and K.S. Heffernan, in *Journal of Hypertension*, 2018."Why are High Altitude Natives So Strong at High Altitude? Nature vs. Nurture: Genetic factors vs. Growth and Development," in *Hypoxia: Advances in Experimental Medicine and Biology*, R. Roach, P. Hackett, and P. Wagner, eds. Springer, Boston, 2016.**South Asia Teaching and Research:** 20%**HOLMBERG, DAVID**

CORNELL

Fulbright/Fulbright-Hays Advisor, Einaudi Center for International Studies; Professor Emeritus, Department of Anthropology, appointed 1980, tenured 1989

**Education:** Cornell B.A. 1970, Ph.D. 1980**Selected Distinctions:** Fulbright-Hays Faculty Research Grant, 1987-1988; Fulbright-Hays Research Grant, 1997-98; Collaborating institution for five year Institutional Development Grant, Wenner-Gren Foundation for Anthropological Research, 2009-2014; Research Fellowship, Social Inclusion Research Fund (SNV-Nepal) for Social Inclusion Atlas Project, 2013-2014; The Mahesh Chandra Regmi Lecture, Social Science Baha, Kathmandu Nepal, 2017**Languages:** Nepali (4), Tamang (3), French (3), Hindi (1), Spanish (2)**Research and Teaching Specializations:** South Asian studies, Himalayan Studies, Anthropology, Tamang**Field Experience:** Nepal**Contribution to the Study of South Asia:**— **Number of Area Studies Courses:** 2— **Courses Integrating South Asia Material:** 2**Number of Recent Publications:** 3**Selected Publications:** "New Ritual/New Power: Tamang New Year in the New Nepal" in *The State of Religion in a Non-religious State: Discourses and Practices in the Secular Republic of Nepal*, Chiara Leitzia, editor, Oxford University Press, Delhi, 2017."Tamsaling and the Toll of the Gorkha Earthquake," with Kathryn S. March, in Hotspots, *Cultural Anthropology Online*, 2015."Ethnographic Agency, Field Assistants and the Rise of Cultural Activism in Nepal," in *Ethnography*, 15(3):311-330, 2014."Cultural Rights in the Residues of an Irreversible History," in *Ethnicity and Federalism in Nepal*, Chaitanya Misra and Om Gurung, Kirtipur, eds, pp.103-115, Central Department of Anthropology, Kathmandu, Nepal, 2012."Contingency, Collaboration, and the Unimagined over Thirty-five Years of Ethnography," in *Returns to the Field: Long-term Ethnographic Research and Contemporary Anthropology*, Signe Howell and Aud Talle, eds., pp. 95-122, Indiana University Press, Bloomington, 1989.*Order in Paradox: Myth, Ritual, and Exchange among Nepal's Tamang*. Cornell University Press, Ithaca, NY, Paperback edition 1991; South Asian Edition published by Motilal Banarsidas, with new introduction, 1996.**Theses Supervised in Past 5 Years:** 17**South Asia Teaching and Research:** 100%

**MARCH, KATHRYN****CORNELL**

Graduate Professor & Professor Emerita of Anthropology, Feminist/Gender/Sexuality Studies, and Public Affairs, tenured, appointed 1981; Academic Supervisor, Nepali Language, 1984-present

**Education:** Stanford University B.A 1971, Cornell University Ph.D. 1979

**Academic Experience:** Anthropology, Tribhuvan University, Nepal, 1992, 1993-1994, 1997, 2005

**Distinctions:** National Science Foundation 1972-75; Woodrow Wilson National Fellowship Foundation 1975; National Institute of Mental Health 1975-78; National Endowment for the Humanities 1984-86; Bunting Institute Fellow 1984-86; Fulbright Senior Research Fellow 1993-94; Merrill Presidential Scholar Outstanding Educator, Cornell, 2001; Department of Education grant to support Digital Himalaya project (in collaboration with the University of Virginia), 2002; Cornell Institute of Public Affairs Distinguished Faculty Award, 2003; Fulbright Lecturer/Research Scholar, Tribhuvan University, 2005

**Languages:** Nepali (3), Tamang (2), Sherpa (1), French (3), German (1)

**Research and Teaching Specializations:** Sociocultural anthropology, gender, narrative, social change, life histories, ethno-history, Nepal, Himalayas, Tibet

**Field Experience:** Nepal

**Contribution to the Study of South Asia:**

— **Number of Area Studies Courses:** 3

— **Courses Integrating South Asian Materials:** 1

**Number of Recent Publications:** 1

**Selected Publications:** "Shifting subjectivities in Tamang gender relations," *Nepal in Diaspora*, D. Gellner & S. Hausner, eds., Oxford University Press, Oxford, 2018.

*Nepal in Conflict: Theoretical Underpinnings, Conflict Resolution, Conflict Transformation, and Peace-Building*, ed. with Kailash N. Pyakuryal and Bipin Acharya, SASON, Kathmandu, 2007.

"Two Houses and the Pain of Separation in Tamang Narratives from Highland Nepal," in *Songs, Stories, Lives: Gendered Dialogues and Cultural Critiques*, G. Raheja, editor, Kali for Women Press, New Delhi, 2003.

*If Each Comes Halfway: Meeting Tamang Women in Nepal*, Cornell University Press, Ithaca, NY, 2002.

*Dohori Namaste/Mutual Regards: America and Nepal Seen Through Each Other's Eyes*, with David Holmberg, Bhim Bahadur Tamang, and Surya Man Tamang, Kathmandu, Nepal: Jeevan Support Press, 1994.

*Women's Informal Associations in Developing Countries: Catalysts for Change?* with Rachele Taquq, Westview Press, Boulder, Colorado, 1985.

**Theses Supervised in Past 5 Years:** 17

**South Asia Teaching and Research:** 50%

**MUNASINGHE, VIRANJINI****CORNELL**

Associate Professor, Anthropology and Asian American Studies, tenured, appointed 1995; Director, Asian-American Studies Program, 2006-2009.

**Education:** Sussex University B.A. 1985; Duke University M.A. 1988; Johns Hopkins University M.A. 1989, Ph.D. 1994

**Academic Experience:** Department of Anthropology, University of North Carolina at Chapel Hill, Fall 1994; Department of Anthropology, Duke University, 1995

**Distinctions:** Fellowship, Society for the Humanities Cornell University, 2001; Appel Fellowship for the Humanities and Social Sciences (recognizing excellence in teaching, scholarly promise and dedication to advancing knowledge), Cornell University, 2001– 2002; Social Science Book Award, Association for Asian American Studies, for *Callaloo or Tossed Salad? East Indians and the Cultural Politics of Identity in Trinidad*; Mellon Seminar Participant on "Culture and Value," Cornell University, 2004-05; Fellowship, Society for the Humanities Cornell University, 2015-16

**Languages:** Sinhala (2)

**Research and Teaching Specializations:** nationalism; race and ethnicity; comparison; South Asian diaspora in Caribbean and Asians in the Americas; political economy of slavery and indentured labor; historical anthropology; postcolonial theory; ethnic studies.

**Field Experience:** Trinidad

**Contribution to the Study of South Asia:**

— **Number of Area Studies Courses:** 1

— **Courses Integrating South Asian Materials:** 2

**Number of Recent Publications:** 0

**Selected Publications:** "Foretelling Ethnicity in Trinidad: The Post Emancipation 'Labor Problem,'" in *Clio/Anthropo*, Andrew Willford and Eric Tagliacozzo, eds. Stanford University Press, Michigan, 2009.

"Narrating the Nation through Mixed Bloods," in *Nationalism's Bloody Terrain: Racism, Class Inequality, and the Politics of Recognition* George Baca, editor, Berghahn Press, New York (reprint of Social Analysis essay), 2006.

"Reclaiming theory in the face of epistemological collapse," in *Knowing How to Know: Fieldwork and the Ethnographic Present*, Narmala Halstead, Eric Hirsch and Judith Okely, eds., Berghahn Books, EASA series, Oxford, 2008.

"Narrating the Nation through Mixed Bloods," in *Social Analysis*, Vol. 49 (3) pp. 155-163, 2005.

**Theses Supervised in Past 5 Years:** 10

**South Asia Teaching and Research:** 60%

**RAMBERG, LUCINDA****CORNELL**

Associate Professor of Anthropology and Feminist, Gender, and Sexuality Studies, tenured, appointed 2011

**Education:** B.A. Bryn Mawr College 1984; M.A. Union Theological Seminary 1989; M.A. University of California, Berkeley 1999; Ph.D. University of California, Berkeley, 2006**Academic Experience:** Mellon Postdoctoral Fellow, Feminist, Gender & Sexuality Studies/Society for the Humanities, Cornell University, 2006-2007; Visiting Assistant Professor of South Asian Religion, Women's Studies in Religion Program, the Divinity School, Harvard University, 2009-2010; Assistant Professor, Gender and Women's Studies, University of Kentucky, 2007-2011**Distinctions:** Research Associate (Postdoctoral Fellowship), Women's Studies in Religion Program, the Divinity School, Harvard University, 2009-2010; Fulbright IIE Research Award, 2014-2015; Honorable mention, the 2016 Bernard S. Cohn Prize for the best first book in South Asia Studies; The 2015 Clifford Geertz Prize for best book in the anthropology of religion; Michelle Rosaldo Prize for the best first book in feminist anthropology; Ruth Benedict prize for outstanding monograph; American Institute for Indian Studies, Senior Research Fellowship, 2017.**Languages:** French (4), Kannada (4)**Research and Teaching Specializations:** Medical Anthropology/Feminist, Gender & Sexuality Studies/Religious Studies**Field Experience:** India**Contribution to the Study of South Asia:**— **Number of Area Studies Courses:** 3— **Courses Integrating South Asia Materials:** 1**Number of Recent Publications:** 6**Selected Publications:** "Casting Religion and Sexing Gender in South India," in *The Difference of Caste*, Anupama Rao, editor, Women Unlimited Press, Delhi, 2017."Who and What is Sex For?" Notes on Theogamy and the Sexuality of Religion" in "Sex and Religion," Mayanthi Fernando and Joan Scott, eds., a special issue of *History of the Present: A Journal of Critical History*, 7(2), 2017."Backward Futures and Pasts Forward: Queer Time and Dalit Conversion in South India," in "Area Impossible," Anjali Arondkar and Geeta Patel, eds., a special issue of *Gay and Lesbian Quarterly*, 22 (2), 2016."Clinical Encounters and Citizenship Projects", in *Medical Anthropology: Cross Cultural Studies in Health and Illness*, November 2014, Vol. 33 (6), 2014.*Conjugality and Beyond: Sexual Economy, Citizenship and the Marital Form in India*, edited with Srimati Basu, Women Unlimited Press, Delhi 2015.*Given to the Goddess: South Indian Devadasis and the Sexuality of Religion*, Duke University Press, 2014.**Theses Supervised in Past 5 Years:** 9**South Asia Teaching and Research:** 60%**RODSETH, LARS****SYRACUSE**

Associate Professor, Department of Anthropology, tenured, appointed 2011

**Education:** University of Maryland B.A. 1981; University of Michigan M.A. 1987; Ph.D. 1993**Academic Experience:** Department of Anthropology, University of Utah, 1994-2011**Distinctions:** Wenner-Gren Foundation Dissertation Research Grant, 1990-1991; Appleby-Mosher Award for pilot study in Indo-Caribbean community of Queens, NY, 2013**Languages:** Tibetan (4)**Research and Teaching Specialization:** Political and historical anthropology, social theory, history of the human sciences, kinship, nationalism, violence, ideology**Field Experience:** Nepal, Caribbean, U.S.**Contribution to the Study of South Asia:**— **Number of Courses Integrating South Asia Material:** 2**Number of Recent Publications:** 3**Selected Publications:** "Back to Boas, Forth to Latour: An Anthropological Model for the Ontological Turn" in *Current Anthropology* 56 (6): 865-882, 2015."Historical Massacres and Mythical Totalities: Reading Marshall Sahlins on Two American Frontiers" in *Histories of Anthropology Annual* 8:209-248, 2014."Placing the dead at Mountain Meadows" with Shannon A. Novak in *Battles and Massacres on the Southwestern Frontier: Historical and Archaeological Perspectives*, pp. 190-208, 2014.**Theses Supervised in Past 5 Years:** 2**South Asia Teaching and Research:** 20%

**WADLEY, SUSAN SNOW**

SYRACUSE

Ford-Maxwell Professor, South Asian Studies/Anthropology, tenured, appointed 1970

**Education:** Carleton College B.A. 1965; University of Chicago M.A. 1967, Ph.D. 1973**Distinctions:** Summer Stipend for Humanists, National Endowment for the Humanities, 1995; University Professors' Fellowship, National Endowment for the Humanities, 1998; Senior Research Grant, American Institute of Indian Studies, 2004**Languages:** Hindi (4), French (4)**Research and Teaching Specializations:** Folk literature, social change, and women's lives in North India**Field Experience:** India**Contribution to the Study of South Asia:**

- Director, South Asia Center, Syracuse University, 1986-2006, 2009-2010, 2012-2017
- **Number of Area Studies Courses:** 5
- **Courses Integrating South Asia Material:** 3

**Number of Recent Publications:** 1**Selected Publications:** *South Asia in the World*. Editor. M.S. Sharpe, New York, 2014."Damayanti and Nala: *The Many Lives of a Story*, Chronicle Books, New Delhi, 2011."Exploring the Meaning of Genre in two Indian Performance Traditions," in *Journal of the Institute of Ethnology*, Taipei, Taiwan, 2009."In search of the Hindu "Peasants" Subjectivity," in *India Review*. 7 (4): 320-348, 2008.*Wife, Mother, Widow: Exploring Women's Lives in Northern India*, Chronicle Books, New Delhi, 2008.*Raja Nal and the Goddess: Inscribing Caste and Gender in the North Indian Oral Epic Dhola*, Indiana University Press, 2002.*Essays on North Indian Folk Traditions*, Chronicle Books, New Delhi, 2004."Assessing the Public Sphere: Dhola and Transformations over Time," in *Folklore, Public Sphere and Civil Society*, MD.

Muthukumaraswamy &amp; Molly Kaushal, eds., Indira Gandhi National Centre for the Arts, New Delhi and National Folklore Support Centre, Chennai, pp. 211-224, 2004.

**Theses Supervised in the Past 5 Years:** 7**South Asia Teaching and Research:** 75%**WILLFORD, ANDREW**

CORNELL

Professor, Department of Anthropology and Asian Studies, tenured, appointed 2000

**Education:** University of California, San Diego, B.A. 1989, M.A. 1991, Ph.D. 1998**Academic Experience:** Visiting Fellow, Institute of Southeast Asian Studies, National University Singapore, December 2007-March 2008; Visiting Scholar, Institute of Advanced Study, Bangalore, August, 2009**Distinctions:** Atkinson Center for Sustainable Futures, Development Grant, Cornell-Keystone Project, "Biodiversity Conservation and Sustainable Livelihood Generation, 2012; Cornell University Institute for Social Sciences Small Grant, "Rights to the Forest: Impacts of Governance Changes on Health, Nutrition and Livelihoods in the Nilgiri Biosphere Reserve, India," 2013; Fulbright-Nehru Research Scholar Award for India, 2014-2015: "Sacred, Groves, Urban Depression, and Biomedicalizing Mental Health Care in South India"; American Institute of Indian Studies Senior Research Fellowship, 2014-2015.**Languages:** Tamil (3), German (2), Indonesian/Malay (2)**Research and Teaching Specializations:** Tamil and Hindu displacement, revivalism, and identity politics in Malaysia and India. Culture and healing. Psychiatry in India. Medical and psychological anthropology. Indigenous communities in South India.**Field Experience:** Malaysia, India, USA**Contribution to the Study of South Asia:**

- As part of the Nilgiris Field Learning Center's core faculty, Willford teaches Cornell study abroad students in India, as well as conducting research and collaborating with various institutions in the region focusing on mental health care.
- **Number of Area Studies Courses:** 1
- **Courses Integrating South Asia Material:** 4

**Number of Recent Publications:** 2**Selected Publications:** *The Future of Bangalore's Cosmopolitan Pasts: Civility and Difference in a Global City*, University of Hawaii Press, 2018.*Tamils and the Haunting of Justice: History and Recognition in Malaysia's Plantations*, University of Hawaii Press, 2014."Cosmopolitan Pasts and Monocultural Futures (?) of a Deccan Metropolis", in *Asia Inside Out*, P.C. Perdue, H.F. Siu, and E. Tagliacozzo eds., Harvard University Press, 2009*Clio/Anthropos: Exploring the Boundaries between History and Anthropology*. With Eric Tagliacozzo, eds. Stanford University Press, 2009.*Cage of Freedom: Tamil Identity and the Ethnic Fetish in Malaysia*, University of Michigan Press, 2006; Asian edition: National University of Singapore Press, 2007.**Theses Supervised in Past 5 Years:** 10**South Asia Teaching and Research:** 35%

## ACHITECTURE

**WOODS, MARY**

**CORNELL**

Professor, Department of Architecture, tenured, appointed 1984

**Education:** Duke University, B.A., 1972; Columbia University, M.A. 1973, M.Phil. 1978, Ph.D. 1982

**Distinctions:** Professional Development Fellowship, American Institute for Indian Studies, 2002-03; Senior Research Fellowship, Fulbright Foundation, 2002-03; Senior Research Fellowship, American Council of Learned Societies, 2007-08; Silver Medal, Florida Book Awards, Nonfiction, for *New Deal in South Florida: Design, Policy and Community Building 1933-1940*, Florida Books Awards Committee, 2009; Appointment to Michael A. McCarthy Chair of Architectural Theory, 2010; Rogovin Fellowship, Center for Creative Photography, 2014-2015; Visiting Scholar, Canadian Centre for Architecture, 2015; Cornell Council for the Arts Grant, 2017-2018

**Languages:** French (3), Italian (2)

**Research and Teaching Specializations:** History of American architecture and cities; Historic and contemporary architectural education and professional practice in the United States and India; History of photography and cinema

**Field Experience:** India, Sri Lanka

**Contribution to the Study of South Asia:**

— **Number of Area Studies Courses Taught:** 0

— **Number of Courses Integrating South Asian materials:** 3

**Number of Recent Publications:** 6

**Selected Publications:** *Women Architects in India: Histories of Practice in Mumbai and Delhi*. Routledge, New York, 2018.

“Brinda Somaya: An Empathetic Architect,” and “An Interview with Brinda Somaya and Kamu Iyer,” in *Brinda Somaya: Reflection on Practice*, Maupin, 2018.

“Calcutta and the Modern Woman: Reading the Films *Mahanagar* and *Kahaani*,” in *Global South*, 9 #2, Fall 2015.

“Illuminating Mumbai,” in *Cities of Light*, Sandy Isenstadt, Dietrich Neumann, and Margaret Petty, eds. Routledge, New York, 2015.

“Un Passage Vers Modernité: Les Photographies de Luc Durand en Inde,” in *Luc Durand: Itinéraires d’un Architecte*, ed. Etienne Desrosiers, in conjunction with the exhibition “Luc Durand, Architecte, Rétrospective 1945-2009,” La Maison de la Culture Notre-Dame-de-Grâce, Montréal, 2014.

“Pravina Mehta: A Woman Architect in Post-Independence India,” in *Making Art and Architecture in Modern India: Woman’s Eye, Woman’s Hand*, D. Fairchild Ruggles, ed. Zubaan Press, New Delhi, 2014.

“Working in Mumbai and Beyond: Rahul Mehrotra,” in *Habitus*, Winter 2010.

“The Other and the Other Modernism: Art Deco Picture Palaces of Mumbai,” *Proceedings of the XIXth International DOCOMOMO*, Istanbul and Ankara, Turkey, 2010.

**Theses Supervised in Past 5 Years:** 15

**South Asia Teaching and Research:** 20%

## ARTS

**BABIRACKI, CAROL**

**SYRACUSE**

Associate Professor, Department of Art and Music Histories, appointed 1999; Director, South Asia Center, appointed 2016

**Education:** University of Minnesota B.A. 1975, M.A. 1978; University of Illinois Ph.D. 1991

**Academic Experience:** Department of Music, University of Illinois at Chicago, 1987-88; Department of Music, Brown University, 1991-1995; Department of Music, Harvard University, 1995-99

**Distinctions:** Senior Research Fellowship, American Institute of Indian Studies, 1993; Fulbright-Hays Dissertation Research Grant, 1983-1984; Ethnomusicology Committee, Archive and Research Centre for Ethnomusicology, American Institute of Indian Studies, Gurgaon, India, 1997-2011; Society for Ethnomusicology Executive Board, First Vice-President (Publications), 1999-2001; Meredith Teaching Recognition Award, Syracuse University, 2004; Mellon Humanities Corridor Grant, 2010-2011; 2012-2014, 2015-2016; Executive Board (Ethnomusicology), College Music Society (CMS), 2010-2013; Scholarship & Research Review Board for CMS Symposium, 2013-present; President, Board of Directors, Wacheva Cultural Arts Foundation (Syracuse NY), 2014-present; Executive Board, SASLI, 2016-present; Trustee, American Institute of Bangladesh Studies, 2016-present; Trustee, American Institute of Pakistan Studies, 2016-present

**Languages:** Hindi/Urdu (4), French (4), Nagpuri (3), Mundari (3), German (2)

**Research and Teaching Specializations:** Ethnomusicology, musical change, *adivasi* performance traditions, dance, gender, identity, cultural sustainability

**Field Experience:** India, Pakistan

**Contribution to the Study of South Asia:**

— **Number of Area Studies Courses Taught:** 2

— **Number of Courses Integrating South Asia Material:** 4

**Number of Recent Publications:** 1

**Selected Publications:** “Two Generations in the Fault Lines of India’s Musical Modernities,” in *MUSICultures*, 44:1:18-47, 2017.

“Ravābat darvāī-ye dastgāh-e shur” (“Interrelationships in Shur”), with Bruno Nettl, Transl. by Natalie Chubineh, in *Faslnāmeḥ-ye Musiqi-ye Māhūr/Mahoor Music Quarterly*, 11(42): 7-55, 2009.

“What’s the Difference? Reflections on Gender and Research in Village India,” in *Shadows in the Field: New Perspectives for Fieldwork in Ethnomusicology*, G. F. Barz & T. J. Cooley, eds., Oxford University Press, New York, 2008.

“Between Life History and Performance: Sundari Devi and the Art of Illusion,” in *Ethnomusicology*, Winter 2008.

“The Illusion of India’s ‘Public’ Dancers,” in *Women’s Voices Across Musical Worlds*, Jane Bernstein, ed., Northeastern University Press, Boston, 2004.

“‘Saved by Dance’: The Movement for Autonomy in Jharkhand,” for a special issue on the topic “Music and the Idea of Tribe in India,” 32(1), *Asian Music*, Fall/Winter 2000-2001.

“Tribal Music in the Study of Great and Little Traditions of Indian Music,” in *Comparative Musicology and the Anthropology of Music: Essays in the History of Ethnomusicology*, Bruno Nettl and Philip Bohlman, eds., University of Chicago Press, Chicago, 1991.

“Music and the History of Mundari-Caste Interaction in Chotanagpur,” in *Ethnomusicology and Modern Music History*, Steve Blum, Philip Bohlman, and Daniel Neuman, eds., University of Illinois Press, Urbana, pp. 207-228, 1990.

**South Asia Teaching and Research:** 60%

**DADI, MUHAMMMAD IFTIKHAR****CORNELL**

Associate Professor, History of Art, tenured, appointed 2004

**Education:** University of Wisconsin at Madison B.S. 1983, University of Washington at Seattle M.A. 1987, Cornell University Ph.D. 2003**Distinctions:** Included among 100 important Global artists in *Fresh Cream* (Phaidon Press), 2000; Cornell University Baccalaureate Service Award, May 2003; Cornell University Hull Memorial Fund awarded to the University of North Carolina Press to support publication of *Modernism and the Art of Muslim South Asia*; “Art, Popular Culture, and Publics in Contemporary Pakistan,” Winter 2009; Humanities Council research grants, Cornell Society for the Humanities, 2005-06, 2009 American Institute of Pakistan Studies Junior Book Prize; 2010**Languages:** Urdu (5), Arabic (4), Persian (2), French (1)**Research and Teaching Specializations:** Modern and contemporary art; Critical and postcolonial theory; Modern art and intellectual history of South Asia, Central Asia, Middle East, and North Africa; Popular visual cultures of Urban South Asia.**Field Experience:** India, Pakistan**Contribution to the Study of South Asia:**— **Number of Area Studies Courses:** 2— **Number of Recent Publications:** 5**Selected Publications:** “Calligraphic Abstraction,” in *A Companion to Islamic Art and Architecture* Finbarr Barry Flood and Gülrü Necipoğlu, eds., Wiley Blackwell, 2017.“A Brief History of Form and Meaning in Pakistani Art.” *The Herald*, 2017.“Lineages of Pakistan’s ‘Urdu’ Cinema: Mode, Mood and Genre in *Zehr-E Ishq / Poison of Love* (1958),” in *Screen* 57(4), 2016.“Modernity and its Vernacular Reminders in Pakistani Cinema,” in *Pakistani Film and Teledrama*, Ali Khan & Ali Nabil Ahmad, eds., Oxford University Press, 2016.*Anwar Jalal Shemza*, Ridinghouse, edited, 2015.*Lines of Control: Partition as a Productive Space*, Herbert F Johnson Museum of Art, 2012.*Modernism and the Art of Muslim South Asia*, University of North Carolina Press, 2010.**Theses Supervised in Past 5 Years:** 3**South Asia Teaching and Research:** 25%**HATCH, MARTIN****CORNELL**

Professor Emeritus, Department of Music and Department of Asian Studies

**Education:** Wesleyan University, B.A. 1963, M.A. 1969; Cornell University, Ph.D. 1980**Academic Experience:** Professor, Department of Music and Department of Asian Studies, Cornell University; Executive Committee Member, Cornell Southeast Asia Program, Cornell University**Distinctions:** *Asian Music*, editor and publisher for 40 bi-annual issues, 1985-2005.**Languages:** Indonesian (2), Javanese (1), French (1), Dutch (1)**Research and Teaching Specializations:** Ethnomusicology; Musical and Musical Traditions of Africa and Asia, Gamelan**Field Experience:** Indonesia, Malaysia, Singapore, Thailand, Cambodia, Vietnam, India**Contribution to the Study of South Asia:**— **Number of Area Studies Courses:** 0— **Courses Integrating South Asia Material:** 3**Number of Recent Publications:** 0**Selected Publications:** *Spek Thom: Khmer Shadow Theater* by Tum Kavel, English translation by Sos Kem, abridged, adapted, and edited by Martin Hatch, 1995.“Popular Music in Indonesia,” *World Music, Politics, and Social Change*, pp. 47-67, Manchester University Press, 1990.**South Asia Teaching and Research:** 15%

**McGOWAN, KAJA, M****CORNELL**

Associate Professor of Southeast Asian Art, History of Art, tenured, appointed 1996

**Education:** Wesleyan University B.A. 1982; Cornell University M.A. 1989, Ph.D. 1996**Distinctions:** Society for the Humanities Summer Research Grant 1998; South East Asia Program Travel/Research Grant, 2000**Languages:** Indonesian (5), Balinese (4), Dutch (2), German (2), Norwegian (2), French (2)**Research and Teaching Specializations:** History of Art of Southeast Asia with emphasis on Indonesia, particularly Java and Bali (both historically Indic in orientation) studied in relation to the subcontinent.**Field Experience:** Indonesia**Contribution to the Study of South Asia:**

- **Number of Area Studies Courses:** 0
- **Courses Integrating South Asian Materials:** 3

**Number of Recent Publications:** 3**Selected Publications:** "Looking for Water with Water: The State of Indonesian Studies in the Global Turn," in *The State of Indonesian Studies*, a CMIP Project, Cornell University Press, Ithaca, 2013."Risking Self and Space: What Kind (*Kim*) of Human Being (*Nara*)? Teaching the History of Southeast Asian Art, One Travel Story at a Time," *Southeast Asia Program*, Fall Bulletin, Cornell University, 2013"With 'the rising sun (*hinomaru*) on their Back': Exploring Batik *Djawa Hokokai* and the Japanese in Indonesia", in *Trans-national Southeast Asia: Paradigms, Histories, Vectors*, pp. 51-60, Kyoto University's Center for Southeast Asian Studies, 2013."Sifting Mountains and Seashore Through a Loosely Woven Lens: Reconsidering Royal Progresses in 14th Century Java," in *Blackwell Companion to Asian Art and Architecture*, Blackwell Publishing Ltd, 2009.*Ida Bagus Made: The Art of Devotion*, a volume honoring the Fiftieth Anniversary of the Puri Lukisan Museum, Bali, Indonesia, Yayasan Ratna Wartha, 2008.**Theses Supervised in Past 5 Years:** 10**South Asia Teaching and Research:** 25%**PERLUS, BARRY****CORNELL**

Associate Professor of Art, Department of Art, Associate Dean of the College of Architecture, Art and Planning, tenured, appointed 1985.

**Education:** Case Western Reserve University B.A. 1972, Ohio University M.F.A. 1984**Distinctions:** Juror's Award, 2<sup>nd</sup> Place-, International Works on Paper Exhibition, Ithaca, NY, 2003; Small Projects Grant, Cornell Council of the Arts, 2004; 30<sup>th</sup> Annual Grants for Photography, Light Work, Syracuse NY, 2004; Griffiths Observatory Star Award for Jantar Mantar website, 2005; Project Grant – Graham Foundation for Advanced Study in the Fine Arts New Course Grant – Faculty Innovations in Technology, Cornell University; Graham Foundation for Advanced Study in the Fine Arts, 2005; Faculty Innovation in Technology for a new interdisciplinary course: "Playing with Space and Time," 2005; Faculty Innovation in Technology for a new interdisciplinary course: "Studio in Space and Time," 2006; Einaudi Seed Grant, 2014; Webster lecturer in Archaeoastronomy for the Archaeological Institute of America, 2015-2016**Research and Teaching Specializations:** Photography**Field Experience:** India, Nepal**Contribution to the Study of South Asia:**

- Prof. Perlus has been involved in a multimedia project about the 18th-century astronomical observatories built in India by Sawaii Jai Singh of Jaipur. He currently has work from Jantar Mantar included in the year-long main show "Cosmic Wonder" at the Adler Planetarium, and will have a 30 second animation included in a documentary series on astronomy airing in September that was produced for a French-German TV network.
- **Number of Area Studies Courses:** 0

**Number of Recent Publications:** 0**Selected Publications:** "Panoramic image of the Jantar Mantar at New Delhi developed collaboratively as a landscape for use in conjunction with Stellarium's sky viewing software, 2008."Jantar Mantar: The Astronomical Observatories of Jai Singh: A Multimedia Project-in-Progress" in *Proceedings of the VAST International Symposium on virtual Reality and Cultural Heritage*, 2005."Solar Nexus: Using digital technology, Barry Perlus offers new views of India's ancient observatories," 8 page portfolio in *Cornell Alumni Magazine*, July-August, 2003."Photographs Taken by Barry Perlus in India Bring to Light Abiding and Universal – Qualities of Architecture," portfolio of photographs in *Progressive Architecture* 6.92, June, 1992.*Made of Light: Photographs from India and Nepal* by Barry Perlus, Catalog of the exhibition at MIT and participating institutions, 12 pages with 6 black and white duotones and 2 color reproductions. Includes an essay about the photographs by author and critic, Roger Lipsey, 1991.**Theses Supervised in Past 5 Years:** 5**South Asia Teaching and Research:** 50%

**RAY, ROMITA****SYRACUSE**

Associate Professor, Department of Art and Music Histories, tenured, appointed 2006; Chair, Department of Art and Music Histories, Spring 2017-Present

**Education:** Smith College B.A. 1992; Yale University M.A. 1994; Ph.D. 1999

**Academic Experience:** Colby College, 1998-1999; The Lamar Dodd School of Art, University of Georgia, 1999-2006

**Distinctions:** National Endowment for the Humanities. Summer Research Stipend, 2009; Yale Center for British Art, Visiting Scholar Grant, 2009-2010; Syracuse University Humanities Center, Syracuse Symposium "Networks": Speaker Funds for November 2015 and April 2016; National Endowment for the Humanities, Fellowship, 2016.

**Languages:** Bengali (5), Hindi (5), French (2), German (2)

**Research and Teaching Specialization:** South Asian art, art/architecture of the British Raj, 18th & 19th-century European Art, Orientalism, post-colonial theory

**Field Experience:** India; U.K.

**Contribution to the Study of South Asia:**

- Member of the South Asia Center Faculty Advisory Board
- **Number of Area Studies Courses Taught:** 1
- **Number of Courses Integrating South Asia Material:** 2

**Number of Recent Publications:** 8

**Selected Publications:** "'A Dazzle of Light': Edwin Lord Weeks and Royal India" in *Indo-American Encounters in the Early Republic*. Rajender Kaur and Anupama Arora, eds., Palgrave Macmillan, 2017.

"Canton to Calcutta: Tea and Chinoiserie in a Colonial Garden" in *De/siring India: Representations through British and French Eyes (1584-1857)*. Niranjana Goswami, editor, Jadavpur University Press, 2017.

"Where 'the Twain' did 'Meet': Bombay and the Making of British Colonial Art." In *Bombay to Mumbai: Door of the East with Its Face to the West*, edited by Pheroza Godrej and Pauline Rohatgi. Mumbai: Chhatrapati Shivaji Maharaj Vastu Sangrahalaya (formerly the Prince of Wales Museum of Western India), 7-20. 2017.

*Under the Banyan Tree: Relocating the Picturesque in British India*, Yale University Press, London, 2013.

"Going Global, Staying Local: Elihu Yale the Art Collector," in *Yale University Art Gallery Bulletin*, December 2012.

**South Asia Teaching and Research: 60%**

**BUSINESS****KURUVILLA, SAROSH****CORNELL**

Andrew J. Nathanson Family Professor of Industrial and Labor Relations, Appointed 1990, Tenured 1995; Past Director, Cornell Southeast Asia Program

**Education:** Ph.D, University of Iowa, 1990; B.A. University of Madras, 1979

**Academic Experiences:** Labor Relations Manager, Madura Coats Ltd., India, 1981-1985; Consultant, SACO Trade Union Federation, Stockholm, Sweden, 1987- 1988; Teaching and Research Assistant, Department of Industrial Relations and Human Resources, University of Iowa, 1986- 1987 and 1988 to 1989; Assistant Professor of Labor and Industrial Relations, Cornell University, 1990-1995; Professor, School of Labor and Industrial Relations, University of the Philippines, 1994; Visiting Professor, Aarhus School of Business, Aarhus, Denmark. Jan-Dec 1997; Associate Professor, Industrial Relations and Asian Studies, Cornell University, May 1995-May 2002; Visiting Professor, Indian Institute of Management, Calcutta, Jan-August 2004; Visiting Professor, London School of Economics, 2010—2016 (various lengths)

**Distinctions:** Fulbright Research Scholar, 2004

**Languages:** Tamil (5), Hindi (3), Malayalam (3), Swedish (2), Danish (2), Mandarin (2)

**Research and Teaching specialization:** Global Industrial relations, focus on Asia.

**Contribution to the Study of South Asia:**

- **Number of Area Studies Courses:** 2

**Number of Recent Publications:** 5

**Selected Recent Publications:** "Varieties of Collective Bargaining in China: The Good, The Bad, and The Ugly," with Sarosh Kuruvilla and Mingwei Liu, in *Comparative Labor Law and Policy Journal*, 38(2):187-210. 2017.

"From Pyramids to Diamonds: Legal process Offshoring and Law labor Markets in the US and India," with Sarosh Kuruvilla and Ernesto Noronha, in *Industrial and Labor Relations Review*, 69 (2): 354-378, 2016.

"Labor Unrest and Incipient Bargaining in China," with Hao Zhang, in *Management and Organization Review*, 12(1): 159-189, 2016.

"Globalization of Commodification," with Ernesto Noronha and Premilla D'Cruz in *Journal of Contemporary Asia*, 46(4), 2016.

"Globalization, Industrialization, and Labour Markets," with Rajah Rasiah and Bruce McFarlane in *Journal of the Asia Pacific Economy* 20(1): 2-14, 2015.

**Theses Supervised in Past 5 years:** 6

**South Asia Teaching and Research: 25%**

**PRASAD, ESWAR****CORNELL**

Nandlal P. Tolani Senior Professor of Trade Policy & International Professor, Department of Applied Economics and Management, tenured, appointed 2007

**Education:** University of Madras B.A. 1985; Brown University M.A. 1986; University of Chicago Ph.D. 1992

**Academic Experience:** International Monetary Fund, 1990-2006; Senior Fellow and New Century Chair in International Economics Brookings Institution 2008-present; IZA (Institute for the Study of Labor), 2002-present; Research Associate, National Bureau of Economic Research, Cambridge, MA

**Distinctions:** Founding editor of *IMF Research Bulletin*, June 2000-December 2002; Associate Editor of *IMF Staff Papers*, the IMF's scholarly journal, 1999; Co-editor of *IMF Staff Papers*, 2000-06; Editorial advisor, *Finance & Development*, 2004-06,

**Languages:** Hindi (4), Tamil (4), Polish (3)

**Research and Teaching Specializations:** The intersection of macroeconomics and international finance; interested in understanding the determinants and consequences of international capital flows, especially for developing economies. China and India, monetary policy, capital account liberalization and sustainable growth.

**Field Experience:** India, China

**Contribution to the Study of South Asia:**

— **Number of Area Studies Courses:** 2

**Number of Recent Publications:** 3

**Selected Publications:** *Gaining Currency: The Rise of the Renminbi*, Oxford University Press, Oxford, 2016.

“What Measure of Inflation Should a Developing Country Central Bank Target?” with Rahul Anand and Boyang Zhang, in *Journal of Monetary Economics*, September 2015.

*The Dollar Trap: How the U.S. Dollar Tightened its Grip on Global Finance*, Princeton University Press, 2014.

*New Paradigms for Financial Regulation: Emerging Market Perspectives*, co-edited with Masahiro Kawai, Brookings Institution Press, 2012.

“A Pragmatic Approach to Capital Account Liberalization,” with Raghuram Rajan in *Journal of Economic Perspectives*, 22(3):149-172, 2010.

“Foreign Capital and Economic Growth,” with Raghuram Rajan and Arvind Subramanian, in *Brookings Papers on Economic Activity* 38(1), pp. 153-230, 2007.

**South Asia Teaching and Research: 20%**

**RAJ, S. P.****SYRACUSE**

Distinguished Professor, Department of Marketing, Whitman School of Management, tenured, appointed 2007

**Education:** Indian Institute of Technology, Chennai B.S. 1975; Carnegie-Mellon University M.S 1977, Ph.D. 1981

**Academic Experience:** Kellogg Graduate School of Management (visiting), 1985-86; Department of Applied Economics and Management, Cornell University, 2005-2007

**Distinctions:** Best case on Managerial Issues in Transitory Economies awarded by the European Foundation for Management Development, 2006; European Foundation for Management Development 2006 prize for writing case titled “Indraprastha Ice and Cold Storage Ltd. (A),” with A. Adhikari; Founding Editor, *Journal of Agribusiness in Developing and Emerging Economies*, 2010-2017

**Languages:** Tamil (5), Hindi (3)

**Research and Teaching Specializations:** Business strategies in India, customer purchasing behavior, management of new product development, and role of the internet in marketing

**Contribution to the Study of South Asia:**

— Member of the South Asia Center Faculty Advisory Board

— Has led programs for executives in India and he is interested in developing a focus on India-U.S. business relations

— Developed cases on business issues in India as editor of *Journal of Agribusiness in Developing and Emerging Economies*

— **Number of Area Studies Courses Taught:** 0

**Number of Recent Publications:** 3

**Selected Publications:** “The R&D Outsourcing Decision: Environmental Factors and Strategic Considerations,” with J. M. Pattit & D. Wilemon, in *International Journal of Innovation and Technology Management*, 11(2), 2014.

“Pricing of Experience Products under Consumer Heterogeneity” with A. Adhikari and A. Basu, in *International Journal of Innovation and Technology Management*, 33:6-18, 2013.

“Indraprastha Cold Storage Ltd: Value Added Strategy in an Emerging Market,” IVEY Publishing, Prod. #: W12470-PDF-ENG, Harvard Business School Publishing, 2013.

“Market orientation when customers seem content with the status quo! Observations from Indian agri-business and a case study,” with A. Adhikari, in *Market Orientated? The Metamorphosis of Food and Agricultural Production and Marketing*, Adam Lindgreen & Martin Hingley, eds., Gower Publications, 2009.

**South Asia Teaching and Research: 20%**

## CITY AND REGIONAL PLANNING

### CHUSID, JEFFREY M.

CORNELL

Associate Professor, City and Regional Planning, tenured, appointed July 2005; Chair, Department of City and Regional Planning, appointed 2017

**Education:** University of California, Berkeley. A. B. 1978; University of California, Berkeley. M. Arch. 1983

**Academic Experience:** Assistant Professor and Adjunct Associate Professor, Department of Architecture, University of Southern California, 1983-1997; Visiting Design Critic, Harvard University Graduate School of Design, 1989; Assistant Professor and Director, Graduate Program in Historic Preservation, School of Architecture, University of Texas at Austin, 1997-2005.

**Distinctions:** Certificate of Merit, California Preservation Foundation, 1997; Outstanding Studio Teaching Award, University of Texas at Austin School of Architecture 2000; Presidential Citation, Association for Preservation Technology, Intl., 2004; Teaching Award, Cornell University Department of City and Regional Planning, 2006; Lee Nelson Book Prize Honorable Mention, Association for Preservation Technology Intl, 2012; Historic Preservation Book Prize, Historic Preservation Center, The University of Mary Washington, 2012; Antoinette Forrester Downing Book Award, Society of Architectural Historians 2014; Oliver Torrey Fuller Award, Association for Preservation Technology Intl., 2016

**Research and Teaching Specializations:** Preservation of Modernist Architecture and Planning; Historic Resources in Areas of Cultural Exchange and Conflict. Special areas of focus: California, Eastern Europe, India

**Field Experience:** India, Fiji, Bosnia, Ukraine, USA

**Contribution to the Study of South Asia:**

- Number of Area Studies Courses: 0
- Courses Integrating South Asian Materials: 2

**Recent Publications:** 2

**Selected Publications:** “Concrete in the Work of Joseph Allen Stein in the US and India,” in *Association for Preservation Technology Bulletin*, 48:2-3, Mt. Ida Press, Albany, Summer 2017.

“The India International Centre of Joseph Allen Stein: A Story of Cold-War Politics and the Preservation of a Modern Monument,” *Journal of Architectural Conservation*, 21 (2): 71-84, 2015.

*An Innocent Abroad: Joseph Stein in India*, Occasional Publication 18, India International Centre, New Delhi, 2010.

**Theses Supervised in Past 5 Years:** 21

**South Asia Teaching and Research:** 35%

### KUDVA, NEEMA

CORNELL

Associate Professor, Department of City and Regional Planning, tenured, appointed 2001; Director, International Studies in Planning Program, Einaudi Center for International Studies and Department of City and Regional Planning, Cornell University; Faculty Lead, Nilgiris Field Learning Center, Kotagiri, India and Ithaca, NY; House Professor and Dean, Carl Becker House, Cornell University

**Education:** School of Architecture, Center for Environmental Planning and Technology, Ahmedabad, India Dip. Arch. 1989; UC Berkeley M.C.P./ M. Arch. 1993, Ph.D. 2001

**Distinctions:** Cornell Institute for Social Sciences 2013-14, “Rights to the Forest: Impacts of Governance Changes on Health, Nutrition and Livelihoods in the Nilgiris Biosphere Reserve, India”; Atkinson Center Faculty-in-Residence Fellow 2016. UN Habitat, Urban Form and Mobility Hub Initiation Grant 2013-14; The Critical Ecosystems Partnership Fund “Exploring PES in the Nilgiris Biosphere reserve thorough Conservation Action and Governance Approaches” 2013-17; “Communicating Research for Different Audiences through Transmedia” 2017-2018. AIIS Senior Long Term Research Fellow, 2017; Cornell “Ecological Learning Collaboratory for Food, Healing, and Spatial Justice” Launch Conference; Cornell Knowledge Matters Fellowship, 2018

**Languages:** Konkani (4), Hindi (4), Bengali (1), Kannada (1)

**Research and Teaching Specializations:** International Urbanization issues related to small cities and their regions, and on institutional structures for equitable planning and development at the local level. Involved in setting up a Field Learning Center in India.

**Field Experience:** India, US, Italy

**Contribution to the Study of South Asia:**

- Member of the South Asia Program Steering Committee and is Faculty Lead on the Nilgiris Field Learning Center Project.
- Number of Area Studies Courses: 2
- Courses Integrating South Asia Material: 2

**Number of Recent Publications:** 5

**Selected Publications:** “Slow Conservation in the Nilgiris Field Learning Center: An Integrative Model of Education, Research and Practice” *Current Conservation*. (will link to eight student research briefs in the online version of the journal). Steven Wolf, Neema Kudva, Anita Varghese et.al. 2018 (forthcoming)

“Water and Waste in the Nilgiris”. Newsletter of the Nilgiri Natural History Society. In two parts. 2018 (in press)

*Cities of the Global South Reader* (Routledge Urban Reader Series), ed. with Farnak MirafTAB. London and New York: Routledge. 2015.

*Cities of the Global South Reader*, edited with Farnak MirafTAB. Routledge, London, 2015.

“Small Cities, Big Issues: Indian Cities in the Debates on Urban Poverty and Inequality” in *Cities and Inequalities in a Transnational World*, Farnak MirafTAB, David Wilson, and Ken Salo, eds., Routledge, New York, 2014.

**Theses Supervised in Past 5 Years:** 18

**South Asia Teaching and Research:** 50%

**TOMLAN, MICHAEL A.****CORNELL**

Professor, Department of City and Regional Planning, tenured, appointed 1979; Director of the Graduate Program in Historic Preservation Planning, appointed 1982; Director of Graduate Studies, Graduate Field of Real Estate, appointed 2015.

**Education:** University of Tennessee B.Arch. 1973; Columbia University M.S.H.P. 1976; Cornell University Ph.D. 1983

**Distinctions:** Fellow, Association for Preservation Technology, 2005; James Marston Fitch Lifetime Preservation Education Award, 2009

**Languages:** French (4)

**Research and Teaching Specializations:** International cases and contracts (in real estate); religion, planning and preservation; documentation for preservation; perspectives on preservation; building materials conservation; fieldwork/workshop in historic preservation; American urban history; economics and financing of neighborhood conservation and preservation; preservation planning and urban change; the museum & the public

**Field Experience:** India, Pakistan

**Contribution to the Study of South Asia:**

- Professor Tomlan works actively in the preservation of Indian architectural monuments.
- **Number of Area Studies Courses:** 0
- **Courses Integrating South Asian Material:** 2

**Number of Recent Publications:** 1

**Selected Publications:** *Historic Preservation: Caring for Our Expanding Legacy*, with David Listokin Springer, 2014.

“The Role of Designers in Heritage Efforts,” in *Journal of the Calicut Center*, Indian Institute of Architects, vol. 1, Calcutta, 2008.

*BYRDCLIFFE: An American Arts and Crafts Colony*, (book review), Vol. 65:2, pp. 40-43, 2005.

*Preservation of What for Whom: A Critical Look at Historical Significance*, contributing ed., National Council for Preservation Education, Ithaca, NY, 1998.

**Theses Supervised in Past 5 Years:** 4

**South Asia Teaching and Research:** 15%

**ECONOMICS****BASU, ARNAB****CORNELL**

Professor, Dyson School of Applied Economics and Management, tenured, appointed July 2012

**Education:** St. Xavier’s College, Calcutta University, India, B.Sc. 1988, Delhi School of Economics, Delhi University, India, M.A. 1990, The Johns Hopkins University, Ph.D. 1997

**Academic Experience:** College of William and Mary, 1998-2013; Senior Fellow, Center for Development Research (ZEF), University of Bonn, Germany, 2004-2017; Research Fellow, Institute of Labor Economics (IZA), Bonn, Germany, 2007-present

**Distinctions:** Research Award, Alexander von Humboldt Foundation, Germany

**Languages:** Bengali (5), Hindi (5)

**Research and Teaching Specializations:** Labor Markets in Developing Countries, Social and Environmental Labeling; Employment Guarantee Schemes in India, Child Labor and Human Trafficking in India, Pakistan, Nepal and Bangladesh.

**Field Experience:** India, Nepal, Colombia, Cote d’Ivoire

**Contribution to the Study of South Asia:**

- Professor Basu is involved actively in the South Asia Program, serving on committees and contributing ideas for the Seminar Series
- **Number of Area Studies Courses Taught:** 0
- **Number of Courses Integrating South Asian Material:** 1

**Number of Recent Publications:** 3

**Selected Publications:** “Contractual Dualism, Market Power and Informality,” in *Economic Journal*, 125: 1534-1573, 2015.

“Transnational Trafficking, Law Enforcement and Victim Protection: A Middleman’s Perspective,” in *Journal of Law and Economics*, 57: 349-386, 2014.

“Impact of Rural Employment Guarantee Schemes on Seasonal Labor Markets: Optimum Compensation and Workers’ Welfare,” with Abegaz Berhanu, in *Journal of Economic Inequality*, 2013.

“The Elusive Productivity Effect of Trade Liberalization in the Manufacturing Industries of Emerging Economies,” in *Emerging Markets Finance and Trade*, 47, pp. 23-45, 2011.

“Turning a Blind Eye: Costly Enforcement, Credible Commitment and Minimum Wage Laws,” with Nancy H. Chau and Ravi Kanbur, in *Economic Journal*, 120, pp. 244-269, 2010.

**Theses Supervised in Past 5 Years:** 6

**South Asia Research:** 25%

**BASU, KAUSHIK****CORNELL**

Professor of Economics and C. Marks Professor of International Studies, Department of Economics and SC Johnson College of Business

**Education:** St. Stephen's College, University of Delhi B.A. 1972; London School of Economics M.S. 1974, Ph.D. 1976**Academic Experience:** Tutor at the London School of Economics, 1975-77; Reader in Economics at the Delhi School of Economics, 1978-85; Professor of Economics, Delhi School of Economics, 1985-94; Visiting Professor, Kennedy School of Government, Harvard University, 2000; Visiting Professor, M.I.T., 2001-02; Visiting Professor, Harvard University, 2004**Distinctions:** The National Mahalanobis Memorial Medal (1989) for contributions to economics; Fellow of the Econometric Society, 1991- present; CORE Fellow, 1981-82; UGC-Prabhavananda Award for Economics, 1990; VKRV Rao Distinguished Visitor at the Institute for Social and Economic Change, Bangalore, 2000-2002; Padma Bhushan, 2008, conferred by the President of India; President of the International Economic Association, 2017-present**Languages:** Bengali (4), Hindi (2)**Research and Teaching Specializations:** Economic development, economic theory, industrial organization, political economy**Field Experience:** India**Contribution to the Study of South Asia:**

— Professor Basu was the Chief Advisor to the Indian Minister of Finance (2010-2012) and Senior Vice President and Chief Economist of the World Bank (2012-2016)

— **Number of Areas Studies Courses:** 0— **Courses Integrating South Asian Materials:** 2**Recent Publications:** 3**Selected Publications:** "The Economics and law of Sovereign Debt and Risk Sharing: Some Lessons from the Eurozone Crisis," in *Law & Economics*, 2016."The Indian Economy: Rising to Global Challenges," in *Journal of Social and Economic Development*, 2015."The Bihar Economy: An Overview and Some Field Notes", in N. K. Singh and Nick Stern (ed.) *The New Bihar: Rekindling Governance and Development*, Harper Collins, New Delhi. 2013.*An Economist's Miscellany*, Oxford University Press, New Delhi, 2011.*Beyond the Invisible Hand: Groundwork for a New Economics*, Princeton University Press, Princeton, 2010.*The Retreat of Democracy and Other Itinerant Essays on Globalization, Economics and India*, Permanent Black, 2007.*Oxford Companion to Economics in India*, editor, Oxford University Press, 2007.**Theses Supervised in Past 5 Years:** 9**South Asia Teaching and Research:** 50%**KANBUR, RAVI****CORNELL**

T. H. Lee Professor of World Affairs, International Professor of Applied Economics and Management, Professor of Economics, tenured, appointed 1997

**Education:** Gonville and Caius College University of Cambridge B.A. 1975; Merton College University of Oxford M.Phil. 1977; Nuffield University of Oxford M.A. 1979, Ph.D. 1981**Academic Experience:** Nuffield College, University of Oxford, 1978-79; Clare College, University of Cambridge, 1979-83, 2002-03, 2004 & 2007; Dept. Of Economics, University of Essex, 1983-87; Department of Economics, University of Warwick, 1987-1991; World Bank, 1989-97**Distinctions:** President of the Human Development and Capabilities Association, Chair of the Board of United Nations University-World Institute for Development Economics Research, Co-Chair of the Scientific Council of the International Panel on Social Progress, member of the OECD High Level Expert Group on the Measurement of Economic Performance, Past-President of the Society for the Study of Economic Inequality, past member of the High Level Advisory Council of the Climate Justice Dialogue, and past-member of the Core Group of the Commission on Global Poverty.**Research and Teaching Specializations:** Public Finance; Theory of Income Distribution; Theory of Decision-Making Under Uncertainty, Development Economic, Inequality, Poverty and Development; Agriculture and Development, Including Problems of Rural-Urban Migration and Commodity Price Stabilization; Macroeconomic Stabilization and Structural Adjustment; Aid Policy,**Field Experience:** India, Sri Lanka, Malaysia, Cote d'Ivoire, Ghana, Brazil**Contribution to the Study of South Asia:**— **Number of Areas Studies Courses:** 2— **Courses Integrating South Asian Materials:** 1**Recent Publications:** 2**Selected Publications:** "Non-Compliance with India's Factories Act: Magnitude and Patterns," *International Labor Review*, 154(3):393-412, 2015.*Urbanisation in India: Challenges, Opportunities and the Way Forward*, ed. with I. J. Ahluwalia & P. K. Mohanty, Sage, 2014.*Organizing Poor Women: The Andhra Pradesh Experience*, ed. with S. M. Dev, S. Galab, and G. Alivelu, Academic Foundation Press, 2012.*Urbanization and Development in Asia*, coeditor with J. Beall and B. Guha-Khasnobis, Oxford University Press, 2012.*Development in Karnataka: Challenges of Governance, Equity and Empowerment*, ed. with G. Kadekodi and V. Rao, Academic Foundation Press, 2008.**South Asia Teaching and Research:** 20%

**MAJUMDAR, MUKUL K.****CORNELL**

H.T. and R.I. Warshaw Professor Emeritus of Economics, tenured, appointed 1982

**Education:** Presidency College B.A. 1964; University of California (Berkeley) M.A. 1967, Ph.D. 1970.**Academic Experience:** Assistant Professor of Economics, Stanford University, 1969-1973; Visiting Lecturer, The London School of Economics, 1972-1973; Visiting Research Professor, University of Bonn, 1976; Ford Rotating Research Professor, University of California, (Berkeley) 1976-77; Visiting Professor, University of Wisconsin (Madison), 1984; Visiting O. Morgenstern Professor, New York University, 1989; Visiting Professor, University of Paris I, 1989; Visiting Professor, Center for Research and Graduate Education, Charles University, Prague, 1992; Visiting Professor, Institute of Economic Research, Kyoto University, 1994.**Distinctions:** The President of India Gold Medal as the Outstanding Undergraduate, 1964; The University of California Fellowship, 1965-1968; John Simon Guggenheim Fellow, 1976; Fellow of the Econometric Society, 1976; Erskine Fellow, University of Canterbury, 1986; College de France Medal, 1989; Asiatic Society Medal, 1996; Overseas Fellow, Churchill College, University of Cambridge, 2003; Economic Theory Fellow, 2011; Mahalanobis Lecture, Indian Statistical Institute, 2017.**Languages:** Bengali (5)**Research and Teaching Specializations:** Economic Theory, Dynamical Systems, Sustainable Development, Economy of India**Contribution to the Study of South Asia:**— **Number of Areas Studies Courses:** 1**Number of Recent Publications:** 0**Selected Publications:** *Random Dynamical Systems: Theory and Applications*, with R. Bhattacharya, Cambridge University Press, 2007.*Equilibrium, Welfare and Uncertainty: Beyond Arrow-Debreu*, Routledge, 2009.“Strategic Analysis of Petty Corruption,” with A. Lambert Mogiliansky and R. Radner, in *Journal of Development Economics*, 23: 351-367, 2007.“Strategic Analysis of Influence Peddling,” with S. Yoo, in *International Journal of Game Theory*, 41: 737-762, 2012.

“The East Asia Miracle and India,” S. N. Sen Memorial Lecture, Asiatic Society, 1987.

**South Asia Teaching and Research:** 25%**MITRA, DEVASHISH****SYRACUSE**

Professor, Department of Economics, tenured, appointed 2002; Gerald B. and Daphna Cramer Professor of Global Affairs, 2005 present

**Education:** University of Delhi B.A. 1988; Delhi School of Economics, University of Delhi M.A. 1990; Columbia University M.Phil 1993, Ph.D. 1996**Academic Experience:** Department of Economics, Florida International University, 1996-2002**Distinctions:** President’s Fellow, Columbia University, 1992-1994; Faculty Award for Excellence in Research, Florida International University, 2001; Associate Editor, *European Economic Review*, 2012-Present; Associate Editor, *International Review of Economics & Finance*, 2011-Present**Languages:** Bengali (5), Hindi (5)**Research and Teaching Specializations:** International trade, political economy, development economics, trade and labor markets in India**Contribution to the Study of South Asia:**

— Member of the South Asia Center Faculty Advisory Board

— **Number of Area Studies Courses Taught:** 0**Number of Recent Publications:** 4**Selected Publications:** “International Trade and Unionization: Evidence from India,” with Reshad Ahsan and Arghya Ghosh, in *Canadian Journal of Economics* 50(2): 398-425, 2017.*The Political Economy of Trade Policy*, World Scientific, 2016.“Structural Reforms and Labor-Market Outcomes: International Panel-Data Evidence,” with Claire H. Hollweg and Daniel Lederman, in *World Economy*, 39(7): 925-963, 2016.“Trade Liberalization and Labor’s Slice of the Pie: Evidence from Indian Firms,” with Reshad Ahsan, in *Journal of Development Economics*, 108:1-16, 2014.

Trade and Employment in Asia, with Niny Khor, Routledge, New York, 2013.

“What Explains the High Capital Intensity of Indian Manufacturing?” with Rana Hasan and Asha Sundaram, in *Indian Growth and Development Review*, 6(2), 2013.**Theses Supervised in the Past 5 Years:** 5**South Asia Teaching and Research:** 30%

## EDUCATION

**THOMAS, SUSAN**

**SYRACUSE**

Assistant Professor, Department of Cultural Foundations of Education, tenure-track, appointed 2017

**Education:** George Washington University, B.A. 2000; University of Pennsylvania Ph.D. 2013

**Academic Experience:** School of Education, University of Pennsylvania, 2009-2013; Education Studies, The New School for Liberal Arts, 2013-2014; School for International Service, American University, 2014-2017.

**Distinctions:** National Academy of Education/Spencer Dissertation Fellowship Finalist, 2013-2014

**Research and Teaching Specializations:** Epistemology and the Politics of Knowledge, Qualitative Research, Migration and Cultural Politics, Practice of Ethnography in International Studies

**Languages:** Tamil (5)

**Field Experience:** India, Uzbekistan

**Contribution to the Study of South Asia:**

- Examines the role of student mobility, cultural exchange, and neoliberal education in Indian students.
- **Number of Areas Studies Courses:** 0
- **Courses Integrating South Asian Materials:** 2

**Number of Recent Publications:** 2

**Selected Publications:** “The Precarious Path of Student Migrants: Education, Debt, and Transnational Migration among Indian Youth.” in *Journal of Ethnic and Migration Studies*, 43(11), 2017.

“The Neoliberal Turn in US Higher Education: Implications for Indian F-1 Students’ Negotiations of Belonging” in *Education in a World of Migration: Implications for Policy and Practice*, J. Koyama & Subramanian, eds., 2014.

**South Asia Teaching and Research:** 20%

## ENGINEERING

**BHATIA, SHOBHA**

**SYRACUSE**

Laura J. and L. Douglas Meredith Professor, Department of Civil and Environmental Engineering, tenured, appointed 1980

**Education:** Roorkee University, India B.A. 1971, M.E. 1973; University of British Columbia, Vancouver Ph.D. 1981

**Distinctions:** AIIS Senior Fellowship, 1986; Laura J. and L. Douglas Meredith Teaching Excellence Award, Syracuse University, 2000; Advance Leadership Grant, National Science Foundation, 2002-2005; Chancellor’s Citations for Faculty Excellence and Scholarly Distinction, 2009; Woman in Engineering Proactive Network, 2015 University Agent Award, 2015; National Science Foundation, Collaboration Team: S.K. Bhatia, Rebecca Bader, Bandaru Ramarao, and Jennifer Smith, 2012-2017; Appointed to the National Committee on Geological and Geotechnical Engineering of the National Academy of Science-Engineering-Medicine, 2016-2018.

“Connecting Women Faculty in Geotechnical Engineering: Thriving in a Networked World”, National Science Foundation, Collaborative Team: S.K. Bhatia of Syracuse University, A. A. Zekkos of University of Michigan, and P. Gallagher, Drexel University, 2016-2019.

**Research and Teaching Specializations:** Geotextiles, earthquake engineering, soil dynamics

**Languages:** Hindi (5)

**Field Experience:** India

**Contribution to the Study of South Asia:**

- Examines the role of globalization and technology on workers associated with natural fibers in developing countries, especially India as well as cultural aspects of the use of natural erosion control materials (coir and jute) in India and the United States.
- **Number of Area Studies Courses Taught:** 0

**Number of Recent Publications:** 2

**Selected Publications:** “Use of Jute as a Sustainable Alternative for PP in Geotextile Tubes,” with Z. Kiffle, S. Steele, and J.L. Smith, in *Geotechnical Special Publication 276*, pp. 369 – 378, 2017.

“Development of Women Faculty in Geotechnical Engineering – History and Initiatives,” with S. Alestalo and B. Sukumaran, Paper No. 559, IFCEE 2015: International Foundations Congress and Equipment EXPO, San Antonio, March 2015.

“If These Can Do It, I Can Do It Too: Building Women Engineering Leadership Through Graduate Peer Mentoring,” with Jill Priest Amati, in *Leadership and Management in Engineering*, 10(4): 174-184, 2010.

*Bridging the Gap Between Engineering and the Global World—A Case Study of the Coconut (Coir) Fiber Industry in Kerala, India*, with Jennifer Smith, Morgan & Claypool Publishers, San Rafael, C.A., 2008.

*WISE Learning Community at Syracuse University – What Did We Learn in Past Years*, L.C. Smith College of Engineering and Computer Science Publication, Syracuse, NY, 2002.

**South Asia Teaching and Research:** 20%

**WALTER, MICHAEL F.****CORNELL**

Professor and Chair of Biological and Environmental Engineering, Department of Biological and Environmental Engineering, Cornell

**Education:** University of Illinois, B.A. 1968, M.S. 1970; University of Wisconsin, Ph.D. 1974**Academic Experience:** Advisory Board Member, Sultan Qaboos University Journal for Scientific Research, 2000-Present; Director of Undergraduate Studies, Biological and Environmental Engineering, Cornell, 2008-2011; Review Panel Member, International Water Management Institute, Rome, Italy, 2006; International Professor, International Agriculture Program, Cornell University, 2001-Present; Faculty Advisor for Fulbright Scholars, Cornell University, 2014-Present**Distinctions:** McCormick Advising Award for Excellence, 2004; American Society of Agricultural and Biological Engineering Fellow, 2004; Mission Integration: Research, Extension, and Teaching Award USDA-CREES, 2008; Carpenter Advising Award, Cornell University, 2010; Outstanding Service to the CALS Community, Cornell University, 2016**Research and Teaching Specializations:** Water resource engineering, international development, water security issues particularly as related to developing countries and land use changes (e.g. as a result of bioenergy feedstocks) and the impacts of these on the environment.**Field Experience:** India, Indonesia, Kenya, Rwanda, Niger, Sri Lanka, Peru, Bangladesh, Nepal, Philippines, Venezuela**Contribution to the Study of South Asia:**

— Prof. Walter is a core member of TACO-AN and has long experience in India.

— **Number of Areas Studies Courses:** 0**Number of Recent Publications:** 0**Selected Publications:** *3rd EMPR for International Water Management Institute*, with K. W. Easter, J.Y. Maillat, J. Bennett, S. Abeyratne, CGIAR Science Council Secretariat, Rome, Italy, 2007.“Evaluation of Spring Flow in Uplands of Matalom, Leyte, Philippines,” with M.T. Walter, V.K. Mehta, A.M. Monrone, J. Boll, P. Gerard-Merchant, T.S. Steenhuis, in *Adv. Water Resources*, 28(10)pp.1083-1090, 2005.“Closure: A Simple Estimation of the Prevalence of Hortonian Flow in New York City’s Watersheds,” with M.T. Walter, V.K. Mehta, A.M. Monrone, J. Boll, P. Gerard-Merchant, T.S. Steenhuis, in *ASCE J. Hydrol. Eng.*, 10(2) pp. 169-170, Mar-Apr 2005.“Effects of Soil Degradation and Management Practices on the Surface Water Dynamics in the Talgua River Watershed in Honduras,” with D.L. Hanson, T.S. Steenhuis, et al. in *Land Degrad. Develop.*, 15(4)PP. 367-381, July – August, 2004.**Theses Supervised in Past 5 Years:** 4**South Asia Teaching and Research:** 10%**ENVIRONMENTAL SCIENCES****BROWN, LARRY D.****CORNELL**

Professor, Earth and Atmospheric Sciences, tenured, appointed 1983

**Education:** Georgia Institute of Technology, B.S., Physics, 1973; Cornell University, Ph.D., 1976**Distinctions:** Guest Professor, Kiel University, Germany, 1983; Visiting Scientist, University of Lausanne, Switzerland, 1987; Visiting Scientist, BMR (now AGSO), Canberra, Australia, 1988; Guest Professor, Chiba University, Japan, 1991; Principal Investigator (1992-2007): Project INDEPTH- Deep seismic exploration of the Tibet Plateau; International Advisor (2015-present) to SINOPROBE, the Chinese National Geoscientific initiative**Research and Teaching Specializations:** Exploration Seismology and Tectonics**Field Experience:** US, Russia, China (Tibet), Taiwan, Argentina, Japan, Montserrat, Honduras, Mexico, Italy**Contribution to the Study of South Asia:**— **Number of Areas Studies Courses:** 0— **Courses Integrating South Asian Materials:** 1**Number of Recent Publications:** 3**Selected Publications:** “Magma reflection imaging in Krafla, Iceland using microearthquake sources,” with D. Kim, K. Árnason, K. Ágústsson, and H. Blanck, in *J. Geophys. Res. Solid Earth*, 122: 5228–5242, 2017.“Reflection imaging with earthquake sources and dense arrays,” with D.A. Quiros, K. K. Davenport, J. A. Hole, A. Cabolova, C. Chen, L. Han, M. C. Chapman, W. D. Mooney *J. Geophys. Res. Solid Earth*, 122, 2017.“From layer cake to complexity: 50 years of geophysical investigations of the earth,” in *The Web of Geological Science: Advances, Impacts, and Interactions*, P. Bickford, editor, *Geol. Soc. Amer.*, 234-257, 2013.“Injection of Tibetan crust beneath the south Qaidam Basin: Evidence from INDEPTH IV wide-angle seismic data,” with M.S. Karplus, W. Zhao, S.L. Klemperer, Z. Wu, J. Mechie, D. Shi and C. Chen, in *J. Geophys. Res.*, 2011.**Theses Supervised in Past 5 Years:** 5**South Asia Teaching and Research:** 25%

**KASSAM, KARIM-ALY S.****CORNELL**

International Associate Professor of Environmental and Indigenous Studies, appointed July 2007, tenured July 2012.

**Education:** University of Calgary B.A. 1987; University of Cambridge M.Phil. 1992; London School of Economics M.S. 1993; Cornell Ph.D. 2005.**Academic Experience:** Director of Graduate Studies, American Indian & Indigenous Studies Program 2008-11, Cornell; Adjunct Professor, Faculty of Communication and Culture, University of Calgary 2007-present; Adjunct Professor, Faculty of Environmental Design, University of Calgary 1998-2007; Director, Theme School in Northern Planning and Development Studies, University of Calgary 1995-2003.**Distinctions:** Social Sciences and Humanities Research Council (SSHRC) Doctoral Fellowship, 2003 – 2005; Organization of American States – Fulbright Ecology Fellowship, 2003-2005; Senior Research Fellow, University of Central Asia, 2010-present; College of Agriculture and Life Sciences, Diversity Award for Research and Teaching, 2013; International Senior Fellowship, University of Bayreuth, Germany, 2017-2020; Integrated Land Stewardship Strategy for Native American Land Claims, USDA National Institute of Food and Agriculture, McIntire Stennis Federal Capacity Funds, 2015-2018**Languages:** Arabic (4), French (4), Gujarati (4), Kiswahili (3), Katchi (4), and Persian (4)**Research and Teaching Specializations:** Biocultural diversity, Climate change impacts and adaptation, Ecological calendars, Ethnobiology, Food sovereignty and security, Human ecology, Indigenous and place-based ecological knowledge, International Development, Natural resource policy and management, Participatory action research, Pluralism, Stewardship, Ways of knowing.**Field Experience:** Afghanistan, China, India, Kyrgyzstan, Tajikistan.**Contribution to the Study of South Asia:**

- **Area Studies Courses Taught:** 2
- **Courses Integrating South Asian Materials:** 2

**Number of Recent Publications:** 3**Selected Publications:** “Anticipating Climatic Variability: The Potential of Ecological Calendars,” in *Human Ecology*, 46(2): 249-257, 2018.“The cognitive relevance of rural: Why is it critical to survival?” in *Cultural Studies in Science Education*, 12: 97-118, 2017.*Building Resilience of Human-Natural Systems of Pastoralism in the Developing World: Interdisciplinary Perspectives*, with S. Dong, J.F. Tourrand, and R.B Boone. Springer, 2016.*Protecting the Sacred: The Conservation of Three Sacred Sites in the Pamir Mountains*. Film. 2012.**Theses Supervised in Past 5 Years:** 13**South Asia Teaching and Research:** 50%**GENDER STUDIES****BHATTACHARYA, HIMIKA****SYRACUSE**

Associate Professor, Department of Women and Gender Studies, tenured, appointed 2009

**Education:** Miranda House College, University of Delhi B.A.1997; Tata Institute of Social Sciences, Mumbai M.A.1999; University of Illinois, Urbana-Champaign Ph.D. 2008**Academic Experience:** Women’s Studies Program, SUNY Stony Brook, 2008-09**Distinctions:** Wenner-Gren Foundation for Anthropological Research Dissertation Fieldwork Fellowship, 2005; Summer Institute in Performance Studies Fellow, Northwestern University, 2008**Research and Teaching Specializations:** Transnational Feminist Studies, gender & violence in South Asia, feminist research methods**Languages:** Bengali (5), Hindi (5)**Field Experience:** India**Contribution to the Study of South Asia:**

- **Number of Area Studies Courses Taught:** 1
- **Number of Courses Integrating South Asia Material:** 3

**Number of Recent Publications:** 3**Selected Publications:** *Narrating Love and Violence: Women Contesting Caste, Tribe, and State in Lahaul, India*, Rutgers University Press, 2017.“Magic Tricks: The Politics of Memory, State, and Tribe in Lahaul India,” in *Meridians: feminism, race, transnationalism*, 13(1): 157-185, 2015.“Remembering Violence: Field Memories from Lahaul, India,” in *Feminist Formations*, 25(3), 2013.“Performing Silence: Gender, Violence and Resistance in Women’s Stories from Lahaul, India,” in *Qualitative Inquiry*, 15, p. 359, 2009.**Theses Supervised in the Past 5 Years:** 1**South Asia Teaching and Research:** 50%

**MOHANTY, CHANDRA TALPADE**

SYRACUSE

Distinguished Professor, Department of Women and Gender Studies, tenured, appointed 2004; Chair, Department of Women's and Gender Studies, Syracuse University, Fall 2008-Spring 2011 and Fall 2015-2017.

**Education:** University of Delhi B.A. 1974, M.A. 1976; University of Illinois Urbana-Champaign M.A. 1980; Ph.D. 1987

**Academic Experience:** Department of Women's Studies, Oberlin College 1987-1991; Department of Women's Studies, Hamilton College 1992-2003

**Distinctions:** Fulbright Senior Specialist Award, Department of Sociology, University of Limerick, Ireland, 2005-2006; Indigenous and Women of Color Solidarity Delegation to Palestine, 2011; Honorary Doctor of Humanities, Wooster College, 2012; Distinguished Keynote Speaker, Colloquium on *Transnational Solidarities: Radical Feminism, Social Justice, Critical Pedagogy*, National University, Bogota, Colombia, 2013; Greater Philadelphia Women's Studies Scholar in Residence, 2017.

**Languages:** Hindi (5)

**Research and Teaching Specializations:** Transnational feminist theory, studies of colonialism, imperialism and culture, and anti-racist Education

**Field Experience:** India

**Contribution to the Study of South Asia:**

— **Number of Area Studies Courses Taught:** 0

— **Number of Courses Integrating South Asia Material:** 3

**Number of Recent Publications:** 4

**Selected Publications:** *Feminist Freedom Warriors: Genealogies, Justice, Politics, and Hope*, with Linda Carty, Haymarket Books, Chicago, IL, 2018.

"Preface: Towards a Decolonial Feminism for the 99%," in *Decolonizing Feminism: Transnational Feminism and Globalization*, Margaret McLaren, editor, Rowan Littlefield, 2017.

"Gender Equity, Citizenship and Public Water in Bangladesh," with Farhana Sultana and Sarah Miraglia, in *Making Public in a Privatized World*, David Macdonald, editor, Zed Press, 2016.

"Mapping Transnational Feminist Engagements: Neoliberalism and the Politics of Solidarity," with Linda Carty, in *The Oxford Handbook of Transnational Feminist Movements*, edited by Rawwida Baksh and Wendy Harcourt, Oxford University Press, 2015.

"Gender justice and public water for all: Insights from Dhaka, Bangladesh," with Farhana Sultana and Sarah Miraglia, in *Municipal Services Project (MSP) Occasional Paper*, No. 18, 2013.

*Feminism and War: Confronting U.S. Imperialism*, co-edited with Robin Riley & Minnie Bruce Pratt, Zed Press, London, 2008.

"Under Western Eyes' Revisited: Feminist Solidarity through Anti-Capitalist Struggles," in *Signs, A Journal of Women in Culture and Society*, 28( 2), Winter 2003; reprinted in *Women's Studies for the Future*, Elizabeth Lapovsky Kennedy, ed., Rutgers University Press, Princeton, N.J., 2005.

**Theses Supervised in the Past 5 Years:** 2

**South Asia Teaching and Research:** 25%

**GEOGRAPHY****HAMMOND, TIMUR**

SYRACUSE

Assistant Professor, Department of Geography, tenure-track, appointed 2017.

**Education:** University of North Carolina-Chapel Hill B.A. 2005; University of California, Los Angeles M.A. 2010, Ph.D. 2016

**Academic Experience:** Department of Geography, University of Vermont, 2016-2017

**Distinctions:** Member of specialty groups in the Association of American Geographers as well as the Middle East Studies Association

**Languages:** Turkish (3)

**Research and Teaching Specialization:** Middle East, Turkey, cultural geography, urban geography, religion, identity

**Field Experience:** U.S., Turkey

**Contribution to the Study of South Asia:**

— Active in cross-area collaboration; has served on several South Asia-related committees

— **Number of Area Studies Courses Taught:** 0

**Number of Recent Publications:** 4

**Selected Publications:** "The Middle East without Space?" in *International Journal of Middle East Studies*, 49(2): 319-322, 2017.

"The Interdisciplinary Spatial Turn and the Discipline of Geography in Middle East Studies," with Amy Mills, in *Middle East studies for the New Millennium: Infrastructures of Knowledge*, Seteny Shami and Cynthia Miller-Idriss, eds. NYU Press, New York, 2016.

"Assembling Istanbul: Buildings and Bodies in a World City." With Elizabeth Angell and Danielle van Dobben Schoon, in *City*, 18 (6): 644-654, 2014.

"Matters of the Mosque: Changing Configurations of Buildings and Belief in an Istanbul District" in *City*, 18(6): 679-690, 2014.

"A Region in Fragments: The Middle East From Istanbul" in *The Arab World Geographer*, 16 (1):125-145, 2013.

**Theses Supervised in Past 5 Years:** 2

**South Asia Teaching and Research:** 10%

**KOCH, NATALIE**

SYRACUSE

Associate Professor, Department of Geography, tenured, appointed 2012.

**Education:** Dartmouth College B.A. 2006; University of Colorado, Boulder M.A. 2009, Ph.D. 2012**Distinctions:** O'Hanley Faculty Scholar**Languages:** Russian (4), German (4), Spanish (3)**Research and Teaching Specialization:** World Urban Geography, Authoritarianism, Global Middle East, Political Geography**Field Experience:** Azerbaijan, Finland, Czech Republic, Bulgaria**Contribution to the Study of South Asia:**

- Creating Central Asia Center at the Moynihan Institute and is interested in Pan-Asia Studies
- **Number of Area Studies Courses Taught:** 0

**Number of Recent Publications:** 24**Selected Publications:** "Disorder over the border: Spinning the spectre of instability through time and space in Central Asia" in *Central Asian Survey*, 37(1): 13-30, 2018."Mosques as monuments: An inter-Asian perspective on monumentality and religious landscapes" with A. Valiyev and H. Khairul in *Cultural Geographies*, 25(1): 183-199, 2018."We entrepreneurial academics: Governing globalized higher education in 'illiberal' states" in *Territory, Politics, Governance*, 4(4): 438-452, 2016."The shifting geopolitics of higher education: Inter/nationalizing elite universities in Kazakhstan, Saudi Arabia, and beyond", in *Geoforum*, 56:46-54, 2014."The 'heart' of Eurasia? Kazakhstan's centrally-located capital city" in *Central Asian Survey*, 32(2): 134-147, 2013.**Theses Supervised in Past 5 Years:** 2**South Asia Teaching and Research:** 10%**SULTANA, FARHANA**

SYRACUSE

Associate Professor, Department of Geography, tenured, appointed 2008

**Education:** Princeton University B.A. 1996; University of Minnesota M.A 1998; Ph.D. 2007**Academic Experience:** Kings College London, Department of Geography 2006-2008**Distinctions:** Department for International Development (DFID) Field Research Grant 2005; Maxwell Summer Project Assistantship Grant 2009; PARCC-CEPA Research Grant 2009, 2014-2015; Appleby-Mosher Research Grant 2009-2013; Research Grant, Municipal Services Project, International Development Research Center (IDRC) 2011-2012; Research Grant, International Water Management Institute (IWMI) 2012; Moynihan Challenge Faculty Award, 2014-2015; SSHRC Partnership Development Grant 2014-2016; VPR Research Course 2016-2017; Maxwell School 10<sup>th</sup> Decade Project 2016-2018.**Languages:** Bengali (5), Hindi (1)**Research and Teaching Specialization:** Water resources management and development in South Asia**Field Experience:** Bangladesh, India**Contribution to the Study of South Asia:**

- **Number of Courses Integrating South Asia Material:** 6

**Number of Recent Publications:** 5**Selected Publications:** "Gender and Water in a Changing Climate: Challenges and Opportunities, in *Water Security Across the Gender Divide*, Christiane Fröhlich, Giovanna Gioli, Roger Cremades and Henri Myrntinen, eds., pp. 17-33, Springer, 2018.*Eating, Drinking: Surviving*, with Jackson, P and W. Spiess, International Year of Global Understanding (YIGU) Series, Springer, Netherlands, 2016."Gendering Climate Change: Geographical Insights," in *The Professional Geographer*. Routledge, London, pp 1-10, 2013."Gender justice and public water for all: Insights from Dhaka, Bangladesh," with Chandra Mohanty and Sarah Miraglia, in *Municipal Services Project (MSP) Occasional Paper*, No. 18, 2013."Exploring Political Ecologies of Water and Development," with Jessica Budds, in *Environment and Planning D: Society and Space*, 30(2), pp 275-279, 2013.*The Right to Water, Politics, Governance and Social Struggles*, with Alex Loftus. London & NY, Earthscan Water Text Series, Routledge, 2012.**Theses Supervised in Past 5 Years:** 1**South Asia Teaching and Research:** 50%

## HISTORY

### GHOSH, DURBA

CORNELL

Professor, Department of History, tenured, appointed 2005

**Education:** Wesleyan University B.A. 1989, UW Madison M. A. 1994, UC Berkeley Ph.D. 2000

**Academic Experience:** Harvard University, History and Literature Program, 2000-2001; Wellesley College, Women's Studies, Post Doc, 2002-2003; Mount Holyoke College, 2003-2005

**Distinctions:** Faculty Research Grant, Wellesley College, 2001-2003; LaFeber Research Grant, Cornell University, 2000-2001 & Summer 2006; Faculty Research Grant, Cornell University, 2006-2007; Senior Research Fellowship Fulbright Faculty Research Fellowship (declined) 2008-2009; American Institute of Indian Studies (AIIS), 2008-2009; Cambridge University, Clare Hall Visiting Fellowship, Spring 2009; William Evans Fellow, University of Otago, New Zealand, Winter 2012

**Languages:** Bengali (4); Hindi (4); Urdu (2), French (3)

**Research and Teaching Specializations:** Modern South Asia, the British Empire, gender, and colonialism

**Field Experience:** India, U.K.

**Contribution to the Study of South Asia:**

— **Area Studies Courses Taught:** 10

**Number of Recent Publications:** 4

**Selected Publications:** *Gentlemanly Terrorists: Political Violence and the Colonial State in India: 1919-1947*, Cambridge University Press, 2017.

“Gandhi and the Terrorists,” article for special issue of “Writing Revolution; practice, history, politics in modern South Asia” edited by Daniel Eelam, Kama Maclean, and Chris Moffat, in *South Asia* 32:560-76, 2016.

“An Archive of “Political Trouble in India”: history-writing, anticolonial violence, and colonial counterinsurgency, 1905-37” in *The Handbook of the History of Terrorism*, Carola Dietze and Claudia Verhoeven, eds., 2014.

“‘History Makes Women Well-behaved’: Revolutionary Women, Nationalist Heroes”, in *Gender and History* 25.2, 355-75, August 2013.

**Theses Supervised in Past 5 Years:** 21

**South Asia Teaching and Research:** 100%

### KUMAR, RADHA

SYRACUSE

Assistant Professor, Department of History, tenure-track, appointed 2014

**Education:** Madras University B.A. 2001; Delhi University M.A., 2003; Princeton University M.A. 2010, Ph.D. 2015

**Academic Experience:** Department of Human Development & Family Science, Ohio State University, 2008-2010

**Distinctions:** Humanities Center – Maxwell Faculty Fellowship, 2018

**Languages:** Hindi (4), Tamil (5), Sanskrit (2), French (1)

**Research and Teaching Specialization:** Indian history, Religion in Indian politics, Indian democracy

**Field Experience:** U.S., India

**Contribution to the Study of South Asia:**

— **Number of Area Studies Courses Taught:** 4

**Number of Recent Publications:** 2

**Selected Publications:** “Policing Everyday life: The FIR in the Tamil Countryside, c. 1900-1950,” in *Indian Economic and Social History Review*, 54(3):361-387, 2017.

Review of “Power, Perversion and Panic: Eunuchs, Colonialism, and Modernity in North India” by Jessica Hinchy in *Dissertation Reviews*, 2015.

**South Asia Teaching and Research:** 50%

**RATCLIFF, JESSICA**

CORNELL

Assistant Professor, Department of Science &amp; Technology Studies

**Education:** Vassar College B.A. 1996; University of Oxford M.Sc. 2001; University of Oxford Ph.D. 2006**Academic Experience:** Assistant Professor, Science and Technology Studies, Cornell University, 2016-Present; Assistant Professor, Humanities, Yale-NUS College, 2012-2016; Postdoctoral Research Fellow, Graduate School of Library and Information Science, University of Illinois, 2009-2011; Lecturer, Department of Science and Technology Studies, Cornell University, 2006-2008.**Distinctions:** University of Sydney Research Fellowship, 2009; Huntington Library Mayers and Kenneth E. and Dorothy V. Hill Fellowship, 2012; National Maritime Museum London, Sackler-Caird Research Fellowship, 2012-2014; Max Planck Institute for the History of Science Visiting Scholar Fellowship, 2014; Yale-NUS Internal Grant 2015-2016; Cornell University Society for the Humanities Faculty Fellowship, 2018-2019**Research and Teaching Specialization:** History of science and technology, specializing in Britain and the British Empire**Field Experience:** India, Singapore**Contribution to the Study of South Asia:**— **Courses Integrating South Asia Material:** 1**Number of Recent Publications:** 3**Selected Publications:** *The Transit of Venus Enterprise in Victorian Britain*. University of Pittsburgh Press, Pittsburgh, 2008“Travancore’s Magnetic Crusade: Geomagnetism and the Geography of Scientific Production in a Princely State,” in *British Journal for the History of Science*, 49(3):325-352, 2016.“The Great Data Divergence: Global History of Science within Global Economic History,” in *Global Scientific Practice during the Age of Revolutions*, Dan Rood and Patrick Manning, eds., University of Pittsburgh Press, Pittsburgh, 2016.“The East India Company, the Company’s Museum, and the Political Economy of Natural History in the Early Nineteenth Century” in *Isis*. 107(3): 495-517, 2016.**Theses Supervised in the Past 5 Years:** 4**South Asia Teaching and Research:** 25%**TAGLIACOZZO, ERIC**

CORNELL

Professor, Department of History, tenured, appointed 2000

**Education:** Haverford College B.A. 1989, Yale University M.A. 1993, M.Phil. 1995, Ph.D. 1999**Academic Experience:** Postdoc University of British Columbia, 1999-2000**Distinctions:** Smith Richardson Foundation Fellowship, Fall/Winter 1996; Fulbright Fellowship, 1997; National Mellon Fellowship in the Humanities, 1992 Cohort, to 1999; Mary and Arthur Wright Prize, 1999; Killam Postdoctoral Fellowship, 1999-2000; Social Science Research Council Mini-Grant, 2000; Cornell History Department Grant, 2001; Cornell Society for the Humanities, 2001-2; Asia Research Institute, Singapore, 2003-4; Faculty Fulbright, IIE, 2003-4; CAORC Grant to SE Asia and Yemen, 2005; American Philosophical Society Grant, 2007; Kyoto University Center for Southeast Asian Studies, 2007; Harry Benda Prize, Best Book in Southeast Asian Studies, Association of Asian Studies, 2007; Academia Sinica Year-Long Sabbatical Grant, 2013-14.**Languages:** Indonesian (4), Dutch (4), Chinese (3), Italian (3), French (3)**Research and Teaching Specializations:** History of people, ideas, and material in motion in and around Southeast Asia, especially in the late colonial age; South Asia and Islam**Field Experience:** Indonesia, Malaysia, Burma, Viet Nam, Cambodia, India**Contribution to the Study of South Asia:**— **Area Studies Courses Taught:** 3— **Courses Integrating South Asia Materials:** 1**Number of Recent Publications:** 2**Selected Publications:** *The Hajj: Pilgrimage in Islam*, with Shawkat M. Toorawa, Cambridge University Press, New York, 2016.“Introduction: Structuring Moments in Asian Connections,” in *Asia Inside out: Changing Times Volume I*, Cambridge: Harvard University Press, pp.1-22, 2015.*The Longest Journey: Southeast Asians and the Pilgrimage to Mecca*, Oxford University Press, New York, 2013.“Strange Parallels and the Big Picture: “Asia” Writ Large Over a Turbulent Millennium,” in *Journal of Asian Studies*, 70:4, pp. 939-963 Cambridge University Press, 2011.*Southeast Asia and the Middle East: Islam, Movement, and the Longue Duree*, editor, Stanford University Press, Palo Alto, 2009.*Secret Trades, Porous Borders: Smuggling and States Along a Southeast Asian Frontier, 1865-1915*, Yale University Press, New Haven, 2005. (Winner of the Harry J. Benda Prize from the Association of Asian Studies, 2007).**Theses Supervised in Past 5 Years:** 25**South Asia Teaching and Research:** 25%

**TRAVERS, T. ROBERT****CORNELL**

Associate Professor of History, tenured, appointed August 2005

**Education:** Gonville and Caius College, Cambridge, B.A. 1994, Ph.D. 2001**Academic Experience:** Department of History, Harvard University, 2001-2005**Distinctions:** Junior Fellowship, Harvard Society of Fellows, 1999-2002; Milton Fund Grant, Harvard University, 2002; Robert and Helen Appel Fellowship, 2007; Society for the Humanities, Cornell University, Faculty Fellowship (2017-18); National Endowment for the Humanities, Summer Stipend, June-July 2014**Languages:** Persian (2), French (2)**Research and Teaching Specializations:** Modern British and imperial history, colonial India**Field Experience:** India, United Kingdom**Contribution to the Study of South Asia:**

- **Area Studies Courses Taught:** 5
- **Courses Integrating South Asian Material:** 2

**Number of Recent Publications:** 2**Selected Publications:** “The Connected Worlds of Haji Mustapha (c. 1730-1791): a Eurasian Cosmopolitan in Eighteenth Century Bengal,” in *Indian Economic and Social History Review* 52(3): 1-37, 2015.“A British Empire by Treaty in Eighteenth Century India,” in *Empire by Treaty. Negotiating European Expansion 1600-1900*, Saliha Belmessous, editor, pp.132-160, Oxford University Press, 2014.“Constitutions, contact zones, and imperial ricochets: sovereignty and law in British Asia”, in *Britain’s Oceanic Empire. Atlantic and Indian Ocean Worlds c. 1550-1850*, pp.98-129, H.V. Bowen, Elizabeth Mancke, and John G. Reid, eds., Cambridge, 2012.“Imperial Revolutions and Global Repercussions: South Asia and the World, 1750-1850,” in *The Age of Revolutions in Global Context*, David Armitage and Sanjay Subrahmanyam, eds., pp. 144-166, Palgrave Macmillan, 2012.“Contested Despotism: Problems of Liberty in British India,” in *Exclusionary Empire: English Liberty Overseas 1600-1900*, Jack P. Greene ed., Cambridge University Press, 2010.*Ideology and Empire in Eighteenth Century India: the British in Bengal 1757-93*, Cambridge University Press, 2007.**Theses supervised in Past Five Years:** 12**South Asia Teaching and Research:** 50%**HUMAN DEVELOPMENT****GANGAMMA, RASHMI****SYRACUSE**

Assistant Professor, Department of Marriage and Family Therapy, tenure-track, appointed 2012

**Education:** University of Mysore B.A. 1999; Mangalore University M.S.W. 2001; National Institute of Mental Health and NeuroSciences M. Phil 2003; Ohio State University Ph.D. 2008**Academic Experience:** Department of Human Development & Family Science, Ohio State University, 2008-2010**Distinctions:** Outstanding Ohio NCFR Presentation Award for New Professional at the 73<sup>rd</sup> Annual NCFR Conference, 2011; Family Therapy Section Outstanding Poster Award by a New Professional at the 73<sup>rd</sup> Annual NCFR Conference, 2011; College of Education and Human Ecology’s Post-doctoral Researcher travel award, 2011.**Languages:** Kannada (5); Hindi (4)**Research and Teaching Specialization:** Social work and family systems**Field Experience:** U.S., India**Contribution to the Study of South Asia:**

- Working with Syracuse-based refugee communities, including the Bhutanese Nepali community, to assess impacts of trauma/stress on these populations.
- **Number of Area Studies Courses Taught:** 0

**Number of Recent Publications:** 4**Selected Publications:** “Transnational intersectionality as a framework for working with resettled refugees,” with D. Shipman, in *Journal of Marital and Family Therapy*, 44(2):206-219, 2017.“A Phenomenological Study of Family Experiences of Resettled Iraqi Refugees,” in *Journal of Marital and Family Therapy*, 44(2): 323-335, 2017.“Predicting drop out using therapeutic alliance ratings in 1<sup>st</sup> and 3<sup>rd</sup> sessions: An exploratory study,” with Yoo, H and Bartle-Haring, S, in *Journal of Family Therapy*, 40, 275-293, 2016.“Depression, relational ethics, and relationship satisfaction in couples in therapy” with S. Bartle-Haring, E. Hartwell, E. Holowacz, and T. Glebova, in *Journal of Marital and Family Therapy*, 41(3), 354-366, 2015.“A Study of Contextual Therapy Theory’s Relational Ethics in Couples in Therapy,” with S. Bartle-Haring & T. Glebova, in *Family Relations*, 61, 825-835, 2012.“The Impact of Initial Factors on Therapeutic Alliance in Individual and Couples Therapy,” with K. Adkins, S. Bartle-Haring, R. Ostrom Delaney, T. Glebova, E. Grafsky, M. Knerr, T. McDowell, and K. Meyer, in *Journal of Marital & Family Therapy*, 37 (2), 2011.**Theses Supervised in Past 5 Years:** 8**South Asia Teaching and Research:** 20%

**LUST, BARBARA****CORNELL**

Professor Emerita, Department of Human Development and Family Studies, Field of Linguistics, Asian Studies and Psychology, Cognitive Science Program, tenured, appointed 1976

**Education:** Manhattanville College B.A. 1963, Fordham University M.A. 1971, City University of New York Ph.D. 1975

**Academic Experience:** Linguistics, United States Educational Foundation, and Kelaniya University, Sri Lanka (Sabbatic), 1984; Visiting Scientist, MIT, Spring 1990, 1996-1997, Spring 2010; Visiting Fellow, Linguistics, Cambridge University, UK, Spring 2004; Linguistic Society of America Summer Institute, Stanford University, 2007.

**Distinctions:** National Science Foundation Award, Planning Grant Proposal, 2001-2006; Cambridge University Visiting Fellowship, Cambridge, England, 2004; National Science Foundation Award, 2004-2006; American Institute for Sri Lankan Studies, 2008-2010; Bronfenbrenner Life Course Center Seed Grant, 2010-11; American Institute for Sri Lankan Studies, 2010-13

**Languages:** Sinhala (1), Hindi (1), French (2)

**Research and Teaching Specializations:** Developmental Psychology, Linguistics, Psychology, Asian Studies, Cognitive Studies

**Field Experience:** Sri Lanka, India

**Contribution to the Study of South Asia:**

- Professor Lust works extensively with Sinhala language materials.
- **Number of Area Studies Courses Taught:** 0
- **Number of Courses Integrating South Asia Material:** 2

**Number of Recent Publications:** 0

**Selected Publications:** “Do children really mean what they say? The Forensic Implications of Preschoolers’ Linguistic Referencing,” with D. Battin and S. Ceci, in *Journal of Applied Developmental Psychology*, 33(4): 167-174, 2012.

“First Steps in Transforming the Primary Research Process through a Virtual Linguistic Lab for the Study of Language Acquisition and Use: Challenges and Accomplishments”, with M. Blume, in *Journal of Computational Science Education (JOCSE)*, 3(1): 34-46, 2012.

*Studies in South Asian Linguistics*, by J. Gair, selected and edited by B. Lust, Oxford University Press, 1998.

**Theses Supervised in Past 5 Years:** 8

**South Asia Teaching and Research:** 10%

**RAMADOSS, KAMALA****SYRACUSE**

Associate Professor, Department of Child and Family Studies, tenured, appointed 2008

**Education:** University of Madras B.A. 1986, M.A. 1988; M.Phil. 1989; Purdue University Ph.D. 2008

**Languages:** Tamil (5)

**Research and Teaching Specializations:** Shift work, work-family issues

**Field Experience:** India

**Contribution to the Study of South Asia:**

- Member of the South Asia Center Faculty Advisory Board
- **Number of Area Studies Courses Taught:** 0
- **Number of Courses Integrating South Asia Material:** 1

**Number of Recent Publications:** 6

**Selected Publications:** “The job demands-control-support model and job satisfaction across gender: The mediating role of work-family conflict,” with W. Hwang, in *Journal of Family Issues*, 38(1):52-72, 2016.

“Supervisor status, health and organizational commitment: Mediating role of support and family-friendly policies among Information Technology professionals in India,” with M. Lape, in *Journal of Business and Management Sciences*, 2(1): 1-9, 2014.

Work-family interface, support, health and life satisfaction among employees in the IT-ITeS Sector, with M.S. Acharya, N. Patel & D. Panchal, in *IASSI Quarterly*, 32(1), 2013.

“Global recession and work-family issues among call center employees,” in *Journal of Psychosocial Research*, 8(2), 2013.

“Availability and use of work-family policies by call center employees in India,” in *International Journal of Business and Social Science*, 4(9), 2013.

“Test of a causal model of work-family conflict in India,” with U. Rajadhyaksha, in *Stress and Work: Perspectives on Understanding and Managing Stress*, D. M. Pestonjee & S. Pandey, eds., Sage Publications, New Delhi, 2013.

“Job demand, family supportive organizational culture and positive spillover from work-to-family among employees in the Information Technology enabled Services in India,” in *International Journal of Business and Social Science*, 3 (22), 2012.

“Gender differences in commitment to roles, work-family conflict and social support,” with U. Rajadhyaksha, in *Journal of Social Science*, 33 (2), 2012

“Adaptation of two family therapy training instruments to culturally suit the Indian context,” with R. Natarajan, N. Karuppaswamy & V. Thomas, in *Contemporary Family Therapy: An International Journal*, 27, 2005.

**Theses Supervised in past 5 years:** 3

**South Asia Teaching and Research:** 50%

**ROOPNARINE, JAIPAL**

SYRACUSE

Jack Reilly Professor of Child and Family Studies Department of Child and Family Studies, tenured, appointed 1984

**Education:** UW Madison B.A. 1975, M.S. 1977, Ph.D. 1980

**Academic Experience:** Department of Pediatrics, University of Miami Medical School, 1980-1981; Department of Human Development and Family Studies, Utah State University, 1981-1984

**Distinctions:** Fulbright Scholar, University of the West Indies, 2008

**Languages:** Hindi (4)

**Research and Teaching Specialization:** Multicultural early childhood education, men's roles and patterns of socialization in Caribbean families

**Field Experience:** India, Caribbean, U.S.

**Contribution to the Study of South Asia:**

— **Number of Courses Integrating South Asia Material:** 2

**Number of Recent Publications:** 6

**Selected Publications:** *Handbook of International Perspectives on Early Childhood Education*, with J.E. Johnson, S. Flannery Quinn, M.M. Patte, Taylor and Francis, 2018.

“Positive discipline, harsh physical discipline, physical discipline and psychological aggression in five Caribbean countries:

Associations with preschoolers' early literacy skills,” with Elif Dede Yildirim, in *International Journal of Psychology*, 2017.

“Moderating Role of Neighborhood Factors on the Associations between Parenting Practices and Children's Early Language Skills in Trinidad and Tobago,” with M. Krishnakumar, C. Logie, L. Narine, and K.L. Davidson, in *Caribbean Journal of Psychology*, 9(1): 24-45, 2017.

*Childhood and Adolescence: Cross-Cultural Perspectives and Applications*, with Uwe P. Gielen, ABC-CLIO, Santa Barbara, CA, 2016.

*Fathers Across Cultures: The Importance, Roles, and Diverse Practices of Dads*, Praeger, 2015.

*Approaches to early childhood education, Sixth Edition*, co-edited with J.E. Johnson, Merrill/Prentice Hall, Upper Saddle River, N.J., 2013.

**Theses Supervised in Past 5 Years:** 2

**South Asia Teaching and Research:** 10%

**LANGUAGES AND LINGUISTICS****BHATIA, TEJ K.**

SYRACUSE

Professor, Department of Languages, Literature and Linguistics, tenured, appointed 1979. Director, South Asian Languages, South Asia Center.

**Education:** University of Delhi B.A. 1966; University of Illinois M.A. 1975, Ph.D. 1978

**Academic Experience:** Department of Linguistics and Department of Asian Studies, University of British Columbia 1977-1979

**Distinctions:** Fulbright Senior Scholar Fellowship, 2007; Faculty Fellow, Forensic Sciences and National Security Institute, 2012-present; Vice President and President Elect, International Association of World Englishes, 2015-2017; Chair, 2017 IAWE International Conference, 2017, Syracuse University; President, International Associate of World Englishes, 2018-2020.

**Research and Teaching Specializations:** Language, culture and society, sociolinguistics, global advertising, rural advertising in India

**Languages:** Hindi/Urdu (5), Punjabi (5), Siraiki/Multani (4), Bengali (4), Nepali (4), Marathi (4), Kannada (4), Kashmiri (4), Sanskrit (4), Persian (4)

**Field Experience:** India

**Contribution to the Study of South Asia:**

— **Number of Area Studies Courses Taught:** 3

— **Number of Courses Integrating South Asia Material:** 2

**Number of Recent Publications:** 11

**Selected Publications:** Co-Edited Inaugural Special Issue, *Mixed Verbs and Linguistic Creativity in Bi/Multilingual Communities*. *Languages* 1(1): Geneva: Switzerland, 2016.

“Multilingualism, Hindi-Urdu and Indian English, intra-national and international diaspora,” with Bill Ritchie in *Communicating in Asia: The Future of English as a Global Language*, Azirah Hashim, Hans-Georg Wolf, and Gerhard Leitner, eds., pp. 155-169, Cambridge University Press, Cambridge, 2016.

“South Asian languages in Diaspora,” in *The South Asia volume for the new series World of Linguistics*, Hans Hock, Elena Bashir, and K.V. Subbarao, eds. de Gruyter Mouton, Berlin, pp. 676-680, 2016.

“Emerging trilingual literacies in rural India: linguistic, marketing, and developmental aspects,” with William Ritchie, in *International Journal of Bilingual Education and Bilingualism*, 19(2): 202-215, 2016.

*Intermediate Hindi Reader*, with Naresh Sharma, Routledge, London, 2014.

**Theses Supervised in Past 5 Years:** 2

**South Asia Teaching and Research:** 60%

**GOCHELEISHVILI, IAGO****CORNELL**

Senior Lecturer, Persian Studies, appointed 2012; Coordinator of Persian Studies, appointed 2007.

**Education:** Tbilisi Institute of Asian and African Studies B.A. 1999, TSU Republic of Georgia Ph.D. 2005.

**Academic Experience:** Research Fellow Georgian Academy of Sciences, Institute of Oriental Studies, 2003; Visiting Scholar, Central Asia & Caspian Basin Program, University of Montana, 2003-2004; Adjunct Faculty, Department of Modern Languages, University of Montana, 2003-2004; Visiting Scholar Department of Near Eastern Studies, Cornell University, 2005-2006; Visiting Fellow, Institute for European Studies, Cornell University, 2005-2006.

**Languages:** Persian (5), Russian (4), Georgian (5), Megrelian (5)

**Research and Teaching Specialization:** Middle Eastern Studies with focus on Iran, Caucasian Studies, Political Science.

**Field Experience:** Iran, Georgia.

**Contribution to the Study of South Asia:**

— **Area Studies Courses Taught:** 5

— **Courses Integrating South Asia Materials:** 3

**Number of Recent Publications:** 2

**Selected Publications:** *Like a Nightingale, Integrated Course in Modern Persian, Elementary Level*, Anthem Press, London, 2018.

“The Caucasus Before 1500 CE,” in *The Encyclopedia of Islam, Third Edition*, Part 2014-4, Leiden-Boston, Brill 2014.

“Georgian Sources on the Iranian Constitutional Revolution (1905-1911): Sergo Gamdlishvili’s Memoirs of the Gilan Resistance,” Reprinted in *Iranian-Russian Encounters: Empires and Revolutions Since 1800*, Stephanie Cronin, editor, Routledge, London, 2012.

“Caucasian Sources and the Historiography of the Iranian Constitutional Revolution (1905-1911),” in *Iran’s Constitutional Revolution: Politics, Cultural Transformation, and Transnational Connections*, E Chehabi and Vanessa Martin eds., I.B. Tauris, London, pp.44-66, 2010.

“Georgian Sources on the Iranian Constitutional Revolution (1905-1911): Sergo Gamdlishvili’s Memoirs of the Gilan Resistance,” *Iranian Studies*, 40(1):59-85, 2007.

**South Asia Teaching and Research:** 65%

**GUSAIN, LAKHAN****SYRACUSE**

Lecturer, Department of Languages, Literatures and Linguistics, appointed 2015

**Education:** University of Rajasthan B.Sc. 1987; University of Ajmer M.A 1989; Jawaharlal Nehru University, M.A, 1992, M.Phil, 1994, Ph.D., 2000.

**Academic Experience:** Lecturer Hindi-Urdu, University of Michigan, 2001-2005; Lecturer Hindi-Urdu, Washington University in St. Louis, 2005-2006; Lecturer Hindi-Urdu, Johns Hopkins University (SAIS), 2006-2013.

**Languages:** Hindi (5), Urdu (5), Punjabi (5), Gujarati (5), and Marwari (5).

**Contribution to the Study of South Asia:**

— **Number of Area Studies Courses Taught:** 4

**Number of Recent Publications:** 3

**Selected Publications:** “Wagri Grammar” in *Languages of World/Materials*, Lincom, Munich, 2015.

“Harauti Grammar” in *Languages of World/Materials*, Lincom, Munich, 2015.

“Dhundhari Grammar” in *Languages of World/Materials*, Lincom, Munich, 2014.

“The Effectiveness of Establishing Hindi as a National Language” in *Georgetown Journal of International Affairs* Vol. 13, No.1, 2012.

**South Asia Teaching and Research:** 100%

**HERATH, M.P. BANDARA**

CORNELL

Senior Lecturer, Department of Asian Studies, appointed 2008

**Education:** University of Peradeniya B.A. 1986, working on his M.A. and Ph.D. in Sinhala at the University of Peradeniya**Academic Experience:** Sri Lanka Education (I.S.L.E.) Sinhala program, the South Asia Summer Language Institute (SASLI), University of Wisconsin, Madison, and the Fulbright Study Program, since 1987**Languages:** Sinhala (5), Tamil (2)**Research and Teaching Specializations:** Sinhala language**Field Experience:** Sri Lanka**Contribution to the Study of South Asia:**

- Collaboration with the SA Language Resource Center, One-week pedagogy workshops prior to SASLI, University of Wisconsin, Madison, 2007-2016

- **Area Studies Courses Taught:** 7

**Pedagogical Training:** Mr. Herath had extensive training in teaching Sinhala to Americans in Sri Lanka as a Peace Corps trainer and for 19 years in the ISLE Program. There he trained with master instructor, Kamini Abrew and participated in a workshop by the Center for Applied Linguistics in Washington.**Number of Recent Publications:** 2**Selected Publications:** *Spoken Sinhala Grammar*, Cornell University South Asia Program, 2015.*Intermediate Sinhala Reader*, Cornell University South Asia Program, 2015*Beginning Colloquial Sinhala: Student Reader*, Cornell South Asia Program, Ithaca, NY, 2011.*Reading and Writing with the Sinhala Alphabet*, Cornell South Asia Program, 2009.**South Asia Teaching and Research:** 100%**MUKHERJEE, SREEMATI**

CORNELL

Senior Lecturer, Department of Asian Studies, appointed July, 2005.

**Education:** Calcutta University B.A. 1973; Jadavpur University M.A. 1976; Calcutta University B.Ed. 1977**Academic Experience:** Sri Shikshayatan College, Calcutta, 1985; Rizvi College of Hotel Management, Mumbai, 1995-1998; University Examiner in Communication and English Language, Board of Technical Examinations, Maharashtra, 1995-1998; Takes Placement Exams in Bengali for UConn, Emory College, Loyola University, etc.**Distinctions:** ACTFL Certified Tester in Bengali (American Council on the Teaching of Foreign Languages); ILR Certified Tester in Bengali (Interagency Language Roundtable); member of the American Council on the Teaching of Foreign Languages and of South Asian Languages Teachers Association (SALTA)**Languages:** English (5), Hindi (4), Bengali (5), French (1)**Research and Teaching Specializations:** Bengali language**Field Experience:** India**Contribution to the Study of South Asia:**

- **Number of Area Studies Courses:** 6

**Pedagogical Training:** Sreemati has attended a total of 35 language teaching workshops, conferences and roundtables since 2006 and is a member of the American Council on the Teaching of Foreign Languages and of South Asian Languages Teachers Association (SALTA). Among these are: ACTFL, Bengali Tester Training Workshops, White Plains, NY, 2007; ACTFL/OPIC Language Rater Training, Monterey, CA, 2007; Goal-based Approach to Teaching Small Language Programs, Cornell, Language Resource Center (LRC), 2007; Outreach Workshop: Best Practices in Language Pedagogy, LRC, 2007; Making the Most of Assessment and Evaluation in College Foreign Language Programs, LRC, 2008; Oral Testing and Classroom Oral Performance 2009; Performance Based Assessment, LRC, 2009; Research findings and pedagogical solutions, ILC, 2009**South Asia Teaching and Research:** 100%

**NUSSBAUM, ALAN J.****CORNELL**

Professor, Department of Classics &amp; Department of Linguistics, tenured, appointed 1985.

**Education:** New York University B.A. 1969, Oxford University Diploma in Comparative Philology 1974, Harvard University Ph.D. 1976**Academic Experience:** Classics Department, Yale University, 1976-85; Instructor at the Summer School of the Indogermanische Gesellschaft, (Free University of Berlin), 2004**Distinctions:** Morse Junior Faculty Fellowship, Yale University, 1980-81; Elected Fellow of the Center for Hellenic Studies, 1985-86 (fellowship declined)**Languages:** Sanskrit (4), Avestan (2), Classical Armenian (2), Ancient Greek (4), Hittite (2), Tocharian (2), Latin (4), French (2), Italian (1), Spanish (1), Faliscan (2), Oscan (3), Umbrian (3), Old Irish (2), Gothic (2), Old English (2), German (4), Old Church Slavonic (1), Lithuanian (1)**Research and Teaching Specializations:** Historical linguistics/Indo-European linguistics, Sanskrit language**Contribution to the Study of South Asia:**— **Number of Area Studies Courses:** 6— **Courses Integrating South Asian Materials:** 1**Number of Recent Publications:** 5**Selected Publications:** “Agentive and Other Derivatives of ‘τόμος-Type’ Nouns,” in *Verbal Adjectives and Participles in Indo-European Languages/Adjectifs verbaux et participes dans les langues indo-européennes. Proceedings of the conference of the Society for Indo-European Studies (Indogermanische Gesellschaft), Paris, 24th to 26th September 2014*, C. Le Feuvre, D. Petit, G.-J. Pinault, eds., pp. 233-266. Bremen, 2017.“Latin *ciēre* ‘summon’ and Line 637 of Plautus’ *Miles Gloriosus*,” in *Miscellanea Indogermanica. Festschrift für José Luis García Ramón zu seinem 65. Geburtstag*, I. Hajnal and D. Kölligan, eds., pp. 585-601, Innsbruck, 2017.“The Latin ‘bonus rule’ and *benignus* ‘generous, kind,’” in *Usque ad radices. Indo-European Studies in Honour of Birgit Anette Olsen*, B. S. S. Hansen, A. Hyllested et al., eds., pp. 575-592, Copenhagen, 2017.“Replacing *Locus* ‘place’ in Latin *Locuplēs*,” in *Sahasram Ati Srajas: Indo-European and Indo-Iranian Studies in Honor of Stephanie W. Jamison*, Dieter Gunkel, Joshua T. Katz, Brent Vine, Michael Weiss, eds., pp. 276-295, University of Michigan Press, Ann Arbor, 2016.“Feminine, Abstract, Collective, Neuter Plural: Some remarks on each (Expanded Handout),” in *Studies on the Collective and Feminine in Indo-European from a Diachronic and Typological Perspective*, Sergio Neri and Roland Schuhmann, eds., pp. 273-306, Leiden, 2014.**South Asia Teaching and Research:** 15%**OJA, BANU****CORNELL**

Visiting Lecturer, Summer Language Program Assistant at Cornell, 1988

**Education:** Tribhuvan University Nepal B.A. 1975**Academic Experience:** Teacher, U.S. Peace Corp, Nepal, 1977-1982; Teacher, voluntary Services Overseas, 1980-1984**Distinctions:** Grant to improve Nepali language instructional materials, 1988**Languages:** Nepali (5), Newari (3), Maithili (3) Urdu (2)**Research and Teaching Specializations:** Nepal language**Field Experience:** Nepal**Contribution to the Study of South Asia:**— **Area Studies Courses Taught:** 3**Pedagogical Training:** Banu Oja has had long guided experience as an instructor in the Peace Corps and other international programs in Nepal. She is currently the in-country Director of the Cornell Nepal Study Program and teaches at Cornell in the summer.**Selected Publications:** *Intermediate and Advanced Nepali: Reading and Grammatical Structures*, with Shambhu Oja, Dept. of Asian Studies and the South Asia Program, Cornell University, 2013.*Nepali-English. English-Nepali Glossary*, Second Edition, with Shambhu Oja, South Asia program, Cornell University, 2004.*A Beginner’s Primer for Nepali Conversation and Grammar (Part I)*, with Shambhu Oja, South Asia Program, Cornell University, Ithaca, NY, 1992, third edition, 2004.**South Asia Teaching and Research:** 100%

**OJA, SHAMBHU****CORNELL**

Senior Lecturer, Asian Studies, appointed 1985.

**Education:** Tribhuvan University, Nepal B.A. 1972, M.A. 1974; FSI Certified (Foreign Service Institute Language Proficiency Tester, Princeton University), 1978.**Academic Experience:** Project Director, Peace Corps-Nepal Training Program, 1981-1984; Executive Director, SETA-Nepal (Service for Education and Training Activities), 1984-85.**Distinctions:** Clark Distinguished Teaching Award, 2001**Languages:** Nepali (5), Hindi (3), Newari (3), Urdu (3)**Research and Teaching Specializations:** Nepali language**Field Experience:** Nepal**Contribution to the Study of South Asia:**— **Area Studies Courses Taught:** 12**Pedagogical Training:** Before coming to Cornell, Shambhu Oja had extensive training as a Peace Corps instructor in Nepal. He continues to go to training seminars at Cornell such as “Performance Based Assessment,” 2010**Selected Publications:** *Intermediate and Advanced Nepali: Reading and Grammatical Structures*, with Banu Oja, Dept. of Asian Studies and the South Asia Program, Cornell University, 2013.*Nepali-English. English-Nepali Glossary*, Second Edition, with Banu Oja, South Asia program, Cornell University, 2004.*A Beginner's Primer for Nepali Conversation and Grammar (Part I)*, with Banu Oja, South Asia Program, Cornell University, Ithaca, NY, 1992, third edition, 2004.**South Asia Teaching and Research:** 100%**RIZVI, NAAZ****CORNELL**

Teaching Associate, Department of Asian Studies, non-tenured, appointed 2009

**Education:** R.D.B. Inter College Allahabad (intensive language study) Intermediate Board Certified 1979, Allahabad University B.A. 1982**Academic Experience:** Ithaca Muslim Community Teacher Volunteer, 1997-2003; Invited participant, University of Austin, TX Urdu Workshop, 2012; Mellon Hindi-Urdu Oral Proficiency Interview (OPI) Workshop, University of Chicago, IL, 2017**Distinctions:** National Merit Scholar, 1977; Four-time Debate Team Best Delegate, 1976-1979**Languages:** Urdu (5), Hindi (5), Arabic (2)**Research and Teaching Specializations:** Urdu language and literature**Field Experience:** India**Contribution to the Study of South Asia:**— **Area Studies Courses Taught:** 6**South Asia Teaching and Research:** 100%

**SINGH, SUJATA**

CORNELL

Senior Lecturer, Asian Studies

**Education:** Kashi Vidyapeeth University, Varanasi B.A. 2004**Academic Experience:** Lecturer, Asian Studies, Cornell University 2006-2016; Instructor, British High Commission, New Delhi, India, 2004; Instructor, University of Leipzig, Germany, 2003; Instructor, Study Abroad programs, India, 2002-1999; Instructor, University of Wisconsin College Year in India, Varanasi India, Instructor, 'Where There be Dragons' exchange program for high-school students from United States; Instructor, independent study and short term programs, Varanasi, 2002-1999**Distinctions:** Internationalization grant for Service Learning Hindi.**Languages:** Hindi (native), Urdu (native), English (4)**Research and Teaching Specializations:** South Asian studies**Field Experience:** India**Contribution to the Study of South Asia:**

— Area Studies Courses Taught: 4

**South Asia Teaching and Research: 100%****WEISS, MICHAEL**

CORNELL

Professor, Department of Linguistics, tenured, appointed 2001

**Education:** University of Pennsylvania B.A.1987; Cornell University Ph.D.1993**Academic Experience:** Assistant Professor, Department of Classics, Yale University, 1992-94; Assistant Professor, Department of Classics, University of North Carolina at Chapel Hill, 1994-2000; Associate Professor, Department of Classics, University of North Carolina at Chapel Hill, 2000-2001**Distinctions:** Editorial Board, *Münchener Studien zur Sprachwissenschaft***Languages:** Latin (5), Greek (5), Hittite (4), Old Irish (4), Avestan (4), Old Persian (4), Gothic (4), Old English (3), Tocharian A and B (4), Old Church Slavonic (3); German (3), Dutch (3), Danish (3), French (3), Spanish (3), Portuguese (3), Italian (3)**Research and Teaching Specializations:** Historical linguistics and their theoretical aspects, Indo-European linguistics, historical phonology and morphology of Greek, Latin and the Sabellic languages**Field Experience:** Italy, Holland, UK, and Germany**Contribution to the Study of South Asia:**

— Area Studies Courses Taught: 1

**Number of recent Publications: 1****Selected Publications:** "The Comparative Method." in Claire Bowern and Bethwyn Evans (eds.), *The Routledge Handbook of Historical Linguistics*, 2014."Interesting i-stems in Irish," in *Multi Nominis Grammaticus*, Adam I. Cooper, Jeremy Rau, and Michael Weiss, eds., pp. 329-345, Beech Stave, 2013.**Theses Supervised in Past 5 Years: 3****South Asia Teaching and Research: 25%**

## LAW

### KALANTRY, SITAL

CORNELL

Clinical Professor of Law, July 2006 (non-tenure track, reappointed in 2013 for a 5-year term); Director of the Migration and human Rights Program at Cornell Law School

**Education:** Cornell University B.A. 1994; M.S. London School of Economics 1995; J.D. University of Pennsylvania Law School 1998

**Academic Experience:** Yale Law School, 2005 – 2006; University of Chicago Law School, 2012 to 2013

**Distinctions:** Director, International Human Rights Clinic; Co-Director, Asylum and Convention against Torture Appellate Clinic; Faculty Director, Avon Global Center for Women and Justice; Human Rights Committee of the New York State Women's Bar Assoc.; Human Rights Committee of the New York City Bar Association

**Languages:** English (5), Hindi, speaking (5), Hindi, reading and writing (1), Spanish (2)

**Research and Teaching Specializations:** Human rights and immigration law

**Contribution to the Study of South Asia:**

— Professor Kalantry is director of the International Human Rights Clinic and has drafted a training manual for trial court judges in India on international fair trial standards, written a legislative report for the Indian Parliament, researched on judicial efficiency in Indian courts, and participated in human rights litigation in high courts in India.

— **Number of Area Studies Courses Taught:** 0

— **Number of Courses Integrating South Asia Material:** 1

**Number of Recent Publications:** 3

**Selected Publications:** "The Supreme Court of India: A People's Court?" with Aparna Chandra and William Hubbard, *Indian Law Review*, 2017.

"Sex-Selection in India and the United States: A Contextualist Feminist Approach," 18 *UCLA Journal of Law and Foreign Affairs*, 61, 2013.

"Litigation as a Measure of Well-Being: The Threat of India's Case Backlog, with Ted Eisenberg and Nick Robinson, 62 *DePaul Law Review* 247, 2013.

"Promoting Clinical Legal Education in India: A Case Study of the Citizen Participation Clinic", with Elizabeth Brundige and Priya S. Gupta, *Cornell Legal Studies Research Paper No. 12-56*, 2012.

"Litigation as a Measure of Well-Being", with Theodore Eisenberg and Nick Robinson, *Cornell Legal Studies Research*, Paper No. 12-28, 2012.

"Combating Acid Violence in Bangladesh, India, and Cambodia," with Jocelyn Getgen Kestenbaum, Avon Global Center for Women and Justice and Dorothea S. Clarke Program in Feminist Jurisprudence, Paper 1, 2011.

**Theses Supervised in Past 5 Years:** 1

**South Asia Teaching and Research:** 25%

### ZOLL, CORINNE

SYRACUSE

Assistant Research Professor, Syracuse University College of Law and Maxwell School of Citizenship, appointed 2010

**Education:** Syracuse University B.A. 1991; M.A. 1993; Ph.D. 2004

**Academic Experience:** Department of English & Writing, State University of New York Oswego, 2000-2002

**Distinctions:** Social Science Research Council award, *The Role of Islamic law in the Laws of War and Postconflict Justice*, Project Director, 2010-2014; National Science Foundation award, Co-PI, Project: *From Battlefield to Classroom: Designing Pathways to Engineering for American GIs*, 2009-2012, U.S. Department of State/U.S. Embassy in Kabul, Afghanistan, International Visitor Leadership, Co-PI/Project Co-Director, Transition and Reconstruction in Afghanistan: Evolving US-Afghan Partnerships, 2011-2012, Director of Research, Institute for National Security and Counterterrorism (INSCT), 2014-present.

**Languages:** French (3), Italian (3), Arabic (1)

**Research and Teaching Specializations:** Armed conflict in Muslim states, humanitarian law

**Field Experience:** Israel

**Contribution to the Study of South Asia:**

— **Number of Area Studies Courses Taught:** 1

— **Number of Courses Integrating South Asia Material:** 2

**Number of Recent Publications:** 3

**Selected Publications:** "Justice in Postconflict Settings: Islamic Law and Muslim Communities as Stakeholders in Transition," with M. Cherif Bassiouni and Hamid Khan, in *Utrecht Journal of International and European Law*, 33(85): 38-61, 2017.

"Ten Recommendations for Obama's CVE Summit," with E. Schneider, in *Foreign Policy: The South Asia Channel*, 2015.

"How Islamic is Pakistan's Constitution?" with E. Schneider, in *Foreign Policy: The South Asia Channel*, 2014.

"Humanizing Irregular Warfare: Framing Compliance for Nonstate Armed Groups at the Intersection of Security and Legal Analyses" in *New Battlefields/Old Laws: Critical Debates in Asymmetric Warfare*, William C. Banks, ed., Columbia University Press, New York, 2011.

"Post 9-11 Stability Operations: How US Army Doctrine is Shaping National Security Strategy," with Nick Armstrong, in *PRISM Journal*, 2(1), pp. 101-120, 2011.

**South Asian Teaching and Research:** 30%

## LITERATURE

**BANERJEE, ANINDITA**

**CORNELL**

Associate Professor, Department of Comparative Literature, tenured, appointed September, 2004

**Education:** Jawaharlal Nehru University B.A. 1991; UCLA M.A., Ph.D. 2000

**Academic Experience:** Comparative Literature, Stanford University, 2001-02; Comparative Literature University of Oregon, 2002-04

**Distinctions:** Andrew Mellon Postdoctoral Fellow, 2001-02; Humanities Grant Research Awards, 2005-06; ; Einaudi Center Seed Grant 2010-11; Mellon Writing Group Grant 2010-11; Science Fiction and Technoculture Studies Book Prize 2013; Innovation in Teaching Grant 2014

**Languages:** Bengali (4), Hindi (4)

**Research and Teaching Specializations:** Literature and film of Russia and South Asia, with emphasis on science and technology; the production of space; construction of religious, ethnic, and national identities; energy and the Environment; media studies; Migration Studies.

**Field Experience:** India

**Contribution to the Study of South Asia:**

— **Area Studies Courses Taught:** 4

**Number of Recent Publications:** 3

**Selected Publications:** “Russia’s Afrofuturism: T/Racing Revolution between the Moscow Avant-Grade and the Harlem Renaissance,” in *Slavic and East European Journal*, Fall 2017.

“Screening Aviation, Mediating Afghanistan: Aero-Visuality and the Work of Memory in Andrei Kavun’s *Kandahar*,” in *Visual Cultures of Aviation*, ed. Helena Goscilo and Vlad Strukov, MIT Press, Cambridge, MA, 2014.

*We Modern People: Science Fiction and the Making of Russian Modernity*, Wesleyan University Press, 2013.

“Gender, Violence, and Dislocation in South Asia and the Americas,” edited collection (with Debra Castillo), *Working Papers in Latin American Studies*, [http://lasp.einaudi.cornell.edu/gender\\_violence\\_dislocation](http://lasp.einaudi.cornell.edu/gender_violence_dislocation), 2012.

“I thought you were a Mexican or something: Re/ Visioning Borders of the Global South in Rakesh Roshan’s *Kites*,” with Debra Castillo, in *Comparative American Studies* 9, pp. 342-359, Dec. 2011.

**Theses Supervised in Past 5 Years:** 3

**South Asia Teaching and Research:** 30%

**BLEDSON, BRONWEN**

**CORNELL**

Adjunct Assistant Professor, Department of Asian Studies; Curator, South Asia Collection, Kroch Library, appointed 2006

**Education:** University of Washington double B.A. 1984, University of Chicago Ph.D. 2004

**Distinctions:** Fulbright-Hays Doctoral Dissertation Research Fellowship, 1991-92; Social Science Research Council Fellowship for dissertation research, 1993-94

**Languages:** Nepali (5), Sanskrit (4), Newari (4), Hindi (3), Sinhala (3), Bengali (3), Marwari (2), Marathi (2), Gujarati (2), Oriya (1), Tibetan (1), Latin (3), French (3), Spanish (3)

**Research and Teaching Specializations:** History and texts of trans-regional South Asia, with particular emphasis on social, religious, political and Urban history of the Newar people of the Kathmandu Valley of Nepal.

**Field Experience:** Nepal, India, Sri Lanka

**Contribution to the Study of South Asia:**

— **Number of Area Studies Courses Taught:** 1

**Number of Recent Publications:** 0

**Selected Publications:** “An Advertised Secret: The Goddess Taleju and the King of Kathmandu,” in *Tantra in Practice*, David White, ed. Princeton: Princeton University Press, 2000.

**South Asia Administration, Teaching, and Research:** 100%

**MOHANTY, SATYA****CORNELL**

Professor, Department of English, tenured, appointed, 1983

**Education:** University of Delhi B.A. 1974, M.A. 1976; University of Illinois M.A. 1978, Ph.D. 1985**Distinctions:** Research Grant, ACLS-Social Science Research Council, 1989-90; Society of the Humanities Grant, Cornell, to organize a colloquium titled "Religion, Literature, and the Needs of a Secular Policy," in Aurangabad, India, December 2000; The Andrew W. Mellon Foundation to run the National Future of Minority Studies Summer Institute (a two-week seminar and a colloquium) at Cornell, 2005-2012**Languages:** Oriya (5), Hindi (4)**Research and Teaching Specializations:** Literary and cultural theory, literature and ethics, colonial and postcolonial studies, the novel, South Asian literature, comparative literary and cultural studies, and comparative modernities**Field Experience:** India, England**Contribution to the Study of South Asia**— **Number of Area Studies Courses Taught:** 0— **Number of Courses that Integrate South Asia Material:** 1**Number of Recent Publications:** 7**Selected Publications:** "Alternative Modernities and the Odia Lakshmi Purana." Reprinted as one of two sections of a book *The Feminine Worth*, published by the Women's Studies Department, Utkal UP, India, 2016."The Epistemic Work of Literary Realism: Two Novels from Colonial India," in *A History of the Indian Novel in English*, Ulka Anjaria, ed., p. 45- 58 Cambridge University Press, New York, 2015."What Do Oppressed People Know? Social Identity, Experience, and Claims about 'Epistemic Privilege,'" in *MOCA: Re/Claiming Art, Power, Ideas and Vision*. Babacar MBow, Carole Boyce Davies and Adrienne von Lates, eds., p. 57- 65, Museum of Contemporary Art, Miami, 2014.**Theses Supervised in Past 5 Years:** 15**South Asia Teaching and Research:** 33%**NUTRITION****FINKELSTEIN, JULIA L.****CORNELL**

Assistant Professor of Epidemiology and Nutrition, Follett Sesquicentennial Faculty Fellow, Division of Nutritional Sciences; 2014- Adjunct Associate Professor, St. John's Research Institute, Bangalore, India; 2014-present

**Education:** McGill University BSc 2002; Brown University MPH 2005; Harvard University M.A., M.S., 2010; Harvard University Cambridge, M.A., ScD, 2011**Academic Experience:** Instructor, International Course in Nutrition Research Methods, St. John's Research Institute, 2010-2014; Faculty Fellow, Center for Geographic Analysis, Harvard University, 2011-2014**Distinctions:** Centers for Disease Control and Prevention, 2015-2018; 2017 Future Leader Award, International Life Sciences Institute North America, 2017-2019; National Institutes of Health Indo-US R03, 2017-2019; International Life Sciences Institute North America, ILSI 2017 Future Leader Grant, 2017-2019; College of Human Ecology National Institutes of Health Grant Development Program, 2017-2018; Cornell University Institute for Biotechnology, 2017-2018**Languages:** French (3), Spanish (3)**Research and Teaching Specializations:** South Asia, with a focus on India**Field Experience:** India, Philippines**Contribution to the Study of South Asia:**

— Professor Finkelstein has two on-going projects in India—Periconceptional Surveillance Program for the Prevention of Anemia and Birth Defects in South India and Randomized Efficacy Trials of Biofortification to Improve Maternal and Child Health in India—which support a number of graduate students.

— **Number of Area Studies Courses Taught:** 0**Number of Recent Publications:** 21**Selected Publications:** "ironPhone: Mobile device-coupled point-of-care diagnostics for assessment of iron status by quantification of serum ferritin," with B. Srinivasan, D. O'Dell, S. Mehta, S. Lee, and D. Erickson, in *Biosens Bioelectron*, 99:115-121, 2018."Iron-biofortified staple food crops for improving iron status: A review of the current evidence," with J.D. Haas and S. Mehta, in *Current Opinion in Biotechnology*, 44: 138-145, 2017."Vitamin B12 Status in Pregnant Women and their Infants in South India," with A.V. Kurpad, T. Thomas, K. Srinivasan, and C. Duggan, in *European Journal of Clinical Nutrition*, 2017."Vitamin B-12 and Perinatal Health," with A.J. Laden and P.J. Stover, in *Advances in Nutrition*, 6:1-12, 2015."A Randomized Trial of Iron-Biofortified Pearl Millet in School Children in India," with S. Mehta, S.A. Udipi, P.S. Ghugre, S.V. Luna, M.J. Wenger, L.E. Murray-Kolb, E.M. Przybyszewski, and J.D. Haas, in *Journal of Nutrition*, 145(7): 1576-81, 2015."HIV/AIDS and Lipodystrophy: Implications for clinical management in resource-limited settings," with P. Gala, R. Rochford, M.J. Glesby, and S. Mehta, in *Journal of the International AIDS Society*, 18:19033, 2015.**Theses Supervised in Past 5 Years:** 14**South Asia Teaching and Research:** 50%

**MEHTA, SAURABH****CORNELL**

Associate Professor of Global Health, Epidemiology and Nutrition, College of Human Ecology, tenured, appointed July, 2010

**Education:** M.B.B.S. All India Institute of Medical Sciences, 2003; M.S. Harvard University 2004; Sc.D. Harvard University 2009**Academic Experience:** Adjunct Associate Professor of Infectious Diseases, St. John's Research Institute, St. John's National Academy of Health Sciences, Bangalore, Karnataka, India 2013**Distinctions:** Young Investigator Award, 17<sup>th</sup> Conference on Retroviruses and Opportunistic Infections, San Francisco CA 2010; Rainer Gross Award for Innovations in Nutrition and Health, 2016**Languages:** Hindi (5), Punjabi (3), Urdu (3)**Research and Teaching Specializations:** Infectious diseases, particularly HIV, tuberculosis, and neglected tropical diseases, and maternal and child health in India, Sub-Saharan Africa and Latin America; Novel diagnostics**Contribution to the Study of South Asia:**

— Number of Area Studies Courses Taught: 0

— **Number of Courses Integrating South Asian Material:** 1**Number of Recent Publications:** 37**Selected Publications:** "ironPhone: Mobile device-coupled point-of-care diagnostics for assessment of iron status by quantification of serum ferritin," with B. Srinivasan, D. O'Dell, J.L. Finkelstein, S. Lee, and D. Erickson, in *Biosens Bioelectron*, 99:115-121, 2018."Effect of iron and zinc-biofortified pearl millet consumption on growth and immune competence in children aged 12-18 months in India: study protocol for a randomised controlled trial," with J.D. Finkelstein, S. Venkatramanan, S.L. Huey, S.A., Udipi, P. Ghugre, C. Ruth, R.L. Canfield, A.V. Kurpad, R.D. Potdar, and J.D. Haas, in *BMJ Open*, 7(11), 2017."Iron-biofortified staple food crops for improving iron status: A review of the current evidence," with J.D. Haas and J.L. Finkelstein, in *Current Opinion in Biotechnology*, 44: 138-145, 2017."Rainer Gross Award Lecture 2016: A Laboratory in Your Pocket: Enabling Precision Nutrition," with S.Colt, S. Lee S and D. Erickson, in *Food Nutr Bull*, 38(2):140-145, 2017.**Theses Supervised in Past 5 Years:** 17**South Asia Teaching and Research:** 60%**RAJ, SUDHA****SYRACUSE**

Teaching Professor, Department of Public Health, Food Studies, and Nutrition, appointed 2000

**Education:** University of Madras B.Sc. 1978; Bombay University, India M.Sc. 1981; Syracuse University Ph.D. 1991**Distinctions:** Faculty of the Year Award, 2011; Syracuse University Summer Grant for new course development, January 2013; Developing Health Promotion and Disease Prevention Educational Initiatives and Community Wellness Programs, November 2013; Recipient of the Vegetarian Nutrition "Excellence in Service" Award, 2013-2014; Recipient of the Dietitians in Integrative and Functional Medicine "Excellence in Practice" Award, 2013-2014; Recipient of Falk College Seed Grant with Kamala Ramadoss entitled "Acculturation, Work-Family Interface, Dietary Patterns and Health among South Asian Immigrants," 2016.**Languages:** Tamil (5), Hindi (5)**Research and Teaching Specializations:** Ethnic dietary habits, vegetarianism**Contribution to the Study of South Asia:**— **Number of Area Studies Courses Taught:** 0— **Number of Courses Integrating South Asia Material:** 2**Number of Recent Publications:** 4**Selected Publications:** "Effectiveness of a Group-Based Culturally Tailored Lifestyle Intervention Program on Changes in Risk Factors for Type 2 Diabetes among Asian Indians in the United States" with Rupal M. Patel, Ranjita Misra, and Ashok Balasubramanyam, in *Journal of Diabetes Research*, 2017."Barriers and Facilitators to Dietetics Education Among Students of Diverse Backgrounds: Results of a Survey" with Crystal L Wynn, Frances Tyus, Yvonne D Greer, Rita K Batheja, Zareena Rizwana, and Rosa K Hand, in *Journal of the Academy of Nutrition and Dietetics*, 2016."Holistic Dimensions of the Science of Food and Nutrition", in *Editorial Annals of Ayurvedic Medicine*, 5(1): 7-11, 2016."Enhancing students' intercultural competence through short term study abroad experiences— Creating the India experience," in *Society for Nutrition Education and Behavior*, June 2013."Introduction: Indian Foods," in *AAP's Guide to Nutrition, Health and Diabetes*, 2nd ed. Allied Publishers, 2011."The Practice of Vegetarianism in the South Asian Sub-continent," in *Vegetarian Nutrition Update*, 20(2), 2011.**Theses Supervised in the Past 5 Years:** 10**South Asia Teaching and Research:** 30%

## POLITICAL SCIENCE

### BOROJERDI, MEHRZAD

SYRACUSE

Professor, Department of Political Science, tenured, appointed 1992

**Education:** Boston University B.A. 1983; Northeastern University M.A. 1985; The American University Ph.D. 1990

**Distinctions:** The Henry R. Luce Foundation Grant for "Religion, Media and International Affairs," 2006-2009; Social Science Research Council Grant for "The Shari'a, Laws of War and Post-Conflict Justice Project," 2011-12; Moynihan Institute of Global Affairs Grant for "Sanctions and Iranian Nuclear Decision Making and Negotiation Strategy", 2014; During the 2017-18 academic year, as a Fellow of the American Council on Education (ACE), he is residing at California State University – Northridge (CSUN). He is also a visiting scholar at UCLA's Center for Near Eastern Studies.

**Research and Teaching Specializations:** Intellectual history of the contemporary Middle East, and "Third World" resistance to modernity and cultural globalization

**Languages:** Persian (5), Turkish (3)

**Field Experience:** UK; France; Germany; Switzerland; Iran; Turkey

**Contribution to the Study of South Asia:**

— Works closely with the South Asia Center on developing course content and public events on Islam in the Middle East, Central Asia, and South Asia.

— **Number of Area Studies Courses Taught:** 0

**Number of Recent Publications:** 2

**Selected Publications:** *Post-revolutionary Iran: A Political Handbook*, Syracuse University Press, Syracuse, 2018

"The Unfolding of Unreason: Javad Tabatabai's Idea of Political Decline in Iran," with Alireza Shomali, *Iranian Studies* 48(6), 949-965, 2015.

*Mirror for the Muslim Prince: Islam and Theory of Statecraft*, Syracuse University Press, Syracuse, 2013; paperback edition, 2017.

"Islam and the Promenades of Global Media," with Nicole J. Allem, in *Rethinking Religion and World Affairs*, Timothy S. Shah, Alfred Stepan, and Monica D. Toft, eds., Oxford University Press, New York, pp. 217-228, 2012.

"'The West' in the Eyes of the Iranian Intellectuals of the Interwar Years (1919-1939)," in *Comparative Studies of South Asia, Africa and the Middle East*, 26(3), 2006.

"The Reformist Movement in Iran," in *Oil in the Gulf: Obstacles to Democracy and Development*, Daniel Heradstveit and Helge Hveem, eds., Ashgate, London, pp. 63-71, 2004.

*Iranian Intellectuals and the West: The Tormented Triumph of Nativism*, Syracuse University Press, Syracuse, 1996.

**Theses Supervised in the Past 5 Years:** 1

**South Asia Teaching and Research:** 20%

### CARLSON, ALLEN R.

CORNELL

Associate Professor, Government Department, tenured, appointed 2000; Director, China Asia Pacific Studies Program, Cornell

**Education:** Colby College, B.A. 1991, Yale University, M.Phil 1993, Yale University, Ph.D. 2000

**Distinctions:** National Science Foundation, Dissertation Fellowship, 1992-1995; Fulbright-Hays Research Fellow, 2004-2005; Public Intellectual Program Participant, The National Committee on U.S.-China Relations, 2005-2007; Visiting Professor, Yonsei University, Seoul, South Korea, 2013; Sponsor/co-recipient, Flournoy Fellowship for Chris Cairns, awarded 2013, used in 2014; Cornell East Asia Program, China Initiative Grant, 2014; East Asia Institute Fellow, 2014, held 2015; Lehman Fellowship, 201

**Research and Teaching Specializations:** International Relations, Chinese Foreign Policy, Asian Security

**Field Experience:** China, Tibet

**Contribution to the Study of South Asia:**

— **Number of Area Studies Courses Taught:** 0

— **Number Courses Integrating South Asian Materials:** 3

**Number of Recent Publications:** 0

**Selected Publications:** *New Frontiers in China's Foreign Relations*, co-editor with Ren Xiao, Lexington Books, 2012.

*Contemporary Chinese Politics: New Sources, Methods and Field Strategies*, co-editor with Mary Gallagher, Kenneth Lieberthal and Melanie Manion, Cambridge University Press, 2010.

*Unifying China, Integrating with the World: The Chinese Approach to Sovereignty During the Reform Era*, Stanford University Press, 2005.

*Rethinking Security in East Asia*, co-editor with J.J. Suh and Peter Katzenstein, Stanford University Press, 2004.

*Beijing's Tibet Policy*, East-West Center Washington, 2004.

*Protecting Sovereignty, Accepting Intervention: The Dilemma of Chinese Foreign Relations in the 1990s*, National Committee on United States-China Relations, 2002.

**Theses Supervised in Past 5 Years:** 4

**South Asia Teaching and Research:** 10%

**GUEORGUIEV, DIMITAR****SYRACUSE**

Assistant Professor, Department of Political Science, tenure-track, appointed 2015

**Education:** University of North Texas B.A. 2007; University of California at San Diego M.A. 2011; Ph.D. 2014**Academic Experiences:** Lecturer, Gansu Political Science and Law Institute, 2007-2008; Lecturer, Department of Asian Studies, San Diego State University, 2013; Lecturer University of California, San Diego, 2014.**Languages:** English, Mandarin**Research and Teaching Specialization:** Chinese Politics, Developing Economies, Authoritarian Institutions, Governance, Corruption, Public Participation in Policy, Causal Inference, Survey Methods**Field Experience:** China, Sri Lanka**Contribution to the Study of South Asia:**

— Member of the South Asia Center Faculty Advisory Board

**Number of Recent Publications:** 4**Selected Publications:** “Language Politics, education, and ethnic integration: the pluralist dilemma in Singapore,” with Kai Ostwald and Elvin Ong, in *Politics, Groups and Identities*, 2017.“The Trans-Pacific Partnership: Perspectives from China,” with M. Lovely in *The World Trade System*, Jagdish Bhagwati, Pravin Krishna and Arvind Panagariya, eds. MIT Press, 2016.“Keeping your Head Down: Public Profiles and Promotion in One-Party Regimes,” with P. Shuler, in *Journal of East Asian Studies* 16(1): 87-116, 2016.“Monopoly Money: Foreign Investment and Bribery in Vietnam,” with E. Malesky and N. Jensen, in *American Journal of Political Science*. 59(2): 419-439, 2015.**South Asia Teaching and Research: 20%****HERRING, RONALD J.****CORNELL**

Professor Emeritus, Department of Government, tenured, appointed 1991, John S. Knight Professor of International Relations, tenured, appointed 1996

**Education:** University of Texas, Austin B.A. 1969; University of Wisconsin M.A. 1971, Ph.D. 1976**Academic Experience:** Economics, University of Texas, 1976; Political Science, Northwestern University, 1982-1985; Development Studies Program, Department of State, 1977-1979; University of Washington, Seattle, 1983; University of Chicago, Economics, 1987-1988**Distinctions:** Editorial Boards for: *Comparative Political Studies*, 1979-2014; *Critical South Asia*, 1998-2014; *Journal of Contemporary South Asia*, 2004-14; *Journal of Development Studies* 2007-14; Consultant for: Commission on U.S.-Asian Relations, 1981-86; the World Bank (multiple years); the Social Science Research Council/American Council of Learned Societies Joint Committee on South Asia, 1982-87; the South Asia Council of the Association for Asian Studies, 1992-93**Languages:** Hindi (2), Urdu (2), Malayalam (1), Sinhala (1)**Research and Teaching Specializations:** Comparative politics, political economy, development, environmental politics, biotechnology, politics of science, food politics**Field Experience:** India, Bangladesh, Sri Lanka, Pakistan**Contribution to the Study of South Asia:**— **Number of Area Studies Courses Taught:** 0— **Number of Courses Integrating South Asia Material:** 3**Number of Recent Publications:** 3**Selected Publications:** *Biotechnology for a Second Green Revolution in India: Socioeconomic, Political, and Public Policy Issues*, coedited with N. Chandrasekhara Rao and Carl Pray, Academic Foundation, 2018.“The End of the GMO? Genome Editing, Gene Drives and New Frontiers of Plant Technology,” with K. Hefferon, in *Review of Agrarian Studies*, 7(2), 2017.“Re-constructing Facts in Bt Cotton: Why Skepticism Fails,” in *Economic and Political Weekly*, 48(33), 2013.“Class Politics in India: Euphemization, Power and Identity,” in *Handbook of Indian Politics*, Atul Kohli and Prerna Singh, eds., Routledge, London, 2012.“Genetically Modified Crops”, in *Oxford Companion to Economics in India: Revised Edition*, Kaushik Basu and Annemie Maertens, eds., Oxford University Press, New Delhi, 2011.“The Goldilocks Paradox of Biosafety,” in “Symposium: Transgenic Varieties and India’s Agriculture – Response to Dr. MS Swaminathan,” *Review of Agrarian Studies*, 1(1), 2011.**Theses Supervised in Past 5 Years:** 3**South Asia Teaching and Research: 50%**

**KARIM, SABRINA M.****CORNELL**

Assistant Professor, Government Department, tenure track, appointed 2017

**Academic Experience:** U.S. Foreign Policy and International Security Fellow, Dartmouth College, NH, 2016-17.**Education:** BSc Georgetown University 2007; Oxford University MSc 2008; Emory University M.A. 2015, Ph.D. 2016**Languages:** Bengali (4), Spanish (3)**Distinctions:** U.S. Fulbright Fellowship, 2010; First Prize, Naval War College Women and Conflict Outcomes Essay Competition, 2014; National Science Foundation Graduate Fellowship; National Science Foundation Dissertation Improvement Grant, 2015; British Research Council 2015; Folke Bernadotte Academy Working Group on UNSC 1325, 2012, 2013, 2014, 2016, 2017; International Growth Centre 2017**Field Experience:** Bangladesh**Number of Recent Publications:** 11**Selected Publications:** *Equal Opportunity Peacekeeping: Women, Peace, and Security in Post-Conflict State*, with Kyle Beardsley, Oxford University Press, 2017 (Awarded the Conflict Research Society Book of the Year Prize for 2017)“The Promise and Peril of Peacekeeping Economies,” with Bernd Beber, Michael Gilligan, Jenny Guardado Rodriguez, in *International Studies Quarterly*, 2018“Explaining Sexual Exploitation and Abuse in Peacekeeping Missions: The Role of Female Peacekeepers and Gender Equality in Contributing Countries,” with Kyle Beardsley, in *Journal of Peace Research*, 53(1): 100-115, 2016.“Women and Peacemaking/Peacekeeping,” with Kyle Beardsley, in *Oxford Bibliographies in International Relations*, Patrick James, ed. Oxford University Press, New York, 2013.“Female Peacekeepers and Gender Balancing: Token Gestures or Informed Policymaking?” with Kyle Beardsley, in *International Interactions*, 39(4): 461-488, 2013.**South Asia Teaching and Research:** 20%**KATZENSTEIN, MARY F.****CORNELL**

Professor Emerita, Department of Government and Women’s Studies, tenured, appointed 1974

**Education:** Radcliffe College B.A. 1966; University of London M.Sc. 1968; Massachusetts Institute of Technology Ph.D. 1975**Academic Experience:** Fellow (unfunded), Bunting Institute, Radcliffe College, 1988-89; Visiting Scholar, Russell Sage Foundation 2001-2002; Fellow, Center for the Advanced Study of the Behavioral Sciences, Palo Alto, CA 2004-05; Visiting Professor, Center for the Study of Law and Governance, Jawaharlal Nehru University, New Delhi, November 2013.**Distinctions:** American Institute of Indian Studies (short-term grant), 1977-78; Mellon Research Support, 1986-87; Mentor of Distinction, Women’s Caucus, American Political Science Association 1989 (also 1996); Peace Studies Program, MacArthur Foundation Award, Cornell University, 1989; Ford Foundation grant for project on Militarism and Citizenship, 1995-1998; AIIS, 1996-97; Mentor Award, Society for Women in Political Economy, 1998; Victoria Schuck Award for the best book on Women and Politics, the American Political Science Association, 1999; College, Radcliffe Association, Graduate Society Medal, 2001; Kendall S. Carpenter Memorial Advising Award 2005; Kaplan Family Distinguished Faculty Fellowship, 2006; Heinz Eulau Award for “The Dark Side of Liberalism” in *Perspectives on Politics*, 2011; National Society of Collegiate Scholars recognition for scholarship, leadership, and service, 2011; Team Member, Immigration: Settlement, Integration, & Membership, Institute for the Social Sciences, 2010-13.**Languages:** Hindi (1)**Research and Teaching Specializations:** Feminist activism cross-nationally focused on the United States, Europe, and India**Field Experience:** India, five periods of research between 1966 and 1980**Contribution to the Study of South Asia:**

- Professor Katzenstein is a past director of the South Asia Program
- **Number of Area Studies Courses Taught:** 1

**Number of Recent Publications:** 1**Selected Publications:** “Taxing the Poor: Incarceration, Poverty, Governance, and the Seizure of Family Resources” with Maureen Waller, in *Perspectives on Politics*, 13: 638-656, 2015.“A Visit to Puzhal Prison,” *South Asia Newsletter*, spring-summer, 2012.*Social Movements in India Poverty, Power, and Politics*, co-edited with Raka Ray, Rowman and Littlefield, 2005; India edition, Oxford, 2005.“Identities, Interests and Social Movements in India,” with Smitu Kothari and Uday Mehta, in *Democratization and Decentralization in India*, edited by Atul Kohli, Cambridge University Press, 2001.“The Mother and the State: Reproductive Health in India,” in *Asian Survey*, November, 2000.*Beyond Zero Tolerance: Discrimination and the Culture of the U.S. Military*, co-edited with Judith Reppy, Rowman and Littlefield, 1999.**Theses Supervised in Past 5 Years:** 11**South Asia Teaching and Research:** 25%

**PEPINSKY, THOMAS B.****CORNELL**

Associate Professor, Department of Government, tenured, appointed 2008

**Education:** Brown University, A.B. 2001, Yale University Ph.D. 2007**Academic Experience:** Universiti Kebangsaan Malaysia, 2005; Assistant Professor of Political Science, University of Colorado-Boulder, 2007-08; Australian National University, July 2011; University of Freiburg, June 2013; Griffith University, July 2016; Hertie School of Governance (July 2017)**Distinctions:** Smith Richardson Foundation, Islamic Radicalism: A Threat to Indonesian Democracy? 2007-11; International Program Development Fund, Accountability and Representation in Contemporary Indonesia, University of Sydney, 2011-12; Institute for Social Sciences Faculty Fellow, 2012; Australian Agency for International Development, Indonesia's Transition in Print, 2013; Atkinson Center for a Sustainable Future, Assessing Mercury Use in Indonesian Gold Mining: Socio-Political Interventions and Impacts on Ecosystem and Human Health, 2017-20; Department of Education, Henry Luce Foundation, The Southeast Asia Research Group (with Allen Hicken, Edmund Malesky, and Dan Slater), 2015-18; The American Institute for Indonesian Studies, 2017-21; Henry R. Luce Foundation, The American Institute for Indonesian Studies, 2018-21**Languages:** Bahasa Indonesia and Bahasa Malaysia (4), German (3), French (3), Vietnamese (2), Dutch (2), Spanish (2)**Research and Teaching Specializations:** Emerging market economies in Southeast Asia**Field Experience:** Indonesia, Malaysia, Singapore, Australia, Germany**Contribution to the Study of South Asia:**— **Number of Area Studies Courses Taught:** 0— **Number of Courses Integrating South Asian Materials:** 1**Number of Recent Publications:** 3**Selected Publications:** *Piety and Public Opinion*, with R. William Liddle and Saiful Mujani, Oxford University Press, 2018.“Regions of Exception.” *Perspectives on Politics* 15, no. 4, 1034–1051, December 2017.“Trade Competition and American Decolonization.” *World Politics* 67, no. 3, 387–411, July 2015.*Economic Crises and the Breakdown of Authoritarian Regimes*, Cambridge University Press, 2009.**Theses Supervised in Past 5 Years:** 30**South Asia Teaching and Research:** 5%**SEZGIN, YUKSEL****SYRACUSE**

Associate Professor, Department of Political Science, tenure-track, appointed 2013

**Education:** Ankara University, B.A. 1996; Hebrew University of Jerusalem M.A. 1998; University of London (SOAS) M.A. 1999; University of Washington M.A. 2002**Academic Experience:** The Graduate Center & John Jay College, CUNY, Department of Political Science, 2009-2013; Assistant Professor of Political Science, Syracuse University, 2013-2017; Director of Middle Eastern Studies Program, 2014-present.**Distinctions:** MESA Malcolm H. Kerr Best Dissertation Award in the Social Sciences, 2008; Luce Fellow, Princeton University, 2011-2012; Vis. Research Scholar, Center for Democracy, Toleration, and Religion, Columbia University, 2014. Visiting Fellow, Institute for Advanced Study, Princeton University, 2017.**Research and Teaching Specializations:** Women's rights, religious law, human rights**Languages:** Turkish (5), Italian (3), Hebrew (3), Arabic (3)**Field Experience:** Israel, India**Contribution to the Study of South Asia:**— **Number of Area Studies Courses Taught:** 0— **Number of Courses Integrating South Asia Material:** 1**Number of Recent Publications:** 4**Selected Publications:** “Muslim Family Laws in Israel and Greece: Can Non-Muslim Courts Bring about Legal Change in Shari'a?” in *Islamic Law and Society*, 24, pp. 1-38, 2017.“The Unification of Law and the Postcolonial State: The Limits of State Monism in India and Indonesia” with Mirjam Kunkler, in *American Behavioral Scientist*, 60(8): 987-1012, 2016.“Regulation of ‘Religion’ and the ‘Religious’: The Politics of Judicialization and Bureaucratization in India and Indonesia”, with Mirjam Kunkler, in *Comparative Studies in Society and History*, 56(2), 2014.*Human Rights under State-Enforced Religious Family Laws in Israel, Egypt, and India*, Cambridge University Press, Cambridge, 2013.“The Promise and Pitfalls of Women Challenging Muslim Family Laws in India and Israel” in *Sexuality in Muslim Contexts: Restrictions and Resistance*, Anissa Helie & Homa Hoodfar, eds., Zed Books, London, 2012.“How to Integrate Human Rights Principles into Religious and Customary Legal Systems?” in *Journal of Legal Pluralism*, 60: 5-40, 2010.**South Asia Teaching and Research:** 20%

## PUBLIC ADMINISTRATION/INTERNATIONAL RELATIONS

### DAS GUPTA, BEJOY

SYRACUSE

Adjunct Professor, Maxwell School's Washington Program, appointed 2009

**Education:** London School of Economics BSc 1983; Christ Church, University of Oxford MPhil, 1985; Ph.D. 1991

**Distinctions:** Asia Prize; AMEX Bank Review Awards in International Economics and Finance, 1988

**Languages:** Bengali (5)

**Research and Teaching Specializations:** Macroeconomic policy, capital flows and the financial sector

**Contribution to the Study of South Asia:**

— **Number of Courses Integrating South Asia Material:** 1

**Number of Recent Publications:** 1

**Selected Publications:** "India Seeking to Bolster Macro Fundamentals," with Nishad Majudar and Payne Simpson, *IIF Research Note*, 2014.

*Economic Reports on India, Indonesia, Thailand and Malaysia*, The Institute of International Finance, Washington DC, 1993-2009.

"The Determinants of Indonesia's Non-Oil Export," in *Indonesia Deregulation Conference Proceedings*, The World Bank, Jakarta, 2002.

**South Asia Teaching and Research:** 40%

### HYDER, MASSOOD

SYRACUSE

Professor of Practice, Department of Public Administration and International Relations, Syracuse University, appointed 2017

**Education:** London School of Economics, B.Sc., 1974, University of Wales, M.Sc., 1976

**Work Experience:** 28 years' experience in development and disaster management within the United Nations (World Food Program, UNDP, and UN Office for the Coordination of Humanitarian Affairs.)

**Languages:** Urdu (5)

**Research and Teaching Specializations:** Aid Policies of the BRICS, Meeting Humanitarian Needs in Middle Income Countries, Humanitarianism in the Muslim World, Impact of "One UN" on Humanitarian Action, Coordination Between the Bretton Woods Institutions and UN Food Agencies on National Food Stocks, and Humanitarian Ethics

**Field Experience:** Bangladesh, Sudan, Iran, North Korea, Indonesia, Djibouti.

**Contribution to the Study of South Asia:**

— **Number of Area Studies Courses Taught:** 0

— **Number of Courses Integrating South Asia Material:** 3

**Number of Recent Publications:** 0

**Selected Publications:** *October Coup, A Memoir of the Struggle for Hyderabad*, Rolibooks, 2012.

"The Diplomacy of Specialized Agencies: High Food Prices and the World Food Program," with Henk-Jan Brinkman, in *The New Dynamics of Multilateralism*, James P. Muldoon, Jr., JoAnn Fagot Aviel, Richard Reitano, and Earl Sullivan, eds., 2010.

"Humanitarianism and the Muslim World," in *Journal of Humanitarian Assistance*, 2007.

"Nurturing Humanitarian Space in Sudan" in *Hazel Smith and Larry Minear (eds)*, Humanitarian Diplomacy, UNU, 2007

"Famine" in *Oxford Illustrated Companion to Medicine*, Stephen Lock, John Last and George Dunea, eds., pp 301 – 303, 2001.

"From Relief to Development: Food-for-Work in Bangladesh" *Disasters*, ODI, vol. 20, no. 1, London, pp 21 – 33, 1996

**South Asia Teaching and Research:** 20%

## RELIGIOUS STUDIES

### ABEL MEGUID, AHMED

SYRACUSE

Assistant Professor, Department of Religion, tenure-track, appointed 2012

**Education:** The American University in Cairo B.A. 2002; Emory University M.A. 2007; Ph.D. 2011

**Distinctions:** Freie Universität in Berlin Distinguished Graduate Exchange Fellowship, 2008-2009; Emory University Philosophy Department Beck International Research Fellowship, Fall 2008

**Languages:** Arabic (5), German (4), Greek (3)

**Research and Teaching Specializations:** Islamic thought, philosophy and theology; late 18th, 19th, and early 20th century German philosophy

**Field Experience:** Egypt, Germany

**Contribution to the Study of South Asia:**

— **Number of Area Studies Courses Taught:** 1

**Number of Recent Publications:** 0

**Selected Publications:** "Political realism in the Naturalistic-Psychological roots of Averroës' Critique of Plato's theory of political constitutions in the Republic," in *Matter and Form from Natural Science to Political Philosophy*, Ann Ward, ed., Lexington Press, Lanham, 2009.

"al-Messiri wa Ishkalyat al-Hadatha" [al-Messiri and the Problematic of Modernity] in *A Tribute to Abdel Wahab al-Messiri* (Ta'amulatat fi Alam Abdel Wahab al-Messiri) (In Arabic), Dar El-Shourouk Publishing Company, Cairo, 2004.

**South Asia Teaching and Research:** 20%

### BLACKBURN, ANNE M.

CORNELL

Professor, Asian Studies, appointed July 2002, tenured July 2004; Director, South Asia Program appointed July 1, 2013

**Education:** Swarthmore College B.A. 1988; University of Chicago M.A. 1990, Ph.D. 1996

**Academic Experience:** Assistant Professor Department of Religious Studies, University of South Carolina, 1996-1999; Senior Fellow, Center for the Study of World Religions, Harvard University, 1998; Assistant Professor and Director of Graduate Studies Department of Religious Studies, University of South Carolina, 1999-2001; Associate Professor Department of Religious Studies, University of South Carolina, 2002; Visiting Scholar, Wolfson College, Cambridge University, 2002; Yehan Numata Visiting Associate Professor of Buddhist Studies, Harvard University Divinity School, 2005

**Distinctions:** NEH Fellowship, 2000 (for 2001-2002); ACLS Fellowship, 2001 (for 2001-2002); Cornell Society for the Humanities Research Grant, 2003; Cornell Society for the Humanities Research Grant, 2003; Fellow, Cornell Society for the Humanities, 2004; Einaudi Center for International Studies (Cornell) Seed Grant, 2006; Senior Research Fellow, National University of Singapore, 2012; Visiting Research Professor, National University of Singapore, 2013; ACLS Fellowship 2015-16; American Association for Sri Lanka Studies Fellowship 2015-16; Wilde Lectures, Oxford University 2016.

**Languages:** Sinhala (4), Sanskrit (2), French (3), Pali (4), Dutch (3), German (2), Burmese (1)

**Research and Teaching Specializations:** South and Southeast Asian studies and Buddhist studies, with a focus on Sri Lanka

**Field Experience:** Sri Lanka, Singapore, Burma, Thailand

**Contribution to the Study of South Asia:**

— **Area Studies Courses Taught:** 4

— **Courses Integrating South Asian Materials:** 3

**Number of Recent Publications:** 4

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

"Buddhist Technologies of Statecraft and Millennial Moments," in *History and Theory*, 1, pp.71-79, 2017.

"Buddhist Connection in the Indian Ocean: Changes in Monastic Mobility, 1000-1500," in *Journal of the Economic and Social History of the Orient*, 58, pp.266-287, 2015.

"Sthāḷa Saṅgha and Lanḳā in Later Premodern Southeast Asia," in *Buddhist Dynamics in Premodern and Early Modern Southeast Asia*, D. Christian Lammerts, ed. Institute for Southeast Asian Studies, Singapore, 2015.

*Locations of Buddhism: Colonialism and Modernity in Sri Lanka*, University of Chicago Press, 2010.

*Buddhist Learning & Textual Practice in 18<sup>th</sup>-century Lankan Monastic Culture*, Princeton, 2001.

**Theses Supervised in Past 5 Years:** 17

**South Asia Teaching and Research:** 75%

**BOUCHER, DANIEL****CORNELL**

Associate Professor, Department of Asian Studies, tenured, appointed 1998

**Education:** Indiana University at Bloomington B.A. 1986, M.A. 1989; University of Pennsylvania Ph.D. 1996**Academic Experience:** Associate Instructor, Indiana University, Dept. of Religious Studies, 1996; Assistant Professor, Franklin and Marshall College, Dept. of Religious Studies, 1996-1998**Distinctions:** Japan Travel Grant, East Asia Program, Cornell University, 2000; American Council of Learned Societies Fellowship, 2002**Languages:** Sanskrit (3), Buddhist Middle-Indo-Aryan (Buddhist Hybrid Sanskrit, Pali, Gandhari, epigraphical Prakrit), Pali (2), Prakrit (3), Classical Chinese (3), Tibetan (2), French (3), Japanese (3)**Research and Teaching Specializations:** Buddhist studies, particularly the early development of the cluster of Indian Buddhist movements called the Mahayana and their transmission to China in the first few centuries of the Common Era.**Field Experience:** Japan**Contribution to the Study of South Asia:**— **Area Studies Courses Taught:** 6— **Courses Integrating South Asian Materials:** 1**Number of Recent Publications:** 1**Selected Publications:** “Gāndhārī and the Early Chinese Buddhist Translations: Reconsidering an Old Hypothesis in Light of New Finds,” in *Cross-Cultural Transmission of Buddhist Texts: Theories and Practices of Translation*, edited by Dorji Wangchuk Indian and Tibetan Studies 5, pp. 23–50, Department of Indian and Tibetan Studies, Universität Hamburg, Hamburg, 2016.“Is There an Early Gandhāran Source for the Avalokiteshvara Cult?” in *Journal asiatique* 296(2):297-330, 2008.*Bodhisattvas of the Forest and the Formation of the Mahāyāna: A Study and Translation of the Rastrapalapariprccha-sutra*, University of Hawai‘i Press, Honolulu, 2008.“On *Hu* and *Fan* Again: the Transmission of ‘Barbarian’ Manuscripts to China,” in *The Journal of the International Association of Buddhist Studies* 23(1):7-28, 2000.**Theses Supervised in Past 5 Years:** 1**South Asia Teaching and Research:** 60%**FISHER, GARETH****SYRACUSE**

Associate Professor, Department of Religion, tenured, appointed 2008

**Education:** Grinnell College B.A. 1994; Columbia University; M.A. 1995; University of Virginia Ph.D. 2006**Academic Experience:** Postdoctoral Associate, Yale University, 2006-07; Department of Sociology and Anthropology, University of Richmond, 2007-08**Languages:** Mandarin Chinese (5), French (3)**Research and Teaching Specialization:** Lay Buddhism in contemporary mainland China, conversion to Buddhism; popular Buddhist literature**Field Experience:** China**Contribution to the Study of South Asia:**— **Number of Area Studies Courses Taught:** 1— **Number of Courses Integrating South Asia Material:** 2**Number of Recent Publications:** 4**Selected Publications:** “Mapping Religious Difference: Lay Buddhist Textual Communities in the Post-Mao Period” in *Recovering Buddhism in Modern China*, pp 257-90, 2016.“Losing the Neighborhood Temple (Or Finding the Temple and Losing the Neighborhood): Transformations of Temple Space in Modern Beijing,” in *Place/No-Place in Urban Asian Religiosity*, Joanne Waghorne, editor, pp. 109-29, Springer, Singapore, 2016.“A Buddhist Lay Leader: Jiang Xiuqin, in *Figures of Buddhist Modernity*, pp. 128-130, 2016.“The Flexibility of Religion: Buddhist Temples as Multiaspirational Sites in Contemporary Beijing” in *Handbook of Religion and the Asian City: Aspiration and Urbanization in the Twenty-First Century*, Peter van der Veer, editor, pp. 299-314, University of California Press, Berkeley, 2015.*From Comrades to Bodhisattvas: Moral Dimensions of Lay Buddhist Practice in Contemporary China*, University of Hawaii Press, 2014.“Religion as Repertoire: Resourcing the Past in a Beijing Buddhist Temple,” in *Modern China*, 38(3): 346-76, 2012.“In the Footsteps of the Tourists: Buddhist Revival at Museum-Temple Sites in Beijing,” in *Social Compass*, 58(4): 511-24, 2011.“Morality Texts and the Re-Growth of Lay Buddhism in China,” in *Religion in Contemporary China: Tradition and Innovation*, Adam Yuet Chau, ed., Routledge, New York, 2011.**Theses Supervised in Past 5 Years:** 3**South Asia Teaching and Research:** 20%

**GOLD, ANN GRODZINS****SYRACUSE**

J. Watson Professor, Department of Religion, tenured, appointed 1993; Courtesy Professor, Department of Anthropology, appointed 2003; Courtesy Professor, South Asia Program Cornell University, 1991

**Education:** University of Chicago B.A. 1975, M.A. 1978, Ph.D. 1984

**Academic Experience:** Department of Asian Studies, Cornell University, 1988-1989; Departments of Anthropology and Asian Studies, Cornell University, 1985-1986; Department of Sociology and Anthropology, Colgate University, 1990-1991

**Distinctions:** Ananda Kentish Coomaraswamy Book Prize from the Association for Asian Studies, 2004; Fulbright-Hays Faculty Research Fellowship for “Peopled Places: Neighborhoods, Shops and Shrines in a North Indian Market Town,” 2010-2011; John Simon Guggenheim Memorial Foundation Fellowship for *Shiptown: North Indian Lives between Rural and Urban*, 2014-15; National Humanities Center Fellow for *Shiptown: North Indian Lives between Rural and Urban*, 2014-15.

**Languages:** Hindi (4)

**Research and Teaching Specialization:** Popular Hinduism; gender and religion; ecology; rural / urban interface; religious pluralism; oral traditions, ecology

**Field Experience:** India

**Contribution to the Study of South Asia:**

- Director, South Asia Center, 2005-2008
- **Number of Area Studies Courses Taught:** 3
- **Courses Integrating South Asia Material:** 3

**Number of Recent Publications:** 11

**Selected Publications:** *Shiptown: Between Rural and Urban North India*. Philadelphia: University of Pennsylvania Press. 2017.

“Discrepant ecologies in a North Indian qasba: Protected trees, degraded river,” in *Places of Nature in Ecologies of Urbanism*, Anne Rademacher and K. Sivaramakrishnan, eds., Hong Kong University Press, Hong Kong, 2017.

“Carving place: Foundational narratives from a North Indian market town,” in *In Place/No-Place in Urban Asian Religiosity*, Joanne Punzo Waghorne, ed., Springer, New York, 2017.

“Shared Knowledges: Family, Fusion, Friction, Fabric,” with Bhoju Ram Gujar, Madhu Gujar, and Chinu Gujar, *Ethnography*, 15(3): 331-354, 2014.

*In the Time of Trees and Sorrows: Nature, Power, and Memory in Rajasthan*, with Bhoju Ram Gujar, Duke University Press, Durham, N.C., 2002 (South Asian Edition: Oxford University Press, New Delhi, 2002).

*Fruitful Journeys: The Ways of Rajasthani Pilgrims* (reissued in *Religious Traditions of the World* series), Waveland Press, Prospect Heights, IL, 2000.

**Theses Supervised in Past 5 Years:** 6

**South Asia Teaching and Research:** 75%

**GOLD, DANIEL****CORNELL**

Professor of South Asian Religions, Department Chairperson, Department of Asian Studies, tenured, appointed 1986

**Education:** UC, Berkeley B.A. 1968; University of Chicago Divinity School M.A. 1976, Ph.D. 1982

**Academic Experience:** Vassar College, Religion, Spring 1983; University of Chicago, Committee on South Asia, 1983-4; Oberlin College, Religion, 1984-85; Stanford University, Religion, 1985-86

**Distinctions:** Senior Fellowship, American Institute of Indian Studies, 2005; Research Fellow, Society for the Humanities, Cornell University, 2003-2004

**Languages:** Hindi (4), Urdu (3), Sanskrit (3), Rajasthani (2), French (3), German (3), Russian (3)

**Research and Teaching Specializations:** Hindi devotional poetry; Contemporary South Asian Religions

**Field Experience:** India, Sri Lanka, Nepal

**Contribution to the Study of South Asia:**

- Director of the South Asia Program, 2009-2013
- **Area Studies Courses Taught:** 5

**Number of Recent Publications:** 5

**Selected Publications:** “Making Places for Vivekananda in Gwalior: Local Leadership, National Concerns, and Global Vision,” in *Place/no-Place in Urban Asian Religiosity*, Joanne Punzo Waghorne, editor, pp. 185-204, Springer, Singapore, 2016.

*Provincial Hinduism: Religion and Community in Gwalior City*, New York: Oxford University Press, 2015.

“The Hindi Sants’ Two Paths toward the Formless Lord” in *Meditation and Culture: The Interplay of Practice and Context*, ed. Halvor Eifrig, ed. Pp. 131-146, Bloomsbury, London, 2015.

“Sufis and Movie Stars: Charismatic Muslims for Middle Class Hindus,” in *Lines in Water: Religious Boundaries in South Asia*, ed. Tazim Kassam and Eliza Kent. Syracuse: Syracuse University Press, forthcoming 2013.

“Baba Jaigurudev in the Qasba: the Popularization of a Modern Religion,” in *International Journal of Hindu Studies*, August 2013.

“Continuities as Gurus Change” in *The Guru in South Asia: New Interdisciplinary Perspectives*, eds. Jacob Copeman, and Aya Ikegame, pp. 243-254, London and New York: Routledge, 2012.

“Yogic Language in Village Performance: Hymns of the Householder Nāths,” with Ann Grodzins Gold, in *Yoga in Practice*, David Gordon White, editor, pp. 289-306, Princeton University Press, Princeton, N.J., 2012.

**Theses Supervised in Past 5 years:** 8

**South Asia Teaching and Research:** 100%

**KASSAM, TAZIM**

SYRACUSE

Associate Professor, Department of Religion, tenured, appointed 2000

**Education:** McGill University B.A.1984, Ph.D. 1993**Academic Experience:** Islamic Studies and Religion, Middlebury College, 1991-1997; Islam and South Asian Religions, Colorado College, 1997-2000**Distinctions:** Visiting Fellow, Institute of Ismaili Studies, 2002; Editor, Spotlight on Teaching, American Academy of Religion, 2002; Mellon Humanities Corridor Foundation Grant, 2007-2009; Judith Greenberg Seinfeld Distinguished Faculty Fellow, Syracuse University, 2011**Languages:** Hindi-Urdu (5), Gujarati (5), French (5), Arabic (4), Persian (4), Sanskrit (4)**Research and Teaching Specializations:** History of Religions, Islam in South Asia, Shia Islam, Gender in Islam, Ritual Performance, Bhakti and Ismaili Devotional Literature**Field Experience:** India, Kenya, Canada, U.K.**Contribution to the Study of South Asia:**— **Number of Area Studies Courses Taught:** 1— **Number of Courses Integrating South Asia Material:** 3**Number of Recent Publications:** 1**Selected Publications:** *Lines in Water: Religious Boundaries in South Asia*, with Eliza Kent, Syracuse University Press, Syracuse NY, 2013.*Ginans: Text and Contexts: Essays on Ismaili Hymns from South Asia in Honor of Zawahir Moir*, with Francoise Mallison, Matrix, New Delhi, 2008.“Reframing Ginanic Studies: Thoughts on Multiple Positions and Interpretive Tropes,” in *Ginans: Texts and Contexts: Essays on Ismaili Hymns from South Asia in Honor of Zawahir Moir*, Tazim Kassam and Francoise Mallison, eds., pp. 1-20, Matrix, New Delhi, 2008.“The Aga Khan Development Network: An Ethic of Sustainable Development and Social Conscience,” in *Islam and Ecology: A Bestowed Trust*, Richard Fold, Fredrick Denny and Azizan Baharrudin, eds., pp. 477-496, Harvard University Press, Cambridge, M.A., 2003.*Songs of Wisdom and Circles of Dance: Hymns of the Satpanth Ismaili Saint, Pir Shams*, State University of New York Press, New York, 1995.**South Asia Teaching and Research: 60%****McCREA, LAWRENCE J.**

CORNELL

Professor of Sanskrit Studies, Department of Asian Studies, appointed 2007, tenured 2012, promoted to Full Professor 2015

**Education:** Cornell University B.A. 1989, University of Chicago Ph.D. 1998**Academic Experience:** Department of South Asian Languages and Civilizations, University of Chicago, 1995-2003; Department of Sanskrit and Indian Studies, Harvard University, 2004-2007**Distinctions:** American Institute of Indian Studies Junior Fellowship for dissertation research, 1993-94; Whiting Fellowship in the Humanities, 1995-96; University of Chicago Post-doctoral Fellowship in the Humanities, 2000-01.**Languages:** Sanskrit (5), Prakrit (4), Pali (3), German (3)**Research and Teaching Specializations:** Sanskrit studies**Field Experience:** India**Contribution to the Study of South Asia:**— **Number of Area Studies Courses Taught:** 6**Number of Recent Publications:** 3**Selected Publications:** “Abhinavagupta as an Intellectual Historian of Buddhism,” in *Around Abhinavagupta: Aspects of the Intellectual History of Kashmir from the Ninth to the Eleventh Century*, Eli Franco and Isabelle Ratié, eds. pp. 263-286, Lit Verlag, 2016.“Freed by the Weight of History: Polemic and Doxography in 16<sup>th</sup> Century Vedānta,” in *South Asian History and Culture*, 6(1):87-101. 2015,“The Conquest of Cool: Theology and Aesthetics in Māgha's *Śiśupālavadhā*,” in *Innovations and Turning Points: Toward a History of Sanskrit Kāvya Literature*, ed. Yigal Bronner, David Shulman, and Gary Tubb, eds., pp. 123-141, Oxford University Press, 2014.“New Directions in South Asian Studies: Critical Engagements with Sheldon Pollock”, edited with Yigal Bronner and Whitney Cox, *Asia Past and Present Series*, Association for Asian Studies, 2011.*Buddhist Philosophy of Language in India: Jnanasrimitra on Exclusion*, with Parimal Patil, Columbia University Press, 2010.“Hindu 'Law' and Scriptural Hermeneutics,” in *Law and Hinduism: An Introduction*, Timothy Lubin and Donald Davis, eds., pp. 123-136, Cambridge University Press, 2010.“The Teleology of Poetics in Medieval Kashmir,” in *Harvard Oriental Series* 71, 2009.**Theses Supervised in Past 5 Years:** 5**South Asia Teaching and Research: 100%**

**WAGHORNE, JOANNE PUNZO**

SYRACUSE

Professor, Department of Religion, tenured, appointed 2002

**Education:** Wilson College B.A 1967; University of Chicago M.A 1970, Ph.D. 1976**Academic Experience:** Study of Religion Program University of Massachusetts/Boston, 1975-83; Department of Religion, Bowdoin College, 1983-85; Department of Religious Studies, University of North Carolina, Chapel Hill 1987-2002.**Distinctions:** Fulbright-Hays Faculty Research Abroad Fellow, 2007-2008; American Institute of Indian Studies short-term fellowship, January 2009**Languages:** Tamil (4)**Research and Teaching Specializations:** Global Hinduism, new religious movements**Field Experience:** India; U.K.; Singapore**Contribution to the Study of South Asia:**

- Member of the South Asia Center Advisory Board
- **Number of Area Studies Courses:** 3
- **Number of Courses Integrating South Asia Material:** 4

**Number of Recent Publications:** 4**Selected Publications:** "Hindu Urbanism", in *Oxford Bibliographies in Hinduism*, edited by Tracy Coleman, Oxford, 2017."From Diaspora to (Global) Civil Society: Global Gurus and the Processes of De-ritualization and De-ethnization in Singapore" in *Hindu Rituals at the margins: Transformations, Innovations, Reconsiderations*, Tracy Pintchman and Linda Penkower, eds., pp. 186-207, University of South Carolina Press, 2017.*Place/No-Place in Urban Asian Religiosity*, Springer, Singapore, 2017."Engineering an Artful Practice: On Jaggi Vasudev's *Isha Yoga* and Sri Ravishankar's *Art of Living*," in *Gurus of Modern Yoga*, Ellen Goldberg & Mark Singleton, eds., Oxford University Press, New York, 2013."Beyond Pluralism: Global Gurus and the Third Stream of American Religiosity," in *Religious Pluralism in Modern America*, Charles L. Cohen & Ronald L. Numbers, eds., Oxford University Press, New York, 2013.*The Diaspora of the Gods: Modern Hindu Temples and Their Urban Middle-Class Patrons*, Oxford University Press. Oxford, 2004.*The Raja's Magic Clothes: Re-visioning Kingship and Divinity in England's India*, Penn State Press, 1994.**Theses Supervised in the Past 5 Years:** 3**South Asian Teaching and Research:** 50%**SOCIOLOGY AND DEVELOPMENT****BASU, ALAKA M.**

CORNELL

Professor of Demography, Department of Development Sociology, tenured, appointed September, 2002

**Education:** University of Bombay B.S. 1971; University College, University of London M.S. 1973; Centre for Population Studies, London School of Hygiene and Tropical Medicine, University of London M.S. 1975; Bombay College of Journalism, Bombay University, post-graduate diploma in Journalism 1972**Academic Experience:** Institute of Economic growth, Delhi 1989-94; Population Research Center National Research Council, National Academy of Sciences, Washington D.C. 1989-99; Harvard University, Harvard School of Public Health, 2001-02 & Fall 2004; Jawaharlal Nehru University, Centre for the Study of Regional Development, 2010-2012; Georgetown University, 2015-2016**Distinctions:** Governing Council, International Union for the Scientific Study of Population (IUSSP), 1998-2001; 2002-2005; Board of Directors, Population Association of America (PAA), 2004-2007; Board of Trustees, Population Council, New York, 1998-2008; Board of Trustees, Population Reference Bureau, Washington, since 2016; Guttmacher-Lancet Commission on Sexual and Reproductive Health and Rights, since 2016; Editorial Board, *Population and Development Review*, 2007-2017 and *Asian Population Studies*, since 2004**Languages:** Hindi (4), Marathi (4), Bengali (4)**Research and Teaching Specializations:** Population studies, reproductive health and family planning, gender and development, child health and mortality, culture and demographic behavior**Field Experience:** India, Bangladesh**Contribution to the Study of South Asia:**

- Director of the South Asia Program, 2003-2009
- **Number of Area Studies Courses Taught:** 0
- **Number of Courses Integrating South Asian Materials:** 2

**Number of Recent Publications:** 3**Selected Recent Publications:** "Middle Class Dreams: The Rise of One Child Families in India", with S. Desai, *Asian Population Studies*, 2016."Demography for the Public: Literary Representations of Population Research and Policy," in *Development and Change*, 45 (5): 813-837, 2014."The vocabulary of Reproductive Health," in *Critical Issues in Reproductive Health*, Andrzej Kulczycki, editor, Springer, 2013."Mass schooling, empowerment, and demographic and economic outcomes: a note of dissent," *Vienna Yearbook of Population Research*, pp. 25-29, 2010.**Theses Supervised in Past 5 Years:** 4**South Asia Teaching and Research:** 30%

**FELDMAN, SHELLEY****CORNELL**

Retired Professor, Department of Development Sociology, tenured, appointed 1987;

**Education:** Queens College City University of New York B.A. 1970; Higher Adult and Technical Education, University of Connecticut M.A. 1972, Sociology M.A. 1974, Ph.D. 1982**Professional Experience:** Survey Analyst, Food & Agricultural Organization (FAO), Bangladesh, 1982-84.**Distinctions:** Research Fellow, International Food Policy Research Institute, Washington, D.C., 2002-04; A.D. White Fellow, Society for the Humanities, Cornell University, 2003-2004; Mario Einaudi Center, Faculty Grant, Cornell University, 2007; College of Agriculture and Life Sciences, Faculty Award, Science and Public Policy, 2008; American Institute of Bangladesh Studies President, 2008-2012; Caroline-Herschel-Guest Professorship Ruhr-Universität Bochum, Fall 2017**Languages:** Bengali (2)**Research and Teaching Specializations:** Gender and Sexuality Studies, State, Economy and Society, Agrarian Relations, International Global Change, Moral Regulation, Displacement, Militarization**Field Experience:** Bangladesh (1977-84), India, Philippines, Indonesia, Tanzania**Contribution to the Study of South Asia:**

- Past president of the American Institute of Bangladesh Studies and past director of the South Asia Program. Member of the South Asia Council of the Association of Asian Studies and Executive Member of the American Institute of Bangladesh Studies and the American Institute of Pakistan Studies.

- **Number of Area Studies Courses Taught:** 0

- **Number of Courses Integrating South Asian Materials:** 6

**Number of Recent Publications:** 1**Selected Publications:** “‘Legal’ Land Appropriation as Sanctioned by the Vested Property Act(s): Democracy in Practice,” in *Asian Journal of Social Sciences*, 45(6):724-748, 2017.“Community-Making in Times of Displacement: The Place of Marriage and Religious Identification among Young Muslim Men and Women,” in *Culture and Religion*, 13(2): 265-272, 2012.“Land Expropriation and Displacement in Bangladesh,” with Charles Geisler, in *Journal of Peasant Studies*, Vol. 39(3-4), 2012.**Theses Supervised in Past 5 Years:** 11**South Asia Teaching and Research:** 50%**KURIEN, PREMA****SYRACUSE**

Professor, Department of Sociology, tenured, appointed 2003

**Education:** Women’s Christian College Chennai B.A. 1983; Delhi School of Economics, University of Delhi M.A.1985; Brown University M.A. 1989; Ph.D. 1993**Academic Experience:** Department of Sociology and Anthropology, Knox College, 1992-1994; Department of Sociology, University of Southern California, 1995-2003; Associate Professor, Department of Sociology, Syracuse University, 2003-2011.**Distinctions:** Senior Short-Term Fellowship, American Institute of Indian Studies, 2005-2006; Carnegie Corporation Research grant for “Indian American Civic and Political Activism: A Different Model of Ethnic Politics?”; National Science Foundation grant for “The Incorporation of Minorities in Canada and the United States,” 2013-2014; Contribution to the Field Ward, Asian and Asian American section, American Sociological Association; Inaugural Robert D. McClure Professor of Teaching Excellence, Maxwell School, Syracuse University, 2016-2017.**Languages:** Tamil (4), Malayalam (4)**Research and Teaching Specializations:** Hinduism in the U.S., Indian Americans in the American public sphere**Field Experience:** India, Canada, U.S**Contribution to the Study of South Asia:**

- **Number of Area Studies Courses Taught:** 0

- **Number of Courses Integrating South Asia Material:** 2

**Number of Recent Publications:** 2**Selected Publications:** *Ethnic Church Meets Mega Church: Indian American Christianity in Motion*, New York University Press, 2017.“Majority versus Minority Religious Status and Diasporic Nationalism: Indian American Advocacy Organizations” in *Nations and Nationalism*, 23(1): 109-128, 2017.“Religion, Social Incorporation, and Civic Engagement: Second-Generation Indian American Christians,” in *Review of Religious Research*, 55(1):81-104, 2013.“What is American about American Hinduism? Hindu Umbrella Organizations in the U.S. in Comparative Perspective,” in *Public Hinduism*, John Zavos, Pralay Kanungo, Deepa Reddy, Maya Warrier, & Raymond Brady Williams, eds., Sage Publications, 2012.*A Place at the Table: Multiculturalism and the Development of an American Hinduism*, Rutgers University Press, Princeton, NJ, 2007.*Kaleidoscopic Ethnicity: International Migration and the Reconstruction of Community Identities in India*, Rutgers University Press, Princeton, N.J., 2002 (South Asian Edition: Oxford University Press, New Delhi, 2004).**Theses Supervised in the Past 5 Years:** 1**South Asia Teaching and Research:** 40%

## VISUAL STUDIES

### BREYER, RICHARD

SYRACUSE

Professor, Department of Television, Radio, and Film, tenured, appointed 1978.

**Education:** University of California at Berkeley B.A. 1963; New York University M.A. 1967

**Distinctions:** Professor and Fulbright Fellow, Islamia Jamia University, New Delhi & Osmania University, Hyderabad, India, 1988-1989; Fulbright Research Fellow, Bangalore, Hyderabad, Madras, Mysore, 1992

**Research and Teaching Specialization:** Effects of satellite television on developing countries, especially India

**Languages:** Spanish (5), Hindi (3)

**Field Experience:** India, Central and South America

**Contribution to the Study of South Asia:**

— Has spent several years in India on Fulbright grants. A documentary filmmaker, he has made films on Bhutan and on the Sikh community in Upstate New York.

— **Number of Area Studies Courses Taught:** 0

**Selected Films:** Producer/Director. *3-d PIANO*, Six part instructional series, [www.3-dpiano.com](http://www.3-dpiano.com) 2009

Editor/Script. *Last Stop Kew Gardens*. Ithaca, NY: Ithaca Filmworks and SISU Home Entertainment. 2008

Producer, *North of 49*, documentary film about the 2001 burning of a Sikh Temple in upstate New York. 2004

**South Asian Teaching and Research:** 10%

### GOENKA, TULA

SYRACUSE

Professor, Department of Television-Radio-Film, tenured, appointed 1996

**Education:** Stella Maris College, University of Madras B.A. 1981; Sophia College, University of Bombay Post-Graduate Diploma in Mass Communications, 1982; Syracuse University M.S. 1986

**Academic Experience:** Freelance Film Editor, Various, 1986-1996

**Distinctions:** Newhouse Professional Wall inductee, Syracuse University, 1992; Official Selection of *Dancing on Mother Earth* at Silver Lake Film Festival, 2002; Syracuse University Chancellor's Citation for Excellence Award for Engaging the World, 2008; Syracuse University Chancellor's Citation for Excellence Award for Engaging the World, 2009; Newhouse Endowed Chair of Public Communications, 2016-19

**Languages:** Hindi (5), Bengali (4)

**Research and Teaching Specialization:** Production of fiction and non-fiction short films, Indian cinema, developing films about marginalized communities in the U.S., use of media for human rights awareness

**Field Experience:** India

**Contribution to the Study of South Asia:**

— Member of the South Asia Advisory Board

— Co-organizer of the Human Rights Film Festival

— Co-director, South Asia Center, 2012-14

— **Number of Area Studies Courses Taught:** 0

**Number of Recent Publications:** 2

**Selected Publications:** "From Hindi Cinema to Bollywood," in *South Asia in the World: An Introduction*, Susan Wadley, ed. M.E. Sharpe, New York, 2014.

*Not Just Bollywood: Indian Directors Speak*. Om Books, New Delhi, 2014.

**Selected Films:** Producer/Director/Editor, *Likhiya: Writing Stories With Mithila Art*, various shorts on Mithila artists from Madhubani, India, Saroja Pictures, 2014.

Producer/Editor, *El Charango*, 22 min. documentary on the charango and its birthplace of Potosi, Bolivia, 2pEEps Productions, 2005.

Producer/Editor, *Dancing On Mother Earth*. 60 min. documentary on musician Joanne Shenandoah., 2pEEps Productions, 2002.

Associate Editor, *Mississippi Masala*. 35mm feature film, Samuel Goldwyn.

**South Asia Teaching and Research:** 10%

**HALLAS, ROGER**

SYRACUSE

Associate Professor, Department of English, appointed 2004

**Education:** Oxford University B.A.1993; New York University M.A. 1995, Ph.D. 2002**Distinctions:** Meredith Award in Teaching Distinction, Syracuse University, 2007-2008; Judith Greenberg Seinfeld Distinguished Faculty Fellow, Syracuse University, 2011**Research and Teaching Specializations:** AIDS in film; international, documentary, and queer Cinema**Languages:** German (3)**Contribution to the Study of South Asia:**

- Co-organizer of the Human Rights Film Festival
- **Number of Area Studies Courses Taught:** 0
- **Number of Courses Integrating South Asia Material:** 2

**Number of Recent Publications:** 0**Selected Publications:** *Reframing Bodies: AIDS, Bearing Witness, and the Queer Moving Image*, Duke University Press, Durham, NC, 2009.*The Image and the Witness: Trauma, Memory and Visual Culture*, co-edited with Frances Guerin, Wallflower Press, New York, 2007.**South Asia Teaching and Research:** 10%

## ADMINISTRATIVE STAFF

### **BASS, DANIEL**

Adjunct Assistant Professor, Department of Anthropology and Asian Studies; Administrative Manager and Fellowship Coordinator, South Asia Program, appointed 2016  
See under **ANTHROPOLOGY**, page 5

**CORNELL**

### **BLEDSON, BRONWEN**

Adjunct Assistant Professor, Department of Asian Studies; Curator, South Asia Collection, Kroch Library, appointed 2006  
See under **LITERATURE**, page 36

**CORNELL**

### **BRIDGER WILSON, EMERA**

Associate Director/Outreach Coordinator, South Asia Center, appointed 2009

**Education:** Wells College B.A. 2001; Syracuse University M.A. 2007, Ph.D. 2017

**Distinctions:** Maxwell Teaching Fellow, 2006-2007; Junior Fellow, American Institute for Indian Studies, 2007-2008

**Research and Teaching Specialization:** Tourism, development and the environment; anthropology of work

**Languages:** Hindi (3)

**Field Experience:** India

**Contribution to the Study of South Asia:**

- **Number of Area Studies Courses Taught:** 1
- **Number of Courses Integrating South Asia Material:** 2
- Awards Coordinator for South Asia Book Award

**Number of Recent Publications:** 1

**Selected Publications:** “The Gift of Respect: Tourist Gift-Giving and the Construction of Self-Respect among Authorized Sighting Rickshaw Drivers in Bharatpur, India” in *International Journal of Hindu Studies*, 2018.

“Forest and Wetlands” with Theodore A. Endreny, in *Water Encyclopedia*, 2005.

**South Asian Administration, Teaching and Research:** 100%

**SYRACUSE**

**FITZGERALD, BRENN****CORNELL**

Communications and Outreach Coordinator, South Asia Program and Southeast Asia Program, appointed 2015

**Education:** Cornell University B.A., 2006; University of Southern California M.A., 2009; University of Arizona MFA, 2014

**Administrative Experience:** University of Washington Press, 2014-2015; University of Arizona, 2012-2014; Cornell University, 2006-2007.

**Distinctions:** Winner of S.I. Newhouse School Prize for Creative Nonfiction, 2018; Annenberg Fellowship Recipient, 2008-2009; Cornell Tradition Fellow, 2002-2006.

**Languages:** French (3); Japanese (1)

**Research and Teaching Specializations:** Communications, Editing, K-12 Outreach, Creative nonfiction writing

**Field Experience:** India, Japan, France

**Contribution to the Study of South Asia:**

- Coordinates outreach events in collaboration with the Cornell Southeast Asia Program including K-12 outreach and post-secondary outreach; coordinates communications and publicity efforts including contributions to the South Asia Program Bulletin and website.

**Number of Recent Publications:** 1

**Selected Publications:** “Roads to and From Nogales,” in *Stone Canoe*, 2018

“Tangle of Lines” in *Creative Nonfiction*, 2015

“Eleven months, one week, four days: Japan in fragments,” in *The Places We’ve Been: Field Reports from Travelers Under 35*, The Places We’ve Been Books, Chicago, pp.156–168, 2013.

**South Asia Administration:** 25%

**FOSTER GITHINJI, VALERIE****CORNELL**

Administrative Assistant, South Asia Program

**Education:** St. Lawrence University, B.A. 1998; Michigan State University, M.A. 2003; Wageningen Universiteit, Ph.D. 2015.

**Distinctions:** Foreign Language and Areas Studies (FLAS) 2000-2005; Ford Foundation Graduate Fellowship 2001; National Science Foundation (NSF) Pre-dissertation Research Grant 2002; Fulbright – Hays Swahili Fellowship 2002; Fulbright IIE 2005- 2006;

**Research and Teaching Specializations:** HIV/AIDS, political ecology, poverty, gender, climate variability, food and nutrition security, cultural anthropology, applied/development anthropology, medical anthropology

**Languages:** Swahili (6) French (4) German (2) Dutch (1) Italian (1) Spanish (1)

**Field Experience:** Tanzania, Kenya

**Contribution to the Study of South Asia:**

- Administrative Support, Interest and Enthusiasm

**Number of Recent Publications:** 3

**Select Publications:** *Curbing teenage pregnancy in Namibia: The protective role of social institutions and family planning*,

Consultancy report to UNFPA, Namibia. Parfait M. Eloundou, S. Kumar, and V. Foster Githinji. Cornell University, 2017.

Ph.D. dissertation, “Everyday social dynamics and cultural drivers of women’s experiences with HIV/AIDS: voices from Buhaya” Wageningen Univeriteit, <http://edepot.wur.nl/360917>, 2015.

“Compound vulnerabilities: The intersection of climate variability and HIV/AIDS in northwestern Tanzania,” with Todd Crane, in *Weather, Climate and Society*, 6: 9-21, 2014.

**South Asia Administration:** 100%

## EVALUATION TEAM

### FILBERTO, DAVID M.

INDEPENDENT

Evaluation Consultant; Research Associate

**Education:** Cornell University B.S. 1993, MPA 2004, Ph.D. 2008

**Academic Experience:** Cornell University - Research Associate, Bronfenbrenner Center for Translational Research 2016 – present; Research Associate, Yang-Tan Institute on Employment and Disability 2013 – 2017; Postdoctoral Research Associate, Bronfenbrenner Center for Translational Research 2009; Teaching Assistant and Instructor, Department of Policy Analysis and Management 2002 – 2008

**Distinctions:** Co-Chair, Presidents Sustainable Campus Committee, Climate Change Focus Team. The President's Sustainable Campus Committee Climate Focus Team supports collaboration between academic communities, faculty, staff, students and the community; Principal Investigator, New York State Youth Leadership Forum, New York State Developmental Disabilities Planning Council. This initiative is a program for young people with disabilities to speak up, build skills, and prepare to take on leadership roles; Principal Investigator, Engaged Cornell, Engaged Opportunity Grant. A community-engaged projects, where student and community partners are ascertaining the emergency and disaster preparedness of older adults with disabilities in Tompkins County, New York.

**Research and Teaching Specializations:** Program Evaluation and Planning, Survey Design, Climate Change

**Number of Recent Publications:** 2

**Selected Publications:** “Mobilizing Older People to Address Climate Change,” with K. Pillemer, in *Public Policy and Aging Report*, 27(1):18-21, 2017.

“The green economy and job creation: inclusion of people with disabilities in the USA”, with S. M. Bruyère, in *International Journal of Green Economics*, 7(3): 257-275, 2013.

“Older People and Climate Change: Vulnerability and Health Effects”, with E. Wethington, K. Pillemer, N.M. Wells, M. Wysocki, & J.T. Parise, in *Generations*, 33(4):19-25, 2010.

“Ecology of Increasing Diseases: Population Growth and Environmental Degradation”, with D. Pimentel, S. Cooperstein, H. Randell, S. Sorrentino, B. Kaye, C. Nicklin, J. Yagi, J. Brian, J. O’Hern, A. Habas, & C. Weinstein, in *Human Ecology*, 35(6): 653-668, 2007.

“Water Resources: Agricultural and Environmental Issues,” with D. Pimentel, B. Berger, M. Newton, B. Wolfe, E. Karabinakis, S. Clark, E. Poon, E. Abbett, & S. Nandagopal, in *BioScience*, 54(10): 909-918, 2004.

### HECHT, JASON

CORNELL

Data Analyst, Mario Einaudi Center for International Studies & Associate Director, Cornell Institute for European Studies

**Education:** Hamilton College, B.A. 2006, Cornell University, M.A., 2012, Ph.D. 2014

**Professional Activities:** Collect and analyze data to assess learning outcomes in international education at Cornell. Manage data and assessment tools for the Einaudi Center and its eight core programs. Direct operations of Cornell Institute for European Studies, and develop strategies to further its mission of promoting teaching and research on Europe at Cornell.

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

**Distinctions:** IIE Scholar Rescue Fund Award for Outstanding Service (2017); Horowitz Foundation for Social Policy Research Fellowship (2014); Cornell University Sage Fellowship (2013-14); Cornell Institute for European Studies Luigi Einaudi Fellowship (2012-13); Brettschneider Oxford Exchange Grant (2012-13); Hamilton College Phi Beta Kappa (2006); Hamilton College Summa Cum Laude Graduate (2006).

**CORNELL UNIVERSITY**  
**STAFF POSITION DESCRIPTION**

Date: \_\_\_\_\_

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

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

**POSITION SUMMARY AND PREFERRED QUALIFICATIONS**

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

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

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

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

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

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

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

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

Preferred Qualifications:

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

DRAFT

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

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

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

Please double-click the appropriate box and then choose the option "Checked".

**MINIMUM EDUCATION EQUIVALENCY**

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

**MINIMUM JOB-RELATED EXPERIENCE**

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

**ACCOUNTABILITY THROUGH SCOPE OF IMPACT**

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

**INTERACTION WITHIN UNIVERSITY**

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

**INTERACTION WITH STUDENTS**

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

**INTERACTION OUTSIDE UNIVERSITY**

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

**DIRECTING OTHERS**

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

**COMPLEXITY OF WORK / DECISION-MAKING**

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

**SCOPE OF DECISION-MAKING ACTIVITY**

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

**DIRECTION RECEIVED**

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

**SUPPORT SKILLS-WRITING**

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

**SUPPORT SKILLS-COMPUTER**

- Limited use of computers; uses basic communication and time-collection tools
- Uses basic business/technical programs/applications to perform responsibilities
- Uses a variety of basic and advanced business/technical programs/applications to perform responsibilities involving data management and analysis
- Uses a wide-variety of advanced and complex business/technical programs/applications to manage data, systems, and information technology infrastructure; applies programming skills
- Applies advanced programming skills for wide-variety of advanced and complex business/technical programs/applications to refine/develop systems, information technology, and data infrastructures.

**WORKING CONDITIONS**

**ESSENTIAL PHYSICAL REQUIREMENTS\***

- Typically lifts less than 10 lbs
- Typically lifts 10 to 20 lbs
- Typically lifts 20 to 50 lbs
- Typically lifts more than 50 lbs.

**VISUAL**

- Normal concentration
- Close concentration
- Close concentration/manual dexterity
- Acute concentration/eye-hand coordination

**HAZARDS**

- Limited exposure
- Chemicals/careful use
- Chemicals/safety precautions
- Highly toxic chemicals

**CORNELL UNIVERSITY**  
**STAFF POSITION DESCRIPTION**

Date: \_\_\_\_\_

The university job title classification will be determined in accordance with the Position Classification Process.

***Please refer to Preparing the Staff Position Description prior to completing this document.***

Current Incumbent, if any:         Vacant         Position #: \_\_\_\_\_  
University Job Title:         Extension Support Specialist II         Pay Band: \_\_\_\_\_  
Working Title (if different):         Post-secondary Outreach Coordinator (50% FTE)         Exempt:  Nonexempt:   
Department Name:         South Asia Program & Southeast Asia Program         Dept Code:         A42 & A41?        

Immediate Supervisor's Name and University Job Title:         Thamora Fishel, SEAP Assoc Dir. & Daniel Bass, SAP Manager        

**POSITION SUMMARY and PREFERRED QUALIFICATIONS are combined for any associated posting.**

**POSITION SUMMARY:** Explain the purpose for the position and summarize the responsibilities.

Develop and coordinate international educational outreach to targeted community colleges and teacher education programs. Build partnerships, create engagement strategies, and recruit faculty from partner institutions to participate in curriculum development opportunities created as part of federal National Resource Center (NRC) grants.

Support the missions of the Cornell-Syracuse South Asia Consortium and the Cornell Southeast Asia Program (SEAP) to promote knowledge and understanding of South and Southeast Asia. Lead the implementation of collaborative new initiatives to support global learning.

Evaluate impact and outcomes of post-secondary outreach. Use appropriate web tools for reporting purposes and work with external evaluator to identify areas for program improvement.

The scope of work is both on- and off-campus, regional, and national. The NRC-related aspects of the position involves substantial, ongoing engagement with university-level educators at 2-year, 4-year, and research campuses. All aspects of the position involve inter-cultural communication.

This is a two-year, renewable term appointment, dependent on funding and performance.

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

Bachelor's degree; with 3 to 5 years' experience or equivalent combination of education and experience. Strong writing and communication skills (including editing and public speaking), some facility with world wide web and databases, ability to independently set priorities and effectively manage multiple program responsibilities. Demonstrated ability to identify and work collaboratively with or serve a diversified client base from K-16 education professionals to the general public, staff, and alumni. Demonstrated intercultural knowledge.

**PREFERRED QUALIFICATIONS:** Specify preferred specialized education, field and/or certifications.

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

**Responsibilities/Essential Functions:** List the position's assigned responsibilities and estimate percentage of annual time spent on each responsibility. Include only the essential functions that are fundamental and necessary to the position.

	Approximate % of time, Annualized
<p><b>Program Development:</b> Collaborate with the Cornell-Syracuse South Asia consortium and Southeast Asia Program at Cornell to develop strategies and plan programming to engage community colleges and teacher education programs in internationalization partnerships. Create opportunities for partner faculty to acquire and expand their international knowledge, teaching strategies, and course content, with a particular focus of incorporating South and Southeast Asia content into the curriculum. Convene and conduct regular post-secondary outreach group planning meetings.</p>	10%
<p><b>Partnership Building:</b> Initiate contact and regularly communicate with faculty, staff, and administrators at community colleges and teacher education programs to build and expand joint partnerships with the Cornell-Syracuse South Asia consortium and Southeast Asia Program at Cornell. Identify potential points of common interest among faculty, solicit programming needs and ideas, match speaker/performer opportunities with outlets at partner institutions, and facilitate connections and resource-sharing. Recruit and mentor faculty as potential participants in faculty fellows programs and encourage communication among faculty about opportunities to collaborate with Cornell-Syracuse South Asia consortium and Southeast Asia Program.</p>	15%
<p><b>Program Implementation:</b> Plan, prepare, and disseminate guidelines and recruitment materials for faculty fellows programs and faculty international travel grants at partner community colleges and teacher education institutions. Oversee recruitment and selection process in consultation with Cornell-Syracuse South Asia consortium and Southeast Asia Program leadership and with administrators at partner institutions.</p> <p>Create mentorship structure, cohort-building, and focused professional development workshops for community college and school of education faculty fellows, faculty travel grant recipients, and engage other interested faculty. Communicate and follow up regularly with fellows to ensure they receive appropriate support, understand program aims and requirements, and are able to submit deliverables in a timely fashion.</p> <p>Coordinate speakers, presentations, guest lecturers, performances, exhibits and other activities that bring South and Southeast Asia content to partner institution community college and teacher education campuses and maximize sharing of resources.</p>	20%
<p><b>Reporting and Evaluation:</b> Responsible for reporting and evaluation on all post-secondary outreach activities, particularly those related to grant requirements. Collect and provide post-data and outcomes in IRIS (USDE web-based reporting tool) and other internal reporting tools. Work with external evaluators to analyze and evaluate programs and partnership building efforts; develop recommendations for change to strengthen and improve post-secondary outreach initiatives and programs.</p> <p>Other duties as assigned.</p>	5%
<b>TOTAL</b>	<b>50%</b>

**ADDITIONAL COMMENTS: USE EXTRA PAGES IF NECESSARY.**

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

**Please double-click the appropriate box and then choose the option "Checked".**

**MINIMUM EDUCATION EQUIVALENCY:**

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

**MINIMUM JOB-RELATED EXPERIENCE:**

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

**ACCOUNTABILITY THROUGH SCOPE OF IMPACT:**

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

**INTERACTION WITHIN UNIVERSITY:**

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

**INTERACTION WITH STUDENTS:**

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

**INTERACTION OUTSIDE UNIVERSITY:**

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

**DIRECTING OTHERS:**

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

**COMPLEXITY OF WORK / DECISION-MAKING:**

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

**SCOPE OF DECISION-MAKING ACTIVITY:**

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

**DIRECTION RECEIVED:**

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

**SUPPORT SKILLS-WRITING**

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

**SUPPORT SKILLS-COMPUTER**

- Limited use of computers; uses basic communication and time-collection tools
- Uses basic business/technical programs/applications to perform responsibilities
- Uses a variety of basic and advanced business/technical programs/applications to perform responsibilities involving data management and analysis
- Uses a wide-variety of advanced and complex business/technical programs/applications to manage data, systems, and information technology infrastructure; applies programming skills
- Applies advanced programming skills for wide-variety of advanced and complex business/technical programs/applications to refine/develop systems, information technology, and data infrastructures.

**WORKING CONDITIONS**

**ESSENTIAL PHYSICAL REQUIREMENTS\***

- Typically lifts less than 10 lbs
- Typically lifts 10 to 20 lbs
- Typically lifts 20 to 50 lbs
- Typically lifts more than 50 lbs

**VISUAL**

- Normal concentration
- Close concentration
- Close concentration/manual dexterity
- Acute concentration/eye-hand coordination

**HAZARDS**

- Limited exposure
- Chemicals/careful use
- Chemicals/safety precautions
- Highly toxic chemicals

\* Check applicable level after considering reasonable accommodations.

Revised 7/03

**TBD, Tamil Studies Visiting Lecturer/Scholar, Department of Asian Studies, Cornell University**  
Salary: \$11,705 (100% FTE, with 19% FTE on NRC), plus benefits

The responsibilities of the Visiting Lecturer/Scholar include classroom teaching as well as consultation with students, and contribution to the design, pedagogy, and organization of courses.

Specifically, the responsibility of the Tamil Studies Visiting Lecturer/Scholar is to teach a 6-week, 2-credit, undergraduate short course, "Topics in Tamil Studies," choosing a focal topic in consultation with the South Asia Program Director and Manager. This course is housed within the Department of Asian Studies, as the most relevant teaching unit at Cornell affiliated with the South Asia Program. The Tamil Studies Visiting Scholar supports the South Asia Program Tamil Studies Initiative and complements Cornell University's existing strengths in Asian Studies, especially Sri Lanka Studies. In addition, the Tamil Studies Visiting Lecturer/Scholar offers a public lecture, seminar, or performance presentation through the South Asia Program during the visit period and participates in the intellectual life of the South Asia Program, the Department of Asian Studies, and the wider university, as well as that of the South Asia Program's Outreach partners as appropriate.

Minimum Requirements: Ph.D. or M.F.A. or comparable professional qualification appropriate to the proposed short course.

CORNELL UNIVERSITY SOUTH ASIA RELATED COURSES FALL 2016 - SPRING 2019																
Dept.	Number	Cross-Listed	Course Title	Instructor	Credits	% SA	AY 2016-2017				AY 2017-2018				AY 2018-2019	
							Fall 2016		Spring 2017		Fall 2017		Spring 2018		Fall 2018	Spring 2019
							U	G	U	G	U	G	U	G		
<b>ASIAN AMERICAN STUDIES</b>																
AAS	1110		<b>Introduction to Asian American Studies</b> What's in a name? For starters, the contemporary term "Asian Pacific American" has been taxed to hold together in a classificatory embrace a complex, diverse, and rapidly changing population of people of Asian/Pacific descent in the Americas. In this course, we'll track the ongoing adventures of this term "Asian Pacific American" and try to understand how the social and political twists and turns in meaning over the course of its historical journey come to shape individual and collective identities. This interdisciplinary course will introduce students to key ideas and issues in the study of Asian American histories, cultures, and racial formation including, for example, matters of migration, social/cultural/legal citizenship, social movements, and cultural politics. Materials will include films, literature, historical and sociological texts, and media and popular culture texts and productions.	V. Munasinghe	3	30	n/a	n/a	65	n/a	n/a	n/a	39	n/a	n/a	✓
AAS	2100	ANTH 2410	<b>South Asian Diaspora</b> This interdisciplinary course (with an emphasis in anthropology) will introduce students to the multiple routes/roots, lived experiences, and imagined worlds of South Asians who have traveled to various lands at different historical moments spanning Fiji, South Africa, Mauritius, Britain, Malaysia, United States, Trinidad, and even within South Asia itself such as the Tamil-speaking population of Sri Lanka. The course will begin with the labor migrations of the 1830s and continue up to the present period. The primary exercise will be to compare and contrast the varied expressions of the South Asian Diaspora globally in order to critically evaluate this transnational identity. Thus, we will ask what, if any, are the ties that bind a fifth-generation Indo-Trinidadian whose ancestor came to the New World as an indentured laborer or "coolie" in the mid-19th century to labor in the cane fields, to a Pakistani medical doctor who migrated to the United States in the late 1980s. If Diaspora violates a sense of identity based on territorial integrity, then could "culture" serve as the basis for a shared identity?	V. Munasinghe	4	100	n/a	n/a	n/a	n/a	n/a	n/a	n/a	✓	n/a	
AAS	3030	ANTHR 3703 AMST 3703	<b>Asians in the Americas - A Comparative Perspective</b> This course examines the dynamics behind group identity, namely ethnicity, by comparing and contrasting the multicultural experience of Asian populations in the Caribbean and the United States.	V. Munasinghe	4	40	n/a	n/a	12	n/a	n/a	n/a	n/a	13	n/a	✓

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<b>APPLIED ECONOMICS AND MANAGEMENT</b>																
AEM	4420		<b>Emerging Markets</b> Provides a framework for examining the effectiveness of marketing strategies in economies in transition and identifying the challenges and opportunities for firms in low-income economies to access industrial markets. Appraises the risk of entering markets in low-income economies and assesses the political, legal, cultural, and economic forces. Analyzes and discusses case studies of companies.	R. Christy	3	25	33	27	n/a	n/a	n/a	n/a	n/a	n/a	✓	n/a
AEM	4450	NS 4450	<b>Toward a Sustainable Global Food System: Food Policy for Developing Countries</b> Comprehensive presentation and discussion of policy options for a sustainable global food system, with focus on developing countries. Topics include economic policy related to nutrition, health, consumption, production, natural resource management, trade, markets, gender roles, armed conflict, and ethics. A social entrepreneurship approach bases on case studies and active participation by students will be used.	P. Pingali	3	40	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	✓	n/a
AEM	4640	ECON 4640	<b>Economics of Agricultural Development</b> This course is designed to provide an understanding of the economics of the agricultural sector in low-income countries. Examples from a wide variety of developing countries, including South Asia have been provided to illustrate the basis for economic analysis.	S. Kyle	3	25	18	11	n/a	n/a	19	6	n/a	n/a	n/a	n/a
AEM	4880	ANSC 4880, CHEME 4880, FDSC 4880	<b>The Global Food, Energy, and Water Nexus – Engage the US, China, and India for Sustainability</b> This course is offered by four Departments at Cornell, in collaboration with two Universities in China and one India. Video conferencing will be used to connect classrooms in the three countries in real time. Important issues related to the food, energy, and water nexus and its implications for nutrition security, one health, environmental sustainability, and economic development the US and these two countries will be described. Challenges associated with these issues will be evaluated and strategies to address them will be proposed. Engagement of these countries with each other and the rest of the world will be explored. The course serves as a platform for students from Cornell, China, and India to learn from and interact with each other in the same class, and to share their thinking, creativity, and perspectives on these issues.	X. Lei, T. Li, D. Miller, P. Pingali, J. Tester	3 to 4	40	n/a	n/	n/a	n/a	n/	n/	n/	n/a	✓	n/a
AEM	7000		<b>Individual Study in Applied Economics and Management</b> Used for special projects designed by faculty members. More than one topic may be given each semester in different sections. Student must register in section appropriate to topic being covered; section number is provided by instructor.	A. Basu, E. Prasad, P. Pingali	1 to 9	100	n/a	n/a	n/a	n/a	1	10	2	9	✓	✓

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<b>ANTHROPOLOGY</b>																
ANTHR	1101		<b>Culture, Society, and Power: Asians in the New World</b> Asians in the New World have won reputation as a people who cling to their cultures and resist assimilation to their host societies. Asian upward mobility, as model minorities, is also attributed to Asian cultural norms. But, who are "Asians"? What does a fourth-generation Chinese American have in common with more recent arrivals, such as refugees from Burma or Nepal? Is Asian an ethnic or racial identity? This course will explore diverse experiences of Asian groups in the New World, primarily the U.S. and Caribbean, to address broader questions of identity formation from an anthropological perspective. Writing assignments will consist of short critical reviews of readings and a series of assignments—from identifying topics to formulating arguments—to developing a research paper.	V. Munasinghe	3	40	14	n/a	14	n/a	n/a	n/a	n/a	n/a	✓	n/a
ANTHR	1400		<b>The Comparison of Cultures</b> An introduction to cultural anthropology through ethnographies, or the descriptive accounts of anthropologists. Through readings and lectures, students acquaint themselves with a number of cultures from several parts of the world. The cultures range in form from those of small-scale tribal societies to those of state societies. Throughout the course, we attempt to make sense of exotic cultures in their own terms. Attention is focused on variation in cultural patterns as they are expressed in social, economic, and ritual practices. In this encounter, the principles of anthropology, as a comparative enterprise that poses distinct cultural systems in relief, will be developed. Fiction, films, and exercises supplement the formal anthropological materials.	A. Willford	3	35	131	0	n/a	n/a	116	1	n/a	n/a	✓	n/a
ANTHR	2421	FGSS 2421, LGBT 2421	<b>Sex and Gender in Cross-Cultural Perspective</b> An introduction to the study of sex roles cross-culturally and to anthropological theories of sex and gender. This course examines aspects of the place of the sexes in social, political, economic, ideological, and biological systems to emphasize the diversity in gender and sex-role definitions.	L. Ramberg	4	50	18	n/a	n/a	n/a	8	n/a	n/a	n/a	✓	n/a

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ANTHR	2546	ASIAN 2254	<p><b>South Asian Religions in Practice</b></p> <p>This course offers an anthropological approach to the study of religious traditions and practices in South Asia (India, Pakistan, Sri Lanka, and Nepal). The course begins with a short survey of the major religious traditions of South Asia: Hinduism, Buddhism, Jainism, Sikhism, and Islam. We look to the development of these traditions through historical and cultural perspectives. The course then turns to the modern period, considering the impact of colonialism, nationalism, and globalization upon religious ideologies and practices. The primary focus of the course will be the ethnographic study of contemporary religious practices in the region. We examine phenomena such as ritual, pilgrimage, possession, devotionalism, monasticism, asceticism, and revivalism through a series of ethnographic case studies. In so doing, we also seek to understand the impact of politics, modernity, diasporic movement, social inequality, changing gender roles, and mass mediation upon these traditions and practices.</p>	A. Willford	3	100	n/a	n/a	17	n/a	n/a	n/a	n/a	n/a	n/a	
ANTHR	3520	ARKEO 3520, ARKEO 6530, ASIAN 3362, ASIAN 6652 ANTHR 6520	<p><b>Kingship and State-Making in Asia</b></p> <p>Kingship plays an outsize role in Asian countries today, in both democratic and authoritarian countries. Even in countries that abolished the monarchy, the legacy of kingship is very much at play. In this course we will study Asia's kingdoms, states, and empires, with attention to both tradition and present-day modern states. Focusing on kingship as both ideology and practice, we will study how states and monarchic traditions first came to be, including as Stranger-Kings, Buddhist monarchs, secondary state formation, local adaptations of foreign models, and more. We will examine examples such as China, from the ancient states and early empires to the legacy of empire there today; Cambodia and its Angkor empire modeled on Indian traditions; as well as Burma, Thailand, Japan, and other parts of Asia. Using readings, films, lectures and guest presentations, we will re-examine the role of kingship in Asia so as to enable a new understanding of both ancient, historical, and contemporary Asia.</p>	M. Fiskesjo	4	25	n/a	n/a	n/a	n/a	n/a	n/a	5	1	n/a	n/a
ANTHR	4513	ANTHR 7513, ASIAN 4413, ASIAN 7713	<p><b>Religion and Politics in Southeast Asia</b></p> <p>This course explores how religious beliefs and practices in Southeast Asia have been transformed by the combined forces of colonialism, nationalism, and globalization. By examining both diversity and resurgence in one of the world's most rapidly modernizing regions, we aim to understand the common economic, social, and political conditions that are contributing to the popularity of contemporary religious movements. At the same time, we also consider the unique ideological, theological, and cultural understandings behind different religions and movements. Through this process we also rethink conceptions of modernity.</p>	A. Willford	4	25	n/a	n/a	n/a	n/a	n/a	n/a	3	2	n/a	n/a
ANTHR	4925		<b>Nilgiris Independent Study</b>	A. Willford	1	100	n/a	n/a	n/a	1	n/a	n/a	n/a	n/a	n/a	n/a

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ANTHR	6015		<b>Teaching Anthropology/Teaching Culture</b> This course is a systematic engagement with issues in teaching anthropology to undergraduate students. Where there is broad agreement in other social sciences about what should be taught in undergraduate courses, no such common understanding exists in the field of anthropology. This course will explore the history of the teaching of anthropology, pedagogical issues unique to anthropology, and the pragmatics of teaching anthropology, especially the problems of teaching across cultures.	A. Willford	4	25	n/a	n/a	n/a	n/a	n/a	n/a	n/a	✓	n/a	
ANTHR	7530		<b>South Asia: Readings in Special Problems</b> Independent reading course in topics not covered in regularly scheduled courses. Students select a topic in consultation with the faculty member who has agreed to supervise the course work.	D. Holmberg, K. March, V. Munasinghe, L. Ramberg, A. Willford	1-4 Variable	100	n/a	2	n/a	n/a	n/a	2	n/a	1	✓ ✓	
<b>ASIAN STUDIES</b>																
ASIAN	1100		<b>Religion and Ecological Sustainability</b> This course explores the current environmental crisis from the view that religious cosmologies and ideologies play a role in the decisions that both foster and inhibit transitions to sustainable living. We examine cases from major religious traditions of the world, including Christianity, Islam, Buddhism, Hinduism and indigenous traditions to see how religious ideas form or restrict an ethic for a sustainable future. We will look at cases from agriculture, city planning, community organization and burial practices. We also explore current intellectual movements and writers who address our theme. This course will include current films, field trips and guest speakers to inspire writing in a number of different genres.	J. Law	3	25	n/a	n/a	n/a	n/a	n/a	n/a	13	n/a	n/a	n/a
ASIAN	1106		<b>The Great Epic of India</b> The great Sanskrit epic, Mahabharata, is one of the principal monuments of world literature. This vast, enthralling, and powerful tale of intra-familial war and world-historical decline (of which the famous Bhagavad Gita forms but a small part) transformed the religious and literary consciousness of India, and exercised a broad impact throughout South and Southeast Asia. This course will introduce students to this remarkable text and the literary tradition it inaugurated, through selected readings from the epic itself, along with samples of later renditions of its story (including contemporary theatrical, TV, and comic book versions).	L. McCreia	3	100	n/a	n/a	n/a	n/a	n/a	n/a	n/a	✓	n/a	

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ASIAN	1108		<b>Food on Film: Asia</b> Food on Film studies the politics and aesthetics of food production and presentation, nourishment, and consumption across a variety of Asian screen cultures and political-economic contexts. We will 'consume' classics of the food film such as Eat, Drink, Man, Woman, analyze the Mokbang phenomenon of commercial on-screen eating as well as consider documentaries about the food industries. What has cooking, eating, consuming, nourishing, mass-producing, or refusing food come to mean in the globalized, neoliberal economies and mobile societies of South, Southeast, and East Asia?	A. Fuhrmann	3	25	n/a	n/a	15	n/a	n/a	n/a	n/a	n/a	n/a	
ASIAN	1110		<b>Piety, Politics, &amp; Protection: Indian Ocean Buddhism</b> Long before the steamship, the airplane, the iPad, and Snapchat, Buddhist monks, merchants, pilgrims, and adventurers created a Buddhist network across the space of the Indian Ocean, including much of what we now refer to as southern China, India, Sri Lanka, and Southeast Asia. Why did Buddhist travelers leave their homes for other corners of the Buddhist world? What texts, religious rituals, and magical talismans did they carry? How did mobile persons and things create Buddhism? In this seminar we move between brief primary sources composed by these travelers and their patrons, literary and art historical evidence related to Buddhist networks, and scholarship on trade and networks in order to see the hopes and fears, aims and motivations, of premodern Buddhists on the move.	A. Blackburn	3	75	n/a	n/a	14	n/a	16	n/a	n/a	n/a	n/a	
ASIAN	1111		<b>From Vedas to Gandhi—Hindu Identity, Nationalism, and Muslim Response</b> Centered around an elaborate role-playing game set in India on the Eve of Independence, this course uses award-winning methodology of Reacting to the Past to enable you to relive the challenges and compromises faced by the major players in this pivotal time in India's history. We will begin by responding to textual sources of the Hindu tradition, including Vedas, Upanishads, and Bhagavad-Gita, proceed to the introduction of the Qur'an, and conclude with the study of Hindu and Muslim revivalist movements and the search for national identity in the nineteenth and the first half of the twentieth centuries. Writing assignments supported by class discussions will train students to read and respond critically and skillfully.	A. Golovkova	3	100	16	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	

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ASIAN	1111		<b>Religion and Ecology in Modern South Asia</b> Environmental and ecological issues such as climate change, ozone depletion, air and water pollution, and deforestation are among the most challenging issues facing the world today. In this class we will examine these issues within the context of South Asia (India, Pakistan, Nepal, Sri Lanka, Bangladesh), with particular reference to the variety of religious traditions found throughout the region (including Hinduism, Jainism, Buddhism, Sikhism, and Islam). Readings will include source material examining both historical as well as contemporary and ethnographic case studies. Through response papers, short essays, and a research paper students will practice marshalling evidence in support of an argument, as well as cultivating critical thinking skills, personal voice, and stylistic control.	A. Burgess	3	100	n/a	n/a	n/a	n/a	19	n/a	n/a	n/a	n/a	
ASIAN	1111		<b>Discussions on Making of Modernity in India</b>	Y. Nag Chowdhuri	3	100	n/a	n/a	n/a	n/a	n/a	n/a	n/a	✓	n/a	
ASIAN	2250	RELST 2250	<b>Introduction to Asian Religions</b> This course will explore religious traditions in South Asia (Pakistan, India, and Sri Lanka) and East Asia (China and Japan) including Hinduism, Buddhism (South Asian and East Asian), Sikhism, Confucianism, Daoism, and Shintō. We will also encounter a wide range of religious expressions, including myth, ritual, pilgrimage, mysticism, meditation, and other spiritual technologies. (GE)	D. Boucher	3	50	n/a	n/a	85	0	n/a	n/a	67	1	n/a	✓
ASIAN	2247	RELST 2247, NES 2649	<b>Controversy and Debate in Islam</b> Sixty percent of the world's Muslim population lives in Asia, and a quarter of Asia's population adheres to Islam. Whether as majorities in Afghanistan, Pakistan, or Indonesia, or as minorities in India, China, Thailand, or the Philippines, Asia's Muslims express and experience piety in diverse ways. This course introduces such multiple "realities" of Islam in Asia as historical, cultural and political phenomena. Focusing on the area between Central and Southeast Asia, and encompassing most of South Asia and present-day China, the course will address thematic issues and pursue geographical comparisons. Key themes include religious devotion, the arts, Islamic law, gender, the Caliphate, jihad, and sectarianism No previous knowledge of Islam is required as the course reviews the fundamentals of Islam as a religious system as well as a historical phenomenon.	C. Formichi	4	25	17	1	n/a	n/a	n/a	n/a	20	n/a	n/a	✓
ASIAN	2261	RELST 2261	<b>Indian Ocean Buddhism</b>	A. Blackburn	3	75	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	✓	n/a

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ASIAN	2299	RELST 2299	<p><b>Buddhism</b> This course will explore the Buddhist tradition from its origins in ancient India to its migrations throughout Asia and eventually to the West. The first part of the course will deal with Indian Buddhism: the Buddha, the principal teachings and practices of his early followers, and new developments in spiritual orientation. We will then turn to the transmission of Buddhism to Sri Lanka and Southeast Asia, where at least one of the early schools has been preserved. Next we will look at Mahayana Buddhism as it moves north and east, encompassing China, Japan, and Tibet. While much of the course will be devoted to developments in traditional times, we will also look at some of the ways Buddhist cultures have responded to modernity.</p>	D. Boucher	3	60	n/a	n/a	n/a	n/a	39	1	n/a	n/a	✓	n/a
ASIAN	2277	RELST 2277	<p><b>Meditation in Indian Culture</b> This course probes the truths behind traditional claims of the priority of internal practice in Indian traditions, and examines both practices themselves, techniques of meditation and contemplation, religious ways of using intellect, forms of chant and ritual, and the dynamics through which these have left a wider mark on South Asian civilization.</p>	D. Gold	3	100	n/a	n/a	121	n/a	n/a	n/a	n/a	n/a	n/a	✓
ASIAN	3309	RELST 3309	<p><b>Temple in the World: Buddhism in Contemporary South &amp; Southeast Asia</b> This course explores the unfolding of Buddhist life in contemporary South and Southeast Asia, in locations such as Burma, Thailand, India, Sri Lanka, Malaysia, and Cambodia. We will see how the practices of meditation and philosophical reflection enter the lives of Buddhists, along with other expressions of devotion, aesthetic fascination, political action, and sociability. Our goal will be to recognize the sensual, emotional, and social qualities of Buddhist practice, and the ways in which life unfolds in a Buddhist idiom.</p>	A. Blackburn	3	50	n/a	n/a	8	0	n/a	n/a	12	n/a	n/a	✓
ASIAN	3310	RELST 3310	<p><b>Heavens, Hells, and Purgatories: Buddhist and Christian Notions of the Afterlife</b> This course will explore a variety of ways people have envisioned and prepared for the afterlife. We will concentrate on how Buddhists and Christians have described supreme states of bliss, have warned their followers of the perils of perdition, and have guided them through states in between. We will seek to understand both the religious doctrines and social practices that support and contest such notions so as to situate these views within their historical contexts.</p>	D. Boucher	4	40	n/a	n/a	n/a	n/a	9	n/a	n/a	n/a	n/a	n/a

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ASIAN	3311	RELST 3311, ASIAN 6611, NES 3511, VIST 4436	<p><b>Performing Islam in Southeast Asia</b> What role does Islam take in the politics, history, arts and rituals of Southeast Asia? Structured as a seminar, this course takes you on a journey through Southeast Asia, home to almost a quarter of the global Muslim population, to explore how centuries of cultural mixing and layering have shaped the regions' religious outlook. How are local traditions and universal Islamic precepts reconciled? How is this manifested in the performative arts and rituals? How does Islam play out in governance and the law? How is Islam deployed in the transnational sphere? Previous knowledge of Islam is an advantage, but not a requisite to succeed in this course. Students will be introduced to the fundamentals of Islam as a religious system as well as a historical phenomenon throughout the course.</p>	C. Formichi	4	25	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	✓	n/a
ASIAN	3344	RELST 3344	<p><b>Introduction to Indian Philosophy</b> This course will survey the rich and sophisticated tradition of Indian philosophical thought from its beginnings in the speculations of "Upanishads", surveying debates between Hindus, Buddhists, Jains and materialistic philosophers about the existence and nature of God and of the human soul, the nature of knowledge and the theory of language.</p>	L. McCrea	4	100	n/a	n/a	11	4	n/a	n/a	n/a	n/a	n/a	✓
ASIAN	4436	PMA 4536, VISST 4436	<p><b>Topics in Indian Film</b> The course treats various aspects of Indian film, with focal topics to vary from year to year. These topics include religion in Indian film, Indian art films, and the golden age of Indian film. All topics are discussed in relation to the conventions of mainstream Bollywood cinema and their social and cultural significances.</p>	D. Gold	4	100	n/a	n/a	16	0	n/a	n/a	n/a	n/a	✓	n/a
ASIAN	4437		<p><b>Topics in Tamil Studies: Engaging Tamil Histories &amp; Identities in Sri Lanka</b> Students will be introduced to critical texts on the formation of the Tamil as nation in postcolonial Ceylon and Sri Lanka, and the pluralities and internal diversities of the Tamil nation, linguistically, culturally, territorially, ethnically, and in terms of gender and class. The central focus of the course is how ethnic conflict has shaped formations of the Tamil nation, with special attention to the ways in which gender plays a pivotal role in the formulations of the nation. Along with theoretical and scholarly material, students will study primary texts from 20th- and 21st-century Sri Lanka and diasporic locations, as well as other expressive forms of the nation such as poetry, theater pieces, fiction and film</p>	S. Sivamohan	2	100	n/a	n/a	21	n/a	n/a	n/a	n/a	n/a	n/a	n/a

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Dept.	Number	Cross-Listed	Course Title	Instructor	Credits	% SA	AY 2016-2017				AY 2017-2018				AY 2018-2019	
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							U	G	U	G	U	G	U	G		
ASIAN	4440	RELST 4400	<b>Tibetan Buddhism</b> This course is an exploration of the development of the Vajrayana tradition through a focus on the myths and stories about, and writings by central figures in what is known in the west as Tibetan Buddhism. A fundamental premise of this course is that any study of Tibetan Buddhism must take into consideration the implications of the dramatic events which have shaped the last sixty years of Tibetan history, and the fracture of meaning caused by the near destruction of this religious world after the communist invasion and subsequent full occupation of Tibet. Understanding how the lens of exile and a nostalgia for a pre-Chinese invasion history shape current studies of Tibetan Buddhism will be a continuing theme throughout this course. At the end of this course, it is hoped that students will have a grounded and nuanced understanding of the complexities of this great religious tradition, the implications of its appropriations in the western imagination as an idyllic Shangri-La, and the challenges Tibetan Buddhism faces as a diverse religious tradition as it attempts to rebuild its religious institutions in exile.	J. Law	4	100	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	✓
ASIAN	4441	RELST 4441	<b>Mahayana Buddhism</b> This course will explore the origins and early developments of a movement in Indian Buddhism known as the Great Vehicle. We will intensively examine a small slice of this movement's voluminous literature so as to better understand its call for a new spiritual orientation within Buddhism. Topics of discussion will include the career of the bodhisattva, the lay/monk distinction, attitudes of Mahayanists toward women and other Buddhists, and the development of Buddhist utopias and transcendent Buddhas.	D. Boucher	4	100	n/a	n/a	n/a	n/a	n/a	n/a	3	1	n/a	n/a
ASIAN	4447	ASIAN 6627	<b>Interpreting Indian Texts</b> For more than 3000 years, India has been home to vast and extremely rich poetic, religious, and philosophical literatures. One of the most notable features of Indian culture in all these areas is a highly developed tradition of self-analysis. This course will focus on how literary and religious intellectuals in classical India themselves thought and wrote about the proper way to read and interpret the scriptural, literary, and philosophical works which formed the basis of their own tradition.	L. McCrea	4	100	n/a	2	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a

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ASIAN	4449	RELST 4449	<p><b>History and Methods of the Academic Study of Religion</b>            This course provides advanced students in Religious Studies or the humanities a working familiarity with important methodological issues in the academic study of religion. Following a brief historical outline of the development of the academic study of religion, we will survey major approaches to the academic study of religion currently used and discussed in Religious Studies today. We will read representative and seminal works from the following approaches to the study of religion: anthropology, philosophical hermeneutics, phenomenology, history of religions, the sociology of religion and critical ideological studies. For each of these cases, we will see how these studies both build upon the nineteenth century assumptions of the nature of religion and have addressed twentieth century religious and theoretical issues. For each of the texts we will be reading, we will try to grasp why particular approaches had the appeal they did when they did. The course operates as an intellectual history of the rise of the study of religion as an academic (as opposed to confessional) subject.</p>	D. Boucher	4	25	n/a	n/a	n/a	1	n/a	n/a	n/a	n/a	n/a	n/a
ASIAN	4462	ASIAN 6662, RELST 4462	<p><b>Religion, Colonialism and Nationalism in South and South East Asia</b>            Taught as a seminar, the course engages recent theoretical literature on the relations between religion, colonialism and nation formation. This theoretical literature is read in conjunction with historical and ethnographic materials from South and Southeast Asian contexts, which allow us to explore the intellectual promise and limitations of the theoretical work in question.</p>	A. Blackburn	4	50	3	10	n/a	n/a	n/a	n/a	n/a	n/a	✓	n/a
ASIAN	4466	ASIAN 6666	<p><b>Buddhists &amp; Muslims: Asian Interactions</b>            In popular discourses, Buddhism and Islam are now often conceptualized as sharply contrasting religious traditions. Moreover, tensions between Buddhists and Muslims now feature strongly in some contemporary Asian social and political arenas. However, historically, interaction between Buddhism and Islam, and between Muslims and Buddhists, reveals many striking instances of co-presence, and interdependence in Asian contexts. For instance, Buddhists and Muslims shared pilgrimage sites and trade routes, sometimes facilitating the growth of one another's religious communities. Moreover, the expansion of these religious traditions often involved comparable patterns of patronage and localization. We explore the co-presence of Buddhists and Muslims in Asia thematically, using case studies from diverse Asian locations, from late 1st millennium A.D. to the present day. In doing so, we will come to understand the distinctive post-colonial and later capitalist dynamics that contribute to Buddhist-Muslim political violence in Asia.</p>	A. Blackburn	4	75	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	✓

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ASIAN	4467	RELST 4467	<b>Yogic Traditions: History and Practice</b> The course will examine South Asian traditions of religious practice that pay explicit attention to the subtle energies of the human body. It will explore these traditions' metaphysical groundings, socio-religious development, and cultural meanings, looking at the development of their ideas and practices in different meditational, magical, and devotional contexts. Some attention will also be paid to the emergence of modern postural yoga and its spread in the West. Readings will include translations of classical and vernacular texts as well as contemporary studies.	D. Gold	4	100	5	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	
ASIAN	4455		<b>Gendering Enlightenment</b> Women have from the beginning been integral members of Buddhist traditions. But their voices have often been silenced by male clergy. This course will explore ways in which images of women and the feminine have been manipulated within normative literature to serve a variety of ends. We will also look at the lives of real Buddhist women in premodern and contemporary times as we think about the complex ways women have made space for their own interests.	D. Boucher	4	75	n/a	n/a	n/a	n/a	n/a	2	n/a	n/a	n/a	
<b>BENGALI</b>																
BENGL	1121		<b>Elementary Bengali I *</b> For beginners, provides a thorough grounding in conversational, reading, and writing skills.	S. Mukherjee	6	100	5	2	n/a	1	2	2	n/a	n/a	✓	n/a
BENGL	1122		<b>Elementary Bengali II *</b> For beginners, provides a thorough grounding in conversational, reading, and writing skills.	S. Mukherjee	6	100	n/a	n/a	4	3	n/a	n/a	1	3	n/a	✓
BENGL	2201		<b>Intermediate Bengali I *</b> Continuing focus on reading, writing, and conversational skills, this course is designed to advance students' oral competence and enhance comprehension skills through reading, conversations, and listening.	S. Mukherjee	3	100	3	2	n/a	n/a	4	1	n/a	n/a	✓	n/a
BENGL	2202		<b>Intermediate Bengali II *</b> Continuing focus on reading, writing, and conversational skills, this course is designed to advance students' oral competence and enhance comprehension skills through reading, conversations, and listening.	S. Mukherjee	3	100	n/a	n/a	1	n/a	n/a	n/a	3	1	n/a	✓
BENGL	3301		<b>Advanced Bengali I *</b> Continuing instruction in Bengali at the advanced level focusing on conversation, interview, and discussion skills.	S. Mukherjee	3	100	1	1	n/a	n/a	1	3	n/a	n/a	✓	n/a
BENGL	3302		<b>Advanced Bengali II *</b> Continuing instruction in Bengali at the advanced level focusing on conversation, interview, and discussion skills.	S. Mukherjee	3	100	n/a	n/a	1	n/a	n/a	n/a	2	3	n/a	✓
BENGL	4431		<b>Directed Study *</b> Intended for advanced language study.	S. Mukherjee	1-4 variable	100	n/a	1	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
BENGL	4432		<b>Directed Study *</b> Intended for advanced language study.	S. Mukherjee	1-4 variable	100	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a

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<b>CITY AND REGIONAL PLANNING</b>																
CRP	1101		<b>The Global City</b> This course introduces students to contemporary urbanization processes, patterns and trends with a focus on cities of the Global South. It examines the demographic, economic and historical processes that create cities. Attention is given to the role of the state, market, non-governmental actors and communities in shaping cities. The course investigates the most pressing problems facing cities. Possible topics may include poverty and inequality, access to shelter and infrastructure, and environmental degradation.	M. Hossain	3	25	n/a	n/a	51	n/a	n/a	n/a	60	n/a	n/a	✓
CRP	3011		<b>Ethics, Development, and Globalization</b> This seminar surveys some of the most important recent contributions to the literatures of development ethics and global ethics and examines their power to illuminate such issues as the nature of development, poverty and human rights, globalization and local autonomy, environmentalism and consumerism, and humanitarian intervention and just wars.	K. Donaghy	3	30	n/a	n/a	n/a	n/a	15	n/a	n/a	n/a	n/a	n/a
CRP	3750		<b>Nilgiris Field Learning Center (NFLC) Preparatory Seminar</b> The seminar is designed to prepare students who will be living and working in the Nilgiris Field Learning Center. NFLC faculty and guest speakers introduce various topics to students. Students who will be spending a Study Abroad year in India are also welcome to attend.	N. Kudva	1	100	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	✓	n/a
CRP	3850	CRP 5850	<b>Living in the Slum</b> The course gives an alternative reading of slum life. Rather than portraying 'slum' as place for criminals and people of poisons or problem waiting to be solved, this class tries to define slum as a place for opportunity, creativity, a way of living and, importantly, a place of contestation. This definition requires us to understand slum in relation to the many external interests that are very much a part of the creation of slum life and its maintenance. We will try to understand these 'slum politics' approaching this issue from a number of critical vantage points including: new urbanism, flexible accumulation, post-Fordist modes of production, the new urban geography, the theories of globalization, city competitiveness and the right to the city initiatives. We will also try to frame slum life and its contestation with other interests considering issues like 'talk about crimes', 'politics of recognition', 'legal discourse' and 'language application'. This course is not about the physical designing of informal settlements as a solution, rather we are interested to understand the social, political and identity politics that condition slum life (and its relations with non-slum life) in place and time.	S. Hossain	3	40	n/a	n/a	7	n/a	n/a	n/a	n/a	n/a	n/a	n/a

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							U	G	U	G	U	G	U	G		
CRP	3850		<p><b>Planning &amp; Sustainability: The Case of the Nilgiris Biosphere in South Asia</b></p> <p>This course introduces prepares students for the semester long engaged learning and research program at the Nilgiris Field Learning Center program. It includes basic information on the politics, society, culture and economy of India, with a particular focus on the southern states that the Nilgiris Biosphere spans. It also introduces students to the pedagogical mission of the NFLC and prepares them for the participatory learning experience. It is a required course for all students attending the semester-long engaged research and learning program at the NFLC.</p>	J. Chusid	1	100	n/a	n/a	8	n/a	n/a	n/a	n/a	n/a	✓	
CRP	5076		<p><b>International Planning and Development Workshop</b></p> <p>The workshop exposes students to the complexity as well as the nuances of planning with poor communities in the Global South. It places a strong emphasis on an engaged model of learning, research and planning practice. An important part of the workshop is building effective working relationships across cultures, disciplinary perspectives and professional orientations. The workshop emphasizes the use of diverse sources of data and information, and effective communication of deliverables. Because the workshop responds to the needs of international collaborators and stakeholders, the substantive focus of the workshop and the deliverables changes from one year to the next. In recent years the workshop has focused on issues related to poverty, water, shelter and participatory planning.</p>	G. Frantz	4	30	n/a	n/a	n/a	n/a	n/a	n/a	6	10	n/a	✓
CRP	6150		<p><b>Current Issues and Debates on NGOs</b></p> <p>This seminar examines a range of topics that are key to understanding NGO actions and outcomes: their effectiveness at service provision and advocacy; their political role in constructing social capital and strengthening civil society; their relationship with the state, and with donor agencies; and issues related to organizational design for success. The intention is to gain a broad-based understanding of the role and development of NGOs, both as they stand today and in their development over the past three decades. The emphasis throughout will be to critically evaluate the literature, research, and accounts on NGOs as both institutional actors in the development arena and as bounded organizations at the local level: a task that is complicated by the heterogeneity of contexts and organizational types.</p>	N. Kudva	3	25	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	✓	n/a

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CRP	6720		<b>International Institutions</b> The course introduces students to the theory and practice of international development planning from an institutional perspective. It begins with an introduction to the field and provides a historical, institutional and theoretical overview. The course examines the main actors involved in the practice of international development planning: the public sector, civil society and NGOs, community-based organizations and the private sector. It critically analyzes some of the large international institutions engaged in planning, policy and global governance. These institutions are analyzed in the context of an issue that is central to their core mission. The last section of the course critically examines new configurations, forces for change and challenges to how we conceptualize as well as practice international development planning, including migration, transnationalism, social movements, post-democracy and anarchism.	N. Kudva, M. Hossain	3	25	n/a	n/a	n/a	n/a	1	13	n/a	n/a	✓	n/a
CRP	6590		<b>International Institutions</b> The course introduces students to the theory and practice of international development planning from an institutional perspective. It begins with an introduction to the field and provides a historical, institutional and theoretical overview. The course examines the main actors involved in the practice of international development planning: the public sector, civil society and NGOs, community-based organizations and the private sector. It critically analyzes some of the large international institutions engaged in planning, policy and global governance. These institutions are analyzed in the context of an issue that is central to their core mission. The last section of the course critically examines new configurations, forces for change and challenges to how we conceptualize as well as practice international development planning, including migration, transnationalism, social movements, post-democracy and anarchism.	S. Hossain	3	25	n/a	n/a	n/a	n/a	n/a	n/a	1	9	n/a	✓
<b>COMPARATIVE LITERATURE</b>																
COML	3338	COML 6338	<b>Border Theory, Border Practice</b>	A. Banerjee, D. Castillo	4	25	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	✓
COML	4339	COML 6339, FGSS 4339, FGSS 6339, LSP 4339, LSP 6339	<b>Bodies at the Border</b> Although the wounded, often feminine, body is the most powerful way of imagining border space in both the Indian subcontinent and the Americas, it is seldom coupled with the embodied practices and performances through which borders define everyday life and shape geographical and historical consciousness in the two regions. Drawing upon texts, media, and theory generated from South Asia and Latin America, the course will develop new comparative approaches to the constitutive role that bodies play in creating, maintaining, and imagining borders in the global South.	A. Banerjee, D. Castillo	4	50	n/a	n/a	6	2	n/a	n/a	n/a	n/a	n/a	n/a

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							U	G	U	G	U	G	U	G		
<b>DEVELOPMENT SOCIOLOGY</b>																
DSOC	2010	SOC 2202	<b>Population Dynamics</b> Introduction to population studies. The primary focus is on the relationships between demographic processes (fertility, mortality, and immigration) and social and economic issues. Discussion covers special topics related to population growth and spatial distribution, including marriage and family formation, population aging, changing roles and statuses of women, labor force participation, immigrations, urban growth and urbanization, resource allocation, and the environment.	A. Basu	3	30	51	n/a	n/a	n/a	51	n/a	n/a	n/a	✓	n/a
DSOC	2050	SOC 2206	<b>International Development</b> International development concerns the gains, losses and tensions associated with the process of social change - as it affects human populations, social institutions and the environment. This course considers development as an evolving world project and from the perspective of its social and ecological impact: asking questions about costs and benefits of economic growth, about the global context (geo-political, institutional, production, consumption, and discursive relations), and the sustainability of various models. We relate development trends in the South/Third World with those in the North/First World. We also examine shared, global issues, such as the environment, human rights, security, and their condition in different parts of the world. In examining development historically, we encourage students to situate trends shaping the twenty-first century world, and how they can contribute, as global citizens, to the ongoing debate about how to reformulate development as an inclusive an empowering social process. This course combines Lectures with discussion, and uses films and section discussions to promote reflection on diversity of cultures and understandings of human development. It also includes a special component (access by instructor permission), in conjunction with Cornell's Writing in the Majors Program. This is worth an additional credit hour, and is for advanced students. These students will meet additionally in weekly Sections with a Writing Instructor from Development Sociology for a special topic focus to enhance understanding of course material as well as writing skills.	P. McMichael	3	20	n/a	n/a	83	1	n/a	n/a	72	1	n/a	✓

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							U	G	U	G	U	G	U	G		
DSOC	4230		<b>Gender and Health: Concepts, Data, Theories and Evidence</b> This course will provide a broad, policy-oriented introduction to the subject of gender as a factor in health and development. In recent years the literature on the subject has grown and led to several calls to make gender issues central to policies for health in particular and development in general. While much of this literature is focused on the special disadvantages of women and girls, the course will include this focus but will also ask important questions related to the ignored distinction between sex and gender. When we think about the health impact of the social and economic disadvantages of women, we will look at the ways in which these female handicaps also translate into poor health outcomes for others, as well as put a brake on development in general.	A. Basu	3	30	n/a	n/a	n/a	n/a	n/a	n/a	n/a	✓	n/a	
DSOC	8720		<b>Development Sociology</b> Limited to master's and doctoral degree candidates with permission of the graduate field member concerned.	A. Basu	1 to 9	100	n/a	1	n/a	n/a	n/a	5	n/a	5	✓	✓
<b>EARTH AND ATMOSPHERIC SCIENCES</b>																
EAS	7930		<b>Andes-Himalaya Seminar</b> Seminar course for graduate students in geological sciences with topics in tectonics, seismology, petrology, and similar disciplines. Emphasis on mountain belts, but other topics entertained.	S. Kay	1	50	n/a	8	1	4	n/a	7	n/a	n/a	✓	n/a
<b>ECONOMICS</b>																
ECON	3545	AEM 4545	<b>International Finance and Macroeconomics</b> This course will examine the determinants of international capital flows and their consequences for growth and volatility. Basic analytical models in international finance, including those related to exchange rate dynamics, will be covered. Emerging market perspectives on these issues will be emphasized, with a particular focus on the economies of China, and India. The course will analyze the challenges created by rising global financial integration for monetary policy, financial regulation and other policies.	E. Prasad	3	40	n/a	n/a	n/a	n/a	10	16	n/a	n/a	✓	n/a
ECON	4560		<b>Development Economics</b> Examines microeconomic issues in developing countries, with an emphasis on recent research in the field. Studies the theoretical and empirical aspects of current economic and policy questions. Topics include education, health and nutrition, insurance and credit, gender and family, agricultural contracts, and corruption.	J. Berry	4	30	45	5	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
ECON	7730		<b>Economic Development</b> The core of the course will cover basic concepts and methods of development economics, from early pioneering works to contemporary research, and also introduce students to the main policy challenges of our times; thereafter, it will cover some special topics and papers.	K. Basu	4	40	n/a	n/a	n/a	n/a	n/a	10	n/a	n/a	n/a	n/a

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							U	G	U	G	U	G	U	G		
<b>ENGLISH</b>																
ENGL	1111		<p><b>Writing Across Cultures: The Culture of the "Raj"</b> Judging from the recent spate of popular novels and movies dealing with the British rule in India, the "Raj" was a time of pageantry and color, adventure and romance. But to what extent is this image historically accurate? How did people live their lives, and how did the colonial rule affect not only Indian society and culture but also contemporary Britain? The Raj did invent many of the modern forms of spectacle and public ceremonial display, but is there anything else that survives to the present day? What do we know about "race" and nationalism, for instance, or literature and imperial ideology, and the various "cultural" ways we understand ourselves—then as much as now? Readings will draw on both literary and historical texts, and include some current films and popular fiction.</p>	S. Mohanty	4	100	16	n/a	n/a	n/a	n/a	n/a	14	n/a	n/a	n/a
ENGL	3368	ASIAN 3368	<p><b>Imagining India, Home and Diaspora</b> A modern country and an ancient civilization, India has been imagined through the ages in many different ways. This introductory course focuses on the 20th and 21st centuries, drawing on films (Bollywood and Hollywood), TV shows, music, novels, and political thought. Readings from Gandhi, Ambedkar, Tagore, Kipling, Forster, Premchand, Senapati, Manto, Ananthamurthy and Roy as well as such diasporic writers as Rushdie, Lahiri, and Nainaul.</p>	S. Mohanty	4	100	n/a	n/a	10	n/a	n/a	n/a	n/a	n/a	n/a	n/a
ENGL	4733	AMST 4733, AMST 6733, ASRC 4733, ENGL 6733	<p><b>The Future of Whiteness</b> How should decent, anti-racist people respond to the racialized white identities that have emerged recently in Europe and the United States? What alternative conceptions of whiteness are available? Or should whiteness be rejected altogether? How can we form cross-racial progressive coalitions? How should we understand the nature of our social identities and what they make possible? This course is a wide-ranging introduction to these questions with readings from writers such as Rudyard Kipling, William Faulkner, E. M. Forster, Toni Morrison and Dorothy Allison, as well as relevant anthropological and social-theoretical work (on racial identities, whiteness studies, etc.) and memoirs by, for example, former KKK members. A central text will be the new book <i>The Future of Whiteness</i> by the Latina feminist philosopher Linda Martin Alcoff.</p>	S. Mohanty	4	25	n/a	n/a	n/a	n/a	2	7	n/a	n/a	✓	n/a
ENGL	4996	ASIAN 4463, SHUM 4613	<p><b>Theorizing the Local and Global: Corruption and the Indian Novel in English</b></p>	A. Ben-Yishai	4	100	n/a	n/a	n/a	n/a	1	5	n/a	n/a	n/a	n/a

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<b>FEMINIST GENDER AND SEXUALITY STUDIES</b>																
FGSS	3000		<b>Feminist Theory</b> This course will work across and between the disciplines to consider what it might mean to think 'as a feminist' about many things including, but not limited to 'gender', 'women' and 'sexuality'. We will approach theory as a tool for analyzing relations of power and a means of transforming ways of thinking and living. In particular, we will investigate the cultural, social, and historical assumptions that shape the possibilities and problematics of gender and sexuality. Throughout we will attend to specific histories of class, race, ethnicity, culture, nation, religion and sexuality, with an eye to their particular incitements to and challenges for feminist thinking and politics.	D. Ghosh	4	25	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	✓	n/a
<b>HINDI</b>																
HINDI	1101		<b>Elementary Hindi I</b> A semi-intensive course for students without prior experience in Hindi-Urdu or a closely related language. A thorough grounding is given in all language skills: listening, speaking, reading, and writing.	S. Singh	6	100	15	n/a	n/a	n/a	24	3	n/a	n/a	✓	n/a
HINDI	1102		<b>Elementary Hindi II</b> The main emphasis in this course is to reinforce the linguistic functions learned in HINDI 1101, and to build comparatively more complex functions suitable for the HINDI 1102 level. The course adopts communicative approach, and much of the focus is to improve oral, written, and aural comprehension in Hindi.	S. Singh	6	100	n/a	n/a	17	0	n/a	n/a	13	1	n/a	✓
HINDI	2201		<b>Intermediate Hindi I</b> This is an intermediate-level course in Hindi. Students' competence in all four language areas will become very strong and solid. This course will work on building up their confidence in describing complicated situations and ideas in the target language, reading and writing speed, and clarity in listening comprehension such as news, complicated descriptions, and other media contents.	S. Singh	4	100	2	2	n/a	n/a	3	n/a	n/a	n/a	✓	n/a
HINDI	2202		<b>Intermediate Hindi II</b> This is an intermediate-level course in Hindi. Students' competence in all four language areas will become very strong and solid. This course will work on building up their confidence in describing complicated situations and ideas in the target language, reading and writing speed, and clarity in listening comprehension such as news, complicated descriptions, and other media contents.	S. Singh	4	100	n/a	n/a	2	1	n/a	n/a	5	n/a	n/a	✓
HINDI	2203		<b>Intermediate Hindi Reading and Writing for Heritage Students I</b> Throughout this course sequence all aspects of language learning are practiced; listening, speaking, reading, and writing. Video materials are used and the emphasis is on the conversational aspect of the language.	S. Singh		100	1	n/a	n/a	n/a	n/a	n/a	n/a	n/a	✓	n/a

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HINDI	2215		<b>Hindi Service Learning and Language Immersion</b> A total of six weeks community-based, service learning Hindi immersion course will be offered in the late Fall '15 semester. The students enrolled in this course will acquire all four skills - speaking, reading, writing and listening in Hindi from volunteering in the local community and daily language instruction. Three weeks of language instruction on Cornell campus will be a strong introduction to the later three weeks of community engaged intensive Hindi immersion in India over winter break. It will be open to students from diverse disciplines across Cornell University and the course will be designed to accommodate students from all levels.	S. Singh	1	100	n/a	n/a	n/a	n/a	n/a	n/a	n/a	✓	n/a	
HINDI	3301		<b>Advanced Hindi I</b> Selected readings in modern Hindi literature. Continued work on fluency in speaking Hindi on an advanced level. There will be a combination of different reading materials from literature, journals, newspapers, and many social, entertainment, and political magazines in Hindi. Discussions will be based on those readings and articles, hence giving opportunities to express views and opinions in a fluent and effective manner.	S. Singh.	3	100	8	2	n/a	n/a	2	n/a	n/a	✓	n/a	
HINDI	3302		<b>Advanced Hindi II</b> Selected readings in modern Hindi literature. Continued work on fluency in speaking Hindi on an advanced level. There will be a combination of different reading materials from literature, journals, newspapers, and many social, entertainment, and political magazines in Hindi. Discussions will be based on those readings and articles, hence giving opportunities to express views and opinions in a fluent and effective manner.	S. Singh	3	100	n/a	n/a	n/a	1	n/a	n/a	1	n/a	✓	
HINDI	4431		<b>Directed Study</b> Permission of instructor required. Intended for advanced language study.	S. Singh	1-4 variable	100	n/a	n/a	n/a	n/a	1	n/a	n/a	n/a	n/a	
HINDI	4432		<b>Directed Study</b> Permission of instructor required. Intended for advanced language study.	S. Singh	1-4 variable	100	n/a	n/a	n/a	n/a	n/a	n/a	1	n/a	n/a	

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<b>HISTORY</b>																
HIST	1200		<b>Foreign Knowledge and Local Power in Early Asia</b> How did the story of Jesus become a tool of revolutionaries, and ethnography a tool of empire? The stories of Jesus and Rama; technologies of mapping, writing, and art; new ways of thinking about gender and ethnicity—these were all, in one part of early modern Asia or another, seen as powerful forms of foreign knowledge. This course explores the relationships between these kinds of knowledge and power in South, Southeast, and East Asia from the fifteenth through the mid-nineteenth centuries. We will consider the agents of knowledge innovation: rulers, traders, missionaries, captive artisans, and even peasants. Guided by the instructor and assisted by classmates, students will experiment with different genres of writing about history, developing some of it from outline to polished prose.	M. Reeder	3	40	17	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
HIST	1200		<b>Wealth and Poverty in Modern India</b> What is wealth, and how is it created? Why did some societies become wealthier than others? How do individuals and societies navigate conditions of wealth and poverty? This writing seminar explores new answers to these old questions. Drawing on texts from a wide range of fields, including history, economics, literature, sociology, and others, we will think about the ways in which ideas of wealth and poverty explain modern India and the world we live in today. We will consider both classic theories of wealth and poverty, as well as current debates around development, economic growth and sustainability, market governance, and social inequality. Writing assignments will include analytical essays, reviews, and response papers.	O. Siddiqui	3	100	n/a	n/a	n/a	n/a	17	n/a	n/a	n/a	n/a	n/a
HIST	1400		<b>Rudyard Kipling's India: Literature, History, and Empire</b> Rudyard Kipling (1865-1936), most famous today as the author of children's stories, including The Jungle Book, was one of the most popular and acclaimed writers of his day. He was also a noted chronicler of the world of the British Empire. In this class, we will read the short stories, poems and novels that Kipling wrote about India – including his most famous novel, Kim. Students will explore the intersections between Kipling's stories and the history of British rule in India, and also consider the broader question of how fictional works can be used to explore the history of past cultures.	T. Travers	3	100	n/a	n/a	15	n/a	n/a	n/a	n/a	✓	n/a	
HIST	1402		<b>Global Islam</b> This course looks at Islam as a global phenomenon, both historically and in the contemporary world. We spend time on the genesis of Islam in the Middle East, but then move across the Muslim world in various weeks (to Africa; Turkey; Iran; Eurasia; Southeast Asia; East Asia) and to the West to see how Islam looks across global boundaries. The course tries to flesh out the diversity of Islam within the central message of this world religion.	E. Tagliacozzo	3	30	18	n/a	n/a	n/a	17	n/a	n/a	n/a	n/a	n/a

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HIST	1910	ASIAN 1191, CAPS 1910	<b>Introduction to Modern Asian History</b> This introductory course follows the history of Asia-Pacific from the nineteenth century to the present, focusing on relations of China, India, Japan, South, and Southeast Asia. This course is intended for students wanting a broad historical overview of what makes Asia distinctive and important in a global economy and in world politics.	D. Ghosh, E. Tagliacozzo	4	50	n/a	n/a	n/a	n/a	n/a	n	n/a	n/a	✓	n/a
HIST	2749	ASIAN 2274	<b>Mughal India and the Early Modern World, c. 1500-1800</b> Starting with the appearance of European trading companies and the establishment of the Mughal empire around 1500 and ending with the establishment of British dominance by 1800, the readings focus on recent debates over India's place in a global economy in the early modern period. The three major themes emphasize 1) state-formation on the Indian subcontinent; 2) encounters with peoples from beyond the subcontinent through commercial, diplomatic, military and maritime activities; and 3) exchanges of consumer goods and aesthetic practices.	T. Travers	4	100	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	✓	n/a
HIST	2750	ASIAN 2275	<b>History of Modern South Asia, 1700-1947</b> This introductory course is a broad survey of the history of the Indian subcontinent from the end of the Mughal empire around 1700 to the present. Prominent themes in the course include the emergence of religious and regional identities, ethnic violence, social reform and the "woman question," deindustrialization, and nationalism.	D. Ghosh	4	100	n/a	n/a	12	n/a	n/a	n/a	30	n/a	n/a	✓
HIST	2760		<b>The British Empire</b> This course considers how a small northern European kingdom acquired and then governed a vast global empire. Beginning with the navigators, pirates and settlers of the Elizabethan era, and ending with the process of decolonization after World War Two, we will explore the diverse character and effects of British imperialism in the Americas, in Asia, in Africa, and the Pacific, and consider the legacies of the British Empire in the contemporary world.	T. Travers	3	40	n/a	n/a	33	n/a	n/a	n/a	n/a	n/a	n/a	n/a
HIST	3002		<b>Supervised Research – Undergraduate</b> Independent Study based supervised research with a history faculty member. Student must complete an Independent Study form with a faculty supervisor to determine requirements and for permission. Students then work with their faculty supervisor throughout the semester for successful completion and grading of the agreed upon requirements.	D. Ghosh, E. Tagliacozzo, T. Travers	2 to 4	100	n/a	n/a	n/a	n/a	4	n/a	n/a	4	✓	✓

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HIST	3950	ASIAN 3397, ASIAN 6697, HIST 6950	<b>Monsoon Kingdoms: Pre-Modern Southeast Asian History</b> This course examines Southeast Asia's history from earliest times up until the mid-eighteenth century. The genesis of traditional kingdoms, the role of monumental architecture (such as Angkor in Cambodia and Borobudur in Indonesia), and the forging of maritime trade links across the region are all covered. Religion - both indigenous to Southeast Asia and the great imports of Hinduism, Buddhism, Christianity and Islam - are also surveyed in the various pre-modern polities that dotted Southeast Asia. This course questions the region's early connections with China, India, and Arabia, and asks what is indigenous about Southeast Asian history, and what has been borrowed over the centuries. Open to undergraduates, both majors and non-majors in History, and to graduate students, though with separate requirements.	E. Tagliacozzo	4	30	n/a	n/a	n/a	n/a	17	7	n/a	n/a	n/a	n/a
HIST	4922	ASIAN 4492	<b>Ocean: The Sea in Human History</b> This course focuses on the role of the oceans in human history, from earliest times to the present. It does so by moving both chronologically and topically through oceanic history, so that a number of important topics are covered. We start by looking at a number of different methodologies that may be useful in examining the sea, and then proceed to week-long reading sections on the sea in the ancient world, the Age of Discovery (European and non-European), and at the science of the sea. The second half of the course gets more geographic in focus: week-long sessions deliberate on individual oceans and the main themes that have driven them, covering the Atlantic, the Pacific, the Indian Ocean and the polar seas. Slavery, piracy, discovery, cultural transmission, nautics and science are a part of all of these stories, though in different ways. The course hopes to impart to students the overwhelmingly important role of the oceans in forging human history, both in the centuries that have past and in our modern world. Open to all students with an interest in the sea.	E. Tagliacozzo	3	30	n/a	n/a	14	n/a	n/a	n/a	8	1	n/a	n/a

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HIST	4723	ASIAN 4465, SHUM 4623	<b>Scandal, Corruption, and the Making of the British Empire in India</b> As the English East India Company conquered vast Indian territories in the late 1700s, it was besieged with allegations of corruption against its leading officials. This course will examine the origins of modern imperialism through the lens of corruption, exploring how corruption scandals became sites for generating new ideas and practices of empire. As well as reading prominent figures of the European enlightenment, including Adam Smith, Edmund Burke, and Denis Diderot, we will also study major Indian writers on corruption, including the historian Ghulam Husain, and the liberal reformer, Ram Mohan Roy. Students will conduct primary research into eighteenth-century imperial corruption scandals, and consider the larger question of how modern ideas of political reform grew out of early modern theories of corruption.	T. Travers	4	100	n/a	n/a	n/a	n/a	n/a	n/a	7	7	n/a	n/a
HIST	6511		<b>Global Early Modernity</b> This seminar will examine recent historical works that emphasize the global connectedness of early modern histories. We will read works in global history, as well as studies in the comparative or connected history of different regions of the world. Major themes for discussion will include cross-cultural encounters, mobility and travel, the growth of global commerce, and early modern empires.	T. Travers	4	25	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	✓
HISTORY OF ART																
ARTH	1161		<b>Seeing in Miniature: Indian Painting</b> This course explores miniature painting styles in India, from landscape to erotica, spanning the Deccan sultanate to the British Empire from the sixteenth to nineteenth centuries. We will explore a variety of methods and perspectives for studying Indian painting such as formal visual and textual analysis as well as the politics of museum displays. In addition to looking at miniature paintings, students will creatively and critically analyze film ( <i>The Chess Players</i> ) as well as primary and secondary source materials. The final writing assignment will be a research paper on one of the paintings viewed in class.	N. Di Pietrantonio	3	100	n/a	n/a	n/a	n/a	15	n/a	n/a	n/a	✓	n/a

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ARTH	2805	ASIAN 2285, VISST 2805	<b>Introduction to Material Worlds: Trade and the Arts of Asia</b> Trade in and to Asia proved to be a key force in creating our modern "globalized" world. The Indian Ocean and the China Seas converged on Southeast Asia, where a cosmopolitan array of ships from every shore plied their trade, set sail, and returned with the monsoon winds. People, goods, and ideas also traveled on camelback across the undulating contours of the Gobi Desert, connecting India, the Near East and Central Asia with China, Korea, and Japan. This course introduces students to the raw ingredients of things in motion, poised interactively in time and space, as material worlds collide. Wood, bamboo, bronze, clay, earthenware, ink, spices, textiles and tea - students will navigate sites of encounter at the Herbert F. Johnson Museum from pre modern to the present.	K. McGowan	4	25	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	✓	n/a
ARTH	3900	ARTH 6900, VISST 3901	<b>Bollywood and Beyond: South Asian Cinema</b> This course provides an introduction to selected key themes in cinema and the moving image from South Asia. The course investigates documentary, artistic, and commercial cinemas, focusing on concepts and frameworks for understanding their development and their meaning. These include questions of form and narrative, the place of cinema during social and cultural transformation, and the relationship of the moving image in South Asia to developments in global cinema. Structured as a tutorial, this is a reading and discussion intensive course with limited enrolment.	I. Dadi	4	100	n/a	n/a	6	n/a	n/a	n/a	n/a	n/a	n/a	n/a
ARTH	4691	ATH 6691, VIST 4691	<b>Contemporary Art and Globalization</b> While globalization is a process unfolding over many centuries, it has arguably intensified in recent decades. The incorporation of the communist world and independent nation-states into global finance and transnational capitalism from the 1970s onwards has resulted in temporal acceleration and spatial compression on a planetary scale. In the world of art, this has resulted in multifaceted developments. The rise of a spectacular global installation art in biennials and art fairs is also accompanied with myriad local practices that engage with society and politics. This seminar will examine contemporary art in multiple historical and methodological frameworks. Topics covered will include the relation between art and institutions, new patronage structures, neoliberal subjectivities, new materialisms, informal life worlds, digital and social medias, violence, migration, and ecological destruction.	I. Dadi	4	25	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	✓

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ARTH	4851	ARTH 6851, ASIAN 4445, ASIAN 6645, VISST 4851	<b>Performing Objects/Collecting Cultures</b> The twin phenomena of performing and collecting are as old as time, and both require an intense entanglement with things. This seminar examines the significance of objects and their related texts within the field of Art History and, indeed, more broadly as they are "performed" and "collected" (sometimes both initiatives occurring simultaneously) in Asian Art and Culture. Various performative and collective containments will be mapped as they transcend boundaries: temporal, spatial, cultural, intertextual, and disciplinary. Masked dances and their costume elements, clay pots, bronzes, serpentine daggers, musical instruments, embroidered story cloths, shadow puppets, flora, fauna, and film will be explored.	K. McGowan	4	30	n/a	n/a	n/a	n/a	n/a	n/a	10	4	n/a	n/a
ARTH	4855	ARTH 6855, ASIAN 4487, ASIAN 6644, VISST 4855, VISST 6855	<b>Threads of Consequence: Textiles in South and Southeast Asia</b> This seminar explores how patterned cloths serve as a symbolic medium, functioning on multiple levels of understanding and communication. As spun, dyed, and woven threads of consequence, textiles can be seen to enter into all phases of social, economic, political, religious, and performance processes, often assuming unusual properties and attributes. As bearers of talismanic messages, signifiers of rank, and as the recipients of influences from maritime trade and touristic demand, textiles are read between the folds of complex exchange mechanisms in South and Southeast Asia.	K. McGowan	4	30	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	✓
<b>INTERNATIONAL AGRICULTURE AND RURAL DEVELOPMENT</b>																
IARD	1100	DSOC 1000	<b>Perspectives on International Agriculture and Rural Development</b> Designed to enable students to gain an understanding of major issues in international agricultural development. The course provides an overview of world poverty and hunger and of varying perspectives on approaches being taken to address these and related problems. Students characterize the state of agriculture and rural livelihoods in selected developing countries, and analyze how innovations in agriculture in these countries can contribute to rural development.	R. Nelson, W. Wolford	3	25	n/a	n/a	n/a	n/a	48	1	n/a	n/a	✓	n/a

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IARD	4020	FDSC 4020	<b>Agriculture in Developing Nations I</b> Acquaint students with the major issues and problems in international agriculture and rural development and to demonstrate how problems in development are being addressed in India. The lectures/discussions establish the global and regional contexts for sustainable agricultural development and focus on development challenges in Asia through cases and visits in India. This course may be taken as a stand-alone course in international agriculture and rural development. However, it is primarily a preparatory course for participants selected to participate in the spring-semester course Agriculture in the Developing Nations II (IARD 6020), which includes a field trip to India during the January intersession.	P. Parra, M. Pritts, K. Raman, S. Rizvi, T. Tucker	2	25	26	20	n/a	n/a	36	18	n/a	n/a	✓	n/a
IARD	5655	PADM 5655	<b>The Planning and Management of Agricultural and Rural Development</b> This course combines the analysis and application of important planning and management concepts with a participatory orientation, with the analysis and evaluation of case-study experiences from Asia, Africa and Latin America. Students are challenged to adopt the perspective of administrators, decision-makers and evaluators. While the empirical focus is on developing countries and rural sectors, the concepts and methods of analysis are of broader application.	N. Uphoff	4	40	n/a	n/a	1	27	n/a	n/a	n/a	n/a	n/a	✓
IARD	7830		<b>Farmer-Centered Research and Extension</b> A comparative analysis of extension and research philosophies and educational approaches to sustainable agriculture and natural resource management using case studies from developing countries.	T. Tucker	3	20	n/a	n/a	n/a	n/a	n/a	n/a	3	4	n/a	n/a
IARD	6020	FDSC 6020	<b>International Agriculture in Developing Nations</b> The course is designed to provide students with an opportunity to observe agricultural development in India and to promote interdisciplinary exchange among faculty, staff, students and their Indian counterparts. A three-week field-study trip in January is followed by discussions, written projects, and oral presentations dealing with problems in food, agriculture, and livestock production in the context of social and economic conditions of India.	K. V. Raman, W. R. Coffman, P. Hobbs	3	100	n/a	n/a	16	12	n/a	n/a	n/a	n/a	n/a	✓

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<b>INDUSTRIAL AND LABOR RELATIONS</b>																
ILRIC	2350		<b>Work, Labor, and Capital in the Global Economy</b> Provides an introduction to how globalization is changing the nature of work, labor, and capital. It examines both contemporary and historical debates about globalization, but also covers a number of interrelated issues, including the regulation of labor standards, the mobility of capital, the rise of global production systems, international labor, and responses to globalization. Lectures and discussion for the topics mentioned above will be grounded in the experiences of different countries, firms, workplaces, industrial sectors, and individuals.	R. Applegate, R. Batt, E. Friedman, S. Kuruvilla	3	25	n/a	n/a	n/a	n/a	43	n/a	n/a	55	✓	n/a
ILRIC	3380	AEM 3388, ASIAN 3380, ASIAN 6680, CAPS 3387, GOVT 3384, GOVT 6384, ILRIC 5380	<b>The Asian Century: The Rise of China and India</b> The course will be thoroughly comparative in order to highlight both the specificity of each country as well as more generalizable dynamics of 21st century development. It will be divided into a number of inter-related modules. After a framing lecture, we will briefly cover the two countries' distinct experiences with colonialism and centralized planning. Then we will move on to dynamics of growth, which will seek to explain the relative success of China in the era of market reforms. In analyzing political consequences, we will assess how new forms of cooperation and conflict have emerged. This will involve attention to both internal dynamics as well as how rapid development has seen an increasing accumulation of political power in the East. It goes without saying that accelerating growth has led to huge social change, resulting in profound reorganizations of Chinese and Indian society. Finally, the course will conclude by returning to our original question – is this indeed The Asian Century? What does the rise of China and India mean for the rest of the world, and how are these two giant nations likely to develop in the future?	E. Friedman, S. Kuruvilla	4	50	42	2	n/a	n/a	36	8	n/a	n/a	n/a	n/a
<b>KANNADA</b>																
KANAD	1100		<b>Elements of Kannada Language and Culture</b> This course is designed for students with no previous knowledge of Kannada language who expect to participate in university programs in Kannada-speaking areas of the world. Students will learn enough phrases to be able to handle very simple interactions and express very simple needs. Emphasis will be on behaving appropriately in Kannada settings, with regard to language use and other behavior. Through out-of-class readings, students will also gain an understanding of the history and current place of Kannada in South Asia.	M. Haribal, B. Herath	1	100	n/a	n/a	7	n/a	n/a	n/a	16	n/a	n/a	✓
<b>LAW</b>																
LAW	7254		<b>Faculty at Home Seminar: Comp. Perspective on the Right to Adequate Housing in the US &amp; India</b>	S. Kalantry, E. Peñalver	1	50	n/a	n/a	n/a	12	n/a	n/a	n/a	n/a	n/a	n/a
LAW	7856		<b>International Human Rights Clinic</b>	S. Kalantry	4	40	n/a	n/a	n/a	11	n/a	n/a	n/a	n/a	n/a	n/a

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							U	G	U	G	U	G	U	G		
<b>LINGUISTICS</b>																
LING	6635		<b>Indo-European Workshop</b> An assortment of subjects intended for students with previous training in Indo-European linguistics: problems in the reconstruction of Proto Indo-European, topics in the historical grammars of the various IE languages, reading and historical linguistic analysis of texts, and grammatical sketches of "minor" IE languages.	M. Weiss	4	30	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	✓	n/a
<b>NATURAL RESOURCES</b>																
NTRES	3330	AIS 3330, AMST 3330, NTRES 6330	<b>Ways of Knowing: Indigenous and Local Ecological Knowledge</b> Based on indigenous and local "ways of knowing," this course (1) presents a theoretical and humanistic framework from which to understand generation of ecological knowledge; (2) examines processes by which to engage indigenous and local knowledge of natural resources, the nonhuman environment, and human-environment interactions; and (3) reflects upon the relevance of this knowledge to climatic change, resource extraction, food sovereignty, and issues of sustainability and conservation.	K. Kassam	3 to 4	30	n/a	n/a	n/a	n/a	n/a	n/a	2	n/a	✓	
NTRES	7330		<b>Socio-Cultural and Ecological Role of Diversity</b> Given the dramatic and coupled nature of environmental and social change as well as the current limitations on understanding the implications of these changes for adaptation and resilience, this research seminar explores the roles of and linkages between biological and cultural diversity. The graduate seminar (1) examines the concepts of biological and cultural diversity, (2) explores empirical research that elaborates upon the relationship between biological and cultural diversity, and (3) determines the relevance of these coupled concepts to issues of sustainability and conservation.	K. Kassam	3	25	26	6	n/a	n/a	n/a	n/a	n/a	n/a	✓	n/a

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<b>NEAR EASTERN STUDIES</b>																
NES	1320		<b>Elementary Persian I</b> The course is intended for beginners who have no proficiency in the target language. Students develop all four skills – speaking, listening, reading, and writing. Additional materials from authentic culture-focused readings and Persian poetry are an integral part of the curriculum. By the end of this course students will be able to actively participate in conversations centered around family and friends, hometown, country, studies and work, daily activities, modern Iran as well as write 1-2-page essays on familiar topics. Students will acquire cultural competence and be able to function in authentic Persian cultural context using the taarof.	I. Gocheleishvili	4	100	3	4	n/a	n/a	8	5	n/a	n/a	✓	n/a
NES	1321		<b>Elementary Persian II</b> Our objective is to produce students literate in Persian. Therefore, writing and reading are taught along with speaking and listening skills. The course is designed with particular focus on communicative and speaking tasks in the classroom. Homework focuses on grammar, reading and writing assignments. Basics of colloquial Persian are also introduced. The course is designed with the ACTFL and ILR criteria in mind to make students competitive applicants for study abroad programs, scholarships and grants from government and non-government organizations.	I. Gocheleishvili	4	100	n/a	n/a	1	4	n/a	n/a	8	3	n/a	✓
NES	1322		<b>Intermediate Persian I</b> The course is designed with strong integration of modern colloquial Persian. Only colloquial is used for all speaking and listening activities, while reading and writing tasks are performed in formal Persian. Authentic material drawn from Persian language TV, radio and movies is introduced regularly in accordance with the topic and vocabulary of given week. By the end of the semester students will be able to communicate on a variety of topics ranging from general to culturally specific to the target country, utilize authentic media in Persian and understand colloquial Persian on the advanced elementary-intermediate level.	I. Gocheleishvili	4	100	4	2	n/a	n/a	3	3	n/a	n/a	✓	n/a
NES	2322		<b>Intermediate Persian II</b> The class is intended for those who have completed Elementary I and II, and Intermediate I, or have equivalent proficiency in the target language (with the instructor's permission). All course materials (readings as well as audio/video material) are exclusively authentic and are intended for native Persian speakers. Exercises are developed with strong emphasis on communicative activities and address the 5 C's in accordance with the National Foreign Language Standards: Communication, Cultures, Connections, Comparisons and Communities. Classroom activities are designed to develop speaking skills and listening comprehension, while homework assignments focus on reading and writing skills on advanced level.	I. Gocheleishvili	4	100	n/a	n/a	3	4	n/a	n/a	2	1	n/a	✓

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<b>NEPALI</b>																
NEPAL	1101		<b>Elementary Nepali I</b> Intended for beginners. The emphasis is on basic grammar, speaking and comprehension skills, utilizing culturally appropriate materials and texts. Devanagari script for reading and writing is also introduced.	S. Oja	6	100	1	1	n/a	n/a	4	1	n/a	n/a	✓	n/a
NEPAL	1102		<b>Elementary Nepali II</b> Intended for beginners. The emphasis is on basic grammar, speaking, and comprehension skills, using culturally appropriate materials and texts. Devanagari script for reading and writing is also introduced.	S. Oja	6	100	n/a	n/a	1	1	n/a	n/a	5	1	n/a	✓
NEPAL	2201		<b>Intermediate Nepali Conversation I</b> Intermediate instruction in spoken grammar and verbal comprehension skills, with special attention to developing technical vocabularies and other verbal skills appropriate to students' professional fields.	S. Oja	3	100	2	2	n/a	n/a	2	3	n/a	n/a	✓	n/a
NEPAL	2202		<b>Intermediate Nepali Conversation II</b> Systematic review of written grammar and reading comprehension, with special attention to the technical vocabularies, necessary writing skills, and published materials typical of advanced students' professional fields.	S. Oja	3	100	n/a	n/a	n/a	2	n/a	n/a	1	1	n/a	✓
NEPAL	2203		<b>Intermediate Nepali Composition I</b> A systematic review of written grammar and reading comprehension, with special attention to the technical vocabularies, necessary writing skills, and published materials typical of advanced students' professional fields.	S. Oja	3	100	n/a	1	n/a	n/a	n/a	2	n/a	n/a	✓	n/a
NEPAL	2204		<b>Intermediate Nepali Composition II</b> Systematic review of written grammar and reading comprehension, with special attention to the technical vocabularies, necessary writing skills, and published materials typical of advanced students' professional fields.	S. Oja	3	100	n/a	n/a	n/a	1	n/a	n/a	n/a	n/a	n/a	✓
NEPAL	3301		<b>Advanced Nepali I</b> Reading of advanced texts, together with advanced drill on the spoken language.	S. Oja	3	100	1	0	n/a	n/a	n/a	n/a	n/a	n/a	✓	n/a
NEPAL	3302		<b>Advanced Nepali II</b> Reading of advanced texts, together with advanced drill on the spoken language.	S. Oja	3	100	n/a	n/a	1	n/a	n/a	n/a	n/a	1	n/a	✓
NEPAL	4432		<b>Independent Nepali</b> Taught on a specialized basis to address particular student needs. Intended for advanced language study.	S. Oja	1 to 4	100	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1	n/a	n/a
<b>NUTRITIONAL SCIENCE</b>																
NS	4060		<b>Experiential Learning in Global and Public Health Sciences</b> Formalized active learning opportunity for students in the Global and Public Health Sciences major to develop and apply academic knowledge, principles and skills to a public health problem in a supervised community or research setting, either domestic or international.	J. Finkelstein, S. Mehta	3 to 5	100	n/a	n/a	1	1	n/a	n/a	n/a	n/a	✓	✓

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<b>PALI</b>																
PALI	4450		<b>Readings in Pali</b> Readings in Pali selected in relation to student and instructor interests. This course may be repeated for credit with different topics and readings.	A. Blackburn	3	100	n/a	2	n/a	2	n/a	2	n/a	1	✓	✓
<b>PUNJABI</b>																
PUNJ	1121		<b>Elementary Punjabi I</b> Elementary Punjabi introduces the student to basic Punjabi Language skills: reading, writing, speaking and listening.	S. Singh	4	100	3	n/a	n/a	n/a	n/a	n/a	n/a	n/a	✓	n/a
PUNJ	1122		<b>Elementary Punjabi II</b> Elementary Punjabi introduces the student to basic Punjabi Language skills: reading, writing, speaking and listening.	S. Singh	4	100	n/a	n/a	2	n/a	n/a	n/a	n/a	n/a	n/a	✓
PUNJ	2201		<b>Intermediate Punjabi I</b> Further develops a student's writing, reading, and oral skills in Punjabi, a major language of northern India and Pakistan.	S. Singh	4	100	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	✓	n/a
PUNJ	2202		<b>Intermediate Punjabi II</b> Further develops a student's writing, reading, and oral skills in Punjabi, a major language of northern India and Pakistan.	S. Singh	4	100	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	✓
<b>SANSKRIT</b>																
SANSK	1131	CLASS 113, LING 1131	<b>Elementary Sanskrit I</b> An introduction to the essentials of Sanskrit grammar. Designed to enable the student to read classical and epic Sanskrit as soon as possible.	T. Clary	4	100	7	2	n/a	n/a	4	3	n/a	n/a	✓	n/a
SANSK	1132	CLASS 1332, LING 1132	<b>Elementary Sanskrit II</b> An introduction to the essentials of Sanskrit grammar. Designed to enable the student to read classical and epic Sanskrit as quickly as possible.	A. Ruppel	4	100	n/a	n/a	8	1	n/a	n/a	1	1	n/a	✓
SANSK	2251	CLASS 2351, LING 2251	<b>Intermediate Sanskrit I</b> Review of grammar and readings of selected Sanskrit epic poetry and narrative prose.	A. Ruppel	3	100	3	1	n/a	n/a	8	1	n/a	n/a	✓	n/a
SANSK	2252	CLASS 2352	<b>Intermediate Sanskrit II</b> Review of grammar and readings of selected Sanskrit epic poetry and narrative prose.	A. Ruppel	3	100	n/a	n/a	n/a	1	n/a	n/a	3	n/a	n/a	✓
SANSK	3301	CLASS 3395	<b>Advanced Sanskrit I</b> Selected readings in Sanskrit literary and philosophical texts	L. McCrea	4	100	4	n/a	n/a	n/a	n/a	n/a	n/a	n/a	✓	n/a
SANSK	3302	CLAS 3396	<b>Advanced Sanskrit II</b> Selected readings in Sanskrit literary and philosophical texts	L. McCrea	4	100	n/a	n/a	n/a	2	n/a	n/a	n/a	n/a	n/a	✓
SANSK	4432		<b>Directed Study</b> Prerequisite: Permission of instructor. Advanced language study.	SA Faculty	1-4 variable	100	n/a	n/a	n/a	n/a	n/a	n/a	n/a	2	n/a	n/a
<b>SANSKRIT LITERATURE</b>																
SNLIT	6601		<b>Topics in Sanskrit Literature I</b> Advanced readings in Sanskrit poetic, philosophical, and grammatical literature.	L. McCrea	4	100	n/a	n/a	n/a	n/a	n/a	3	n/a	n/a	✓	n/a
SNLIT	6602		<b>Topics in Sanskrit Literature II</b> Advanced readings in Sanskrit poetic, philosophical, and grammatical literature.	L. McCrea	4	100	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	✓

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<b>SINHALA</b>																
SINHA	1100		<b>Elements of Sinhala Language and Culture *</b> This course will introduce the basic Sinhala language elements and elements of Sri Lankan culture for those who are interested in the field of language and culture. Also for those planning to travel to Sri Lanka, heritage students, etc.	B. Herath	1	100	n/a	n/a	n/a	n/a	n/a	n/a	n/a	✓	n/a	
SINHA	1121		<b>Elementary Sinhala I *</b> A semi-intensive course for beginners. A thorough grounding is given in all the language skills; listening, speaking, reading, and writing.	B. Herath	4	100	n/a	1	n/a	n/a	1	1	n/a	n/a	✓	n/a
SINHA	1122		<b>Elementary Sinhalese II *</b> Semi-intensive introduction to colloquial Sinhala, intended for beginners. A thorough grounding is given in all the language skills; listening, speaking, reading, and writing.	B. Herath	6	100	n/a	n/a	n/a	1	n/a	n/a	6	1	n/a	✓
SINHA	2201		<b>Intermediate Sinhala I *</b> This course further develops student competence in colloquial Sinhala, attending to all the language skills: listening, speaking, reading and writing. In addition, this course prepares students for the transition to literary Sinhala.	B. Herath	3	100	1	n/a	n/a	n/a	n/a	1	n/a	n/a	✓	n/a
SINHA	2202		<b>Intermediate Sinhala Reading II *</b> This course further develops student competence in colloquial Sinhala, attending to all the language skills: listening, speaking, reading, and writing. In addition, this course prepares students for the transition to literary Sinhala.	B. Herath	3	100	n/a	n/a	1	n/a	n/a	n/a	n/a	1	n/a	✓
SINHA	3301		<b>Literary Sinhala I *</b> This one-semester course provides an introduction to the distinctive grammatical forms and vocabulary used in Literary Sinhala. While focused particularly on the development of reading skills, the course also introduces students to Literary Sinhala composition, and builds students' listening comprehension of semi-literary Sinhala forms (such as those used in radio and TV news).	B. Herath	3	100	1	n/a	n/a	n/a	2	1	n/a	n/a	✓	n/a
SINHA	4400		<b>Literary Sinhala II *</b> This one-semester course further develops students' comprehension of written Literary Sinhala, using sample materials from a variety of genres prepared by the instructor, as well as excerpts from texts relevant to graduate student research (when appropriate).	B. Herath	2-4 variable	100	n/a	n/a	n/a	n/a	1	n/a	n/a	n/a	n/a	✓
SINHA	4431		<b>Directed Study *</b> Permission of instructor required. Intended for advanced language study.	B. Herath	1 to 4	100	2	n/a	n/a	n/a	1	n/a	n/a	n/a	n/a	n/a
SINHA	4432		<b>Directed Study *</b> Taught on a specialized basis to address particular student needs.	B. Herath	4	100	n/a	n/a	n/a	n/a	n/a	n/a	2	n/a	n/a	n/a
<b>TAMIL</b>																
TAMIL	1121		<b>Elementary Tamil I</b> To develop Tamil language proficiency (i.e. to develop the basic skills of listening, speaking, reading and writing in Tamil language). An interactive video-conference course.	D. S. Sudandhan	4	100	10	n/a	n/a	n/a	n/a	n/a	n/a	n/a	✓	n/a

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							U	G	U	G	U	G	U	G		
TAMIL	1100		<b>Elements of Tamil Language and Culture</b> This course is designed for students with no previous knowledge of Tamil language who expect to participate in university programs in Tamil-speaking areas of the world. Students will learn enough phrases to be able to handle very simple interactions and express very simple needs. The class will be run mostly in the Tamil language. Emphasis will be on behaving appropriately in Tamil settings, with regard to language use and other behavior. Through out-of-class readings, students will also gain an understanding of the history and current place of Tamil in South Asia.	B. Herath	1	100	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	✓	n/a
TAMIL	1122		<b>Elementary Tamil II</b> To develop Tamil language proficiency (i.e. to develop the basic skills of listening, speaking, reading and writing in Tamil language). An interactive video-conference course.	D. S. Sudanandhan	4	100	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	✓
TAMIL	2201		<b>Intermediate Tamil I</b> Taught via video-conference with Columbia University. To further enhance the language proficiency (the basic skills of listening, speaking, reading and writing) adding linguistic and cultural nuances to the communication ability. Also to get acquainted with the literary and cultural milieu of Tamil country through the ages.	D. S. Sudanandhan	4	100	0	2	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
TAMIL	2202		<b>Intermediate Tamil II</b> To further enhance the language proficiency (the basic skills of listening, speaking, reading and writing) adding linguistic and cultural nuances to the communication ability. Also to get acquainted with the literary and cultural milieu of Tamil country through the ages.	D. S. Sudanandhan	4	100	n/a	n/a	n/a	2	n/a	n/a	n/a	n/a	n/a	n/a
TAMIL	3202		<b>Advanced Tamil II</b> This course aims at students improving further their language proficiency. It aims at students getting introduced to the long and continuous literary history of Tamil by reading non-contemporary Tamil writings, sometimes the ancient Tamil literary works.	Staff	4	100	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
TAMIL	3301		<b>Advanced Tamil I</b> This course aims at students improving further their language proficiency. It aims at students getting introduced to the long and continuous literary history of Tamil by reading non-contemporary Tamil writings, sometimes the ancient Tamil literary works.	Staff	4	100	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
<b>TIBETAN</b>																
TIBET	1111		<b>Elementary Modern Tibetan I</b> This course is designed for students who have some previous knowledge of Tibetan and the main focus will be on using the language to communicate.	Staff	4	100	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	✓	n/a
TIBET	1112		<b>Elementary Modern Tibetan II</b> This course continues to develop necessary skills to communicate in the Tibetan language	Staff	4	100	n/a	n/a	1	n/a	n/a	n/a	n/a	n/a	n/a	✓

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TIBET	1121		<b>Elementary Classical Tibetan I</b> Introduces students to the grammar of Classical Literary Tibetan as found in Indian treatises translated from Sanskrit into Tibetan, as well as indigenous Tibetan philosophical works. The course progresses through a sequence of the basic rudiments of the language, including an introduction to the script and its Romanization, pronunciation (central Lhasan dialect), normative dictionary order, and the basic categories of grammar. Following these preliminaries, students proceed to guided readings in Tibetan literature designed to introduce them to the formal approach of Tibetan lexical semantics with an emphasis on the role of verbs in determining argument realization options. Over the duration of the course, students encounter new vocabulary (and associated Buddhist concept hierarchies) and increasingly complex sentence structures. This course thus provides a solid foundation for the later exploration of other genres of literature and styles of composition.	Staff	4	100	n/a	n/a	n/a	n/a	n/a	n/a	n/a	✓	n/a	
TIBET	1122		<b>Elementary Classical Tibetan II</b> Introduces students to the grammar of Classical Literary Tibetan as found in Indian treatises translated from Sanskrit into Tibetan, as well as indigenous Tibetan philosophical works. The course progresses through a sequence of the basic rudiments of the language, including an introduction to the script and its Romanization, pronunciation (central Lhasan dialect), normative dictionary order, and the basic categories of grammar. Following these preliminaries, students proceed to guided readings in Tibetan literature designed to introduce them to the formal approach of Tibetan lexical semantics with an emphasis on the role of verbs in determining argument realization options.	Staff	4	100	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	✓	
TIBET	2201		<b>Intermediate Classical Tibetan I</b> This two-semester class is designed to assist students who already have the equivalent of at least two-years of Tibetan language study. The course is intended to build on this foundation so that students gain greater proficiency in reading a variety of classical Tibetan writing styles and genres, including (especially in the second semester) texts relevant to their research.	Staff	4	100	n/a	n/a	n/a	n/a	n/a	n/a	n/a	✓	n/a	
TIBET	2202		<b>Intermediate Classical Tibetan II</b> This two-semester class is designed to assist students who already have the equivalent of at least two-years of Tibetan language study. The course is intended to build on this foundation so that students gain greater proficiency in reading a variety of classical Tibetan writing styles and genres, including (especially in the second semester) texts relevant to their research.	Staff	4	100	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	✓	

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							U	G	U	G	U	G	U	G		
TIBET	3311		<b>Advanced Modern Tibetan I</b> The course develops students' reading comprehension skills through reading selected modern Tibetan literature. Tibetan is used as the medium of instruction and interaction to develop oral fluency and proficiency.	Staff	3	100	n/a	n/a	n/a	n/a	n/a	n/a	n/a	✓	n/a	
<b>URDU</b>																
URDU	1125	NES 1312	<b>Introduction to Urdu Script *</b> This course is designed for students interested in South Asian studies. The course mainly focuses on developing students reading and writing skills in Urdu at a primary level. By the end of course, students will be able to read short articles and stories, and will be able to write short paragraphs in Urdu.	S. Singh	2	100	n/a	n/a	3	1	n/a	n/a	3	n/a	n/a	✓
URDU	2225	NES 2201	<b>Intermediate Urdu Reading and Writing I *</b> This course is the continuation of Urdu 1125 (Introduction to Urdu Script). Through different readings, articles and essays students get many opportunities in improving and reinforcing their written and oral skills in Urdu.	N. Rizvi	3	100	4	n/a	n/a	n/a	2	n/a	n/a	n/a	✓	n/a
URDU	2226	NES 2202	<b>Intermediate Urdu Reading and Writing II *</b> This course is designed to develop competence in Urdu reading and writing for students with a first-year knowledge of Hindi and knowledge of Urdu script. May be taken concurrently with Intermediate Hindi.	N. Rizvi, S. Singh	2	100	n/a	n/a	2	n/a	n/a	n/a	1	n/a	n/a	✓
URDU	3325	NES 3325	<b>Literary Reading and Writing in Advanced Urdu *</b> Designed for those students who have either taken Intermediate Urdu or are at the same level of competency in reading and writing skills. In this course you will be reading literary articles, novels and short stories and will be working on polishing your written Urdu skills at an academic level.	N. Rizvi	3	100	1	n/a	n/a	n/a	n/a	1	n/a	n/a	✓	n/a

**SYRACUSE UNIVERSITY SOUTH ASIA RELATED COURSES, FALL 2016--SPRING 2019**

<u>Dept</u>	<u>Num</u>	<u>Cross-Listed</u>	<u>Course Title</u>	<u>Instructor</u>	<u>Hr</u>	<u>% SA</u>	<u>FA 16</u>		<u>SP 17</u>		<u>FA 17</u>		<u>SP 18</u>		<u>FA 18</u>	<u>SP 19</u>
<b>Asian/Asian American Studies</b>							U	G	U	G	U	G	U	G		
AAA	101		<b>Asian/Asian American Studies</b> Examines how cross border transactions in Asia and between Asia and the United States and Canada have shaped ideologies and politics, markets here and abroad, marriage, labor, personal, social, political and cultural identity.	D. Heiftez M. Lee	3	30	22					28			✓	
<u>Dept</u>	<u>Num</u>	<u>Cross-Listed</u>	<u>Course Title</u>	<u>Instructor</u>	<u>Hr</u>	<u>% SA</u>	<u>FA 16</u>		<u>SP 17</u>		<u>FA 17</u>		<u>SP 18</u>		<u>FA 18</u>	<u>SP 19</u>
<b>Anthropology</b>							U	G	U	G	U	G	U	G		
ANT	111		<b>Introduction to Cultural Anthropology</b> Economics, politics, religion, symbolism, rites of passage, developmental cycle, and expressive culture. Caste and gender in South Asia are covered amongst other topics.	M. Schwarz L. Rodseth D. Pellow R. Rubinstein	3	25	148		144			161		146	✓	✓
ANT	121		<b>Peoples and Cultures of the World</b> Case studies of global cultural diversity. Exploration of daily life, rites of passage, marriage, family, work, politics, social life, religion, ritual, and art among foraging, agricultural, and industrial societies, including India.	A. Hromadzic A.P. Castro	3	25	194		172			198		170	✓	✓
ANT	185		<b>Global Encounters</b> Predominant views of reality and values in the cultures of Asia, including South Asia, Africa, and the Americas. Humanistic study of cultures and nature of cross-cultural understanding.	C. VanHollen S. Wadley	3	25	188					188			✓	
ANT	300	HNR 360	<b>Folk Arts and Oral Traditions of India</b> Explores issues in Indian society through the lens of its folk arts and traditions, including epics, stories, and varied painting and fabric traditions. Focus on caste, gender, and globalization.	S. Wadley	3	100								17		✓

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Anthropology							U	G	U	G	U	G	U	G		
ANT	324	WGS 324, SAS 324	<b>Modern South Asian Cultures</b> Societies of India, Pakistan, Bangladesh and Sri Lanka. Social organisation, economic and political structures, religions and world view, survey of languages, the arts. Transition and modernization, rural and urban problems	C. VanHollen	3	100	13									✓
ANT	357		<b>Health, Healing and Culture</b> Cross-cultural perspective on illnesses, heath, medicine, and the body: medical pluralism,; biomedicalization; illness and moral reasoning; local and global political-economies of health and healing; globalization and medicine. Applied medical Anthropology. South Asian case studies are incorporated.	C. VanHollen R. Rubenstein	3	30	39								✓	
ANT	373		<b>Magic and Religion</b> Crosscultural study of magical and religious behavior, ritual, and belief systems in simple and complex societies. Specialists and their craft: shamans, priests. Curing, possession, witchcraft. Millennial and counterculture movements. Religious ideologies and innovations.	M. Schwarz J. Burdick	3	30	42		57		58		40		✓	✓
ANT	400	ANT 600 SAS 600	<b>Medicine and the Body in India</b> This seminar examines how cultural anthropologists and historians have analyzed medical knowledge and practice and social and cultural aspects of disease and health in India. The course also considers the impact of colonial and post-colonial global health policies in India.	C. Van Hollen	3	100	4	3								
ANT	421/621	SAS 421/622	<b>Gender and Sexuality in South Asia</b> Examines gender and sexuality in South Asia through ethnographies and films. Topics explored relating to gender and sexuality include: colonialism; nationalism; development; globalization; kinship; the life cycle; caste and class; religion; same-sex/"third sex" identities.	C. Van Hollen	3	100			8	3						✓
ANT	426/626	IRP 426, SAS 426, PAI 626, SAS 626	<b>Cultures and Politics of Afghanistan and Pakistan</b> Introduction to Afghanistan and Pakistan, recent histories, cultures, current politics. Covers geography, religious systems, gender roles, economic systems, foreign policy issues, refugees, migration.	C. Zoli	3	100										✓

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Anthropology							U	G	U	G	U	G	U	G		
ANT	462/662		<b>Culture and Reproductive Health and Medicine</b> This course provides a global perspective on reproduction by both examining reproduction cross-culturally and looking at reproduction in the context of globalization. A key question to be debated throughout the course will be: to what extent is the biomedicalization of reproductive health occurring in a uniform way across the globe? A significant amount of the material comes from South Asia.	C. VanHollen S. Lane	3	30			7	2			8			✓
ANT	625		<b>Problems in the Anthropology of South Asia</b> One topic of theoretical concern to anthropologists dealing with South Asia, e.g. caste, kinship, village, Hinduism, economics, urbanization, rural/urban networks.	C. VanHollen S. Wadley	3	100										✓

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<b>Child and Family Studies</b>							U	G	U	G	U	G	U	G		
CFS	367/667		<b>Child and Family in Cross-cultural Perspective</b> Prerspective Introduction to field methods, the study of childhood, sex roles, and family in cross-cultural perspectives.	J. Roopnarine	3	25	63			6						✓
CFS	400/600	NSD 400/600, SAS 400/600	<b>Selected Topics: Sout Asian Culture: Famly, Food, and Healthcare</b> The purpose of this course is to introduce students involved in health care and education related professional programs to the South Asian culture, family, food and healthcare systems. The primary objectives are to broaden students' global perspectives, enhance their cultural competence and expand their critical and comparative thinking skills. Students will sample and experience the regional and religious diversity of this culture through lectures, films/documentaries, readings, and a cultural immersion trip to India.	K. Ramadoss	4	100									✓	
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<b>English and Textual Studies</b>							U	G	U	G	U	G	U	G		
ETS	171		<b>World Cinema</b> This course examines how the international history of film has been shaped by the larger historical processes of modernity, colonialism, postmodernism and globalization.	R. Hallas	3	30									✓	
ETS	350		<b>Reading Nation and Empire: National and Postcolonial Film</b> This course explores the complex relationship between cinema, nation, empire, and the postcolonial, drawing on the vibrant and diverse cinemas of Britain, West Africa, and India.	R. Hallas	3	30										✓

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Art and Music Histories							U	G	U	G	U	G	U	G			
HOM	285	MHL 185	<b>Introduction to World Music</b> Intro to world music in it's social, political and cultural contexts.	C. Babiracki	3	25			55					50			✓
HOM	353		<b>Worlds of Dance</b> A crosscultural exploration of dance cultures of the world. The structure, organization, meaning, and expressive power of dance and its connection to belief systems, politics, social organization, and aesthetic ideas.	C. Babiracki	3	25					4						
HOM	384	SAS 385	<b>Music and Dance of India</b> Selected music and dance traditions of India in their cultural, historical and performative contexts, representing classical, devotional, folk, tribal and popular arts. Performance as a window into Indian culture, society and modernization.	C. Babiracki	3	100	9									✓	
HOM	386	SAS 386 MES 386	<b>Sounds of the Silk Road</b> This course explores the ways in which the soundscapes of the overland Silk Road provide a window into history, commerce, migration, social life, values, faith, tolerance and conflict. Case studies from Turkish, Arabic, Persian, Central Asian, and South Asian performance traditions.	C. Babiracki	3	30					8						✓
HOA	396	ARC 33 SAS 396	<b>Art and Architecture of India</b> This course examines the art and architecture of South Asia (India, Pakistan and Bangladesh) from 1900 until the present, including the rise of the art academy in the Indian subcontinent prior to Partition (1947), the evolution of art movements in Lahore, Bombay and Calcutta, and the ways in which these different movements shaped different national ideals for various artists.	R. Ray	3	100						30				✓	

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<b>Foreign Language and Literature</b>							U	G	U	G	U	G	U	G		
HIN	101	SAS 101, HIN 620	<b>Hindi/Urdu I*</b> Introductory proficiency- based course, which introduces students to Hindi alphabet, speaking in Hindi, read, and write in culturally authentic contexts.	L. Gusain	4	100	15	5			8	2			✓	
HIN	102	SAS 102, HIN 620	<b>Hindi/Urdu II*</b> Introductory proficiency- based course, which prepares students to understand, speak, read, and write in culturally relevant contexts. Activities are conducted in Hindi.	L. Gusain	4	100			7	7			7	2		✓
HIN	201	SAS 201 HIN 620	<b>Hindi/Urdu III*</b> Continuing proficiency- based course, which develops communicative abilities in speaking, listening, reading, and writing in culturally authentic contexts. Activities are conducted in Hindi.	L. Gusain	4	100		2			4	1			✓	
HIN	202	SAS 202 HIN 620	<b>Hindu/Urdu IV *</b> Continuing proficiency based course to develop communicative abilities even more.	L. Gusain	4	100							3			✓
HIN	410	HIN 610	<b>Advanced Hindi</b>	T. Bhatia	1-4	100		3		2		6			✓	✓
HIN	490	HIN 690	<b>Independent Study in Hindi</b>	T. Bhatia	3	100								2		

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<b>Geography</b>							U	G	U	G	U	G	U	G		
GEO	273		<b>World Political Economy</b> Survey of emergence of an integrated global political economy from the sixteenth century to the present. Creation of "developed" and "under-developed" regions. Case studies of the impact of global transformations on regions, including South Asia, and institutions.	Huber	3	25			51				63			✓
GEO	367	ANT 367 WGS 367	<b>Gender in a Globalizing World</b> Economic and cultural processes of globalization as they affect different groups of men, women, and households; including gender and work, development and environmental change, and redefinitions of masculinity and femininity across the globe.	F. Sultana	3	30							26			✓
GEO	374		<b>Environment and Development in the Global South</b> This course critically engages with the multiple ways that development processes and environmental concerns affect realities of peoples in the Global South. The course analyzes how issues of history, geography, and social relations are wrapped up in development discourses and environment-development debates. A significant number of cases are drawn from South Asia.	F. Sultana	3	30	30				28				✓	
GEO	422	GEO 622	<b>Water: Environment, Society, Politics</b> This course takes a geographical approach to studying the ways that water comes to affect society and life at multiple levels that are social, political, economic, ecological and cultural. A closer analyses of some of the major controversies and concerns regarding water in different regions and sectors are investigated in order to critically understand aspects of water governance, water politics and conflict. Case studies from India and Bangladesh are highlighted.	F. Sultana	3	30	1	10	4	5			7	5		✓
GEO	606		<b>Development and Sustainability</b> Critical analysis of international development and sustainability. Focuses on the complex political, economic, cultural, and ecological processes involved in development discourse and practice. Readings and case studies drawn from Latin America, Africa, and Asia.	F. Sultana T. Selfa	3	30		11				12				

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							U	G	U	G	U	G	U	G		
GEO	755		<b>Political Ecology</b> Conceptual origins, theoretical influences, and current debates in political-economic and cultural aspects of nature-society relations. Topics include environmental social movements, theories of nature, environmental justice, environmental conflicts, gender and environment. Thirty-fourty percent of the reading is based on research in South Asia.	T. Perreault F. Sultana	3	30				11						✓

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History							U	G	U	G	U	G	U	G		
HST	121		<b>Global History to 1750</b> This course introduces students to global history from the thirteenth century through 1750 by focusing on social, economic, political, intellectual, and religious developments in major regions of the world: Asia, the Middle East, Africa, and the Americas.	G. Kallander	3	30	94					86			✓	
HST	122		<b>Global history 1750-present</b> The development of global society since 1750. Exchanges, connections and interactions between Africa, Asia and the Pacific, India, Latin America and the Caribbean, and the Middle East. The relations between these regions, the Americas and Europe.	R. Kumar	3	30			91				89			✓
HST	300	SAS 300	<b>Selected Topics: Caste and Inequality in Modern India</b> Caste, an institution unique to South Asia, is a highly visible but not easily understood aspect of Indian society. This course examines caste in modern India, paying particular attention to society and politics from colonial times until today.	R. Kumar	3	100			7							
HST	328	SAS 328	<b>Ancient and Medieval India</b> This introductory course will begin with the early history of India with an emphasis on the formation of traditional Indian kingship, religion, philosophy and culture. It will also explore the expansion and legacy of Islam, the foundation of Turkish, Mongol and Afghan empires, and the making of India's vast cultural mosaic.	R. Kumar	3	100	10								✓	
HST	329	SAS 329	<b>Making of Modern India</b> India under the British Raj; The great rebellion of 1857; Rise of the Indian National Congress; Gandhi and the non-violent movement; Struggle for independence and the partition of India and Pakistan.	Kumar	3	100										✓

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<b>Law</b>							U	G	U	G	U	G	U	G		
LAW	810		<b>Emerging Issues in International Law</b> The course discuss what role can law and the rule of law and policy play in good governance, defending and protecting human rights, and in providing solutions to conflict, problems of human suffering and oppression.	C. Zoli	3	20		7				14			✓	
LAW	831		<b>Refugee and Asylum Law</b> This course introduces students to international refugee and asylum law and to the current modern policy challenges that frame forced migration around the world. The course provides a solid foundation in international and comparative law and norms and relevant policy organizations and infrastructures involved in the refugee and asylum arena, both internationally and regionally.	C. Zoli	3	20							16			✓
<u>Dept</u>	<u>Num</u>	<u>Cross-Listed</u>	<u>Course Title</u>	<u>Instructor</u>	<u>Hr</u>	<u>% SA</u>	<u>FA 16</u>		<u>SP 17</u>		<u>FA 17</u>		<u>SP 18</u>		<u>FA 18</u>	<u>SP 19</u>
<b>Linguistics</b>							U	G	U	G	U	G	U	G		
LIN	202		<b>Languages of the World</b> Introduction to Universal Grammar. Similarities and differences in structures of human languages. Syntax and morphology. Theory development. South Asian languages are discussed.	W. Ritchie	3	25			25				46			✓
LIN	471	LIN 671	<b>Dimensions of Bilingualism &amp; Multiculturalism:</b> Foundations, theory and practice of bilingual/ bicultural education. Critical concepts of linguistic, sociolinguistic, psycholinguistic issues and methods as applied to bilingualism/multiculturalism.	T. Bhatia	3	25					6	5			✓	
LIN	472	LIN 472 ANT 472/ 672 WGS 472/672	<b>Language, Culture and Society</b> A cross cultural survey of the role of language in culture and society including cognition and language usage along the dimensions of class gender ethnicity social status and race.	C. Ladousa	3	30			5	6						✓

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<b>S.I. Newhouse School of Public Communications</b>							U	G	U	G	U	G	U	G		
TRF	400/600		<b>Selected Topics: Bollywood Practicum</b> A three-week, hands-on production course in India that offers you an intensive experience studying film and/or video production in Bollywood (the popular commercial Hindi cinema made in Mumbai, India). Students will be introduced to the history, aesthetics, language, business, and process of filmmaking in India, and incorporate these into their own media project.	T. Goenka M. Bennington	3	100										✓
<u>Dept</u>	<u>Num</u>	<u>Cross-Listed</u>	<u>Course Title</u>	<u>Instructor</u>	<u>Hr</u>	<u>% SA</u>	<u>FA 16</u>		<u>SP 17</u>		<u>FA 17</u>		<u>SP 18</u>		<u>FA 18</u>	<u>SP 19</u>
<b>Political Science</b>							U	G	U	G	U	G	U	G		
PSC	123		<b>Comparative Government and Politics</b> In this introductory course, we will study and compare the political systems of a number of important countries in the world – the United States, Britain, Germany, Japan, Russia, China, India and South Africa.	Y. Sezgin D. Kirilova A. Sadanandan	3	25	108		60		111		62		✓	✓
PSC	346	AAS 346	<b>Comparative Third World Politics</b> In this introductory course, we will study and compare the political systems of a number of important countries in the world – the United States, Britain, Germany, Japan, Russia, China, India and South Africa.	S. Sangmpam	3	25			12				18			✓
PSC	389	SAS 389	<b>Politics of India</b> Introduction to politics in post-independence India. Surveys India's party system, institutional structures, political practices and socio-economic policies. Examines the reasons for India's democratic stability despite high levels of illiteracy, poverty and ethnic heterogeneity.	A. Sadanandan	3	100	9				17					

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<b>Public Administration and International Relations</b>							U	G	U	G	U	G	U	G		
PAI	715		<b>Geopolitics of South Asia</b> This course looks at the region against the historical backdrop of its relations with the world. But the major focus is on the dramatic developments within South Asia during and since the 90's and the region's evolving relations with the US, China, Russia, Japan, Iran the Middle East and Central Asia.	T. Hussain	3	100		3								
PAI	715		<b>Topics in Global Development: Issues in Global Economy and Financial Sector</b> The course discusses economic and financial security issues through the prism of the global financial crisis and structural changes. It develops an analytical framework to be applied to key countries/regions (US, Japan, China, India, MENA) to ensure monetary and financial stability through avoiding crises and asset price bubbles, and create the conditions for sustained strong economic expansion.	Das Gupta	3			8								✓
PAI	759		<b>Girls' Education in the Developing World</b> Explores the benefits of girls' education; obstacles to higher numbers of girls in school; current situation in various developing countries.	C. Bertini	3	30				14						

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<b>Public Health, Food Studies and Nutrition</b>							U	G	U	G	U	G	U	G		
NSD	400/600	CSF 400/600 SAS 400/600	<b>Selected Topics: Food as Medicine</b> This course explores the landscape of food and nutrition, past and present, the role of nutrition in therapeutic lifestyle changes and the use of food as a therapeutic modality.	S. Raj	3	25			11	2			8			✓
NSD	555		<b>Food, Culture and Environment</b> This course enables students to develop an understanding of the complexities of the environment in which nutrition education and communication occur. This is environment comprised of diverse populations including multi-ethnic communities that require effective nutrition education, cross-cultural counseling and access to healthy and safe food and a highly complex food system that influences our life and impacts the environment we live in.	S. Raj	3	25	22				21				✓	
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<b>Religion</b>							U	G	U	G	U	G	U	G		
REL	101		<b>Religions of the World</b> The nature and significance of religion within human culture and existence as evidenced in various religions of the world both past and present. South Asian religions are discussed.	G. Fisher J. Waghorne	3	25	59								✓	
REL	165	MES 165 SAS 165	<b>Islam</b> Islam as a world religion. It's origins, major beliefs, rituals and historical development, emphasizing its geographical spread, diversity of interpretation and cultural expressions.	T. Kassam A. Abdel Meguid	3	30	78				61				✓	
REL	185	SAS 185	<b>Hinduism</b> Religious life of contemporary Hindus in India: gods, goddesses and other divinities; worship; sectarian movements; and rituals in the homes, in temples, and at other holy sites.	A. Gold	3	100	32				36				✓	

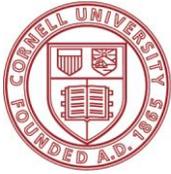
<u>Dept</u>	<u>Num</u>	<u>Cross-Listed</u>	<u>Course Title</u>	<u>Instructor</u>	<u>Hr</u>	<u>% SA</u>	<u>FA 16</u>		<u>SP 17</u>		<u>FA 17</u>		<u>SP 18</u>		<u>FA 18</u>	<u>SP 19</u>	
Religion							U	G	U	G	U	G	U	G			
REL	186	SAS 186	<b>Buddhism</b> Buddhism as a world religion: its origins in India and its spread, and consequent changes in doctrine and practice through the ages.	G. Fisher	3	30							48				✓
REL	200	MES 200 SAS 200	<b>Gender in Islam</b> Politics of gender, religious identities, and resistance in the Islamic world. Gender scripts in Qur'anic scripture and Shariah laws. Contemporary realities of Muslim women living in different parts of the world.	T. Kassam	3	30			23								
REL	227		<b>Gods: Cross-Cultural Gallery</b> Study of Gods in a cross-cultural context accenting forms of Gods perceived and experienced in embodied, visible, concrete form rather than as "transcendent" or "spirit."	J. Waghorne	3	30							35				
REL	261		<b>Faith and Reason in Islamic Thought and Civilization</b> Understanding the key themes and historical development of the Islamic intellectual tradition by examining the tension between dogmatic faith and rational interpretation in Islamic theology, law, philosophy and mysticism.	A. Abdel Meguid	3	25					10						
REL	283	SAS 283	<b>India's Religious Worlds</b> Intersecting religious worlds of Hindus, Sikhs, Jains, and Christians in modern India; focus on cosmology and morality in interaction with ritual practices, religious narratives, social life, media, and politics.	A. Gold	3	100	19										
REL	294		<b>Mythologies</b> Mythologies of the world, ancient and modern, Eastern and Western, Northern and Southern. Issues of nature and function, historical development and diffusion of myth.	J. Waghorne	3	25											✓
REL	300		<b>Selected Topics: Yoga</b> Consideration of yoga in the context of its origins in the Hindu tradition in India and then tracing the changes in the modern period when yoga developed anew in India and then Europe and America.	J. Waghorne	3	75					18						

<u>Dept</u>	<u>Num</u>	<u>Cross-Listed</u>	<u>Course Title</u>	<u>Instructor</u>	<u>Hr</u>	<u>% SA</u>	<u>FA 16</u>		<u>SP 17</u>		<u>FA 17</u>		<u>SP 18</u>		<u>FA 18</u>	<u>SP 19</u>
Religion							U	G	U	G	U	G	U	G		
REL	320		<b>Religion and Culture: Indian Religions from Below</b> Caste is one of the most controversial and complicated social phenomena in South Asia. The course approach questions of caste by exploring the religious lives of communities who come from the bottom of the caste hierarchy. The course navigates how people live with, negotiate, and oppose caste through their religious practices.	M. Hennigar	3	100									✓	
REL	364	MES 364 SAS 364	<b>Muslim Poets and Storytellers</b> Understand the power of words and language in Muslim cultures expressed in oral and literary genres including poetry, humor, fables, folksongs and travel journals. Explore key themes such as virtue, reality, divine and human nature.	T. Kassam	3	50	7								✓	
REL	384	SAS 384 WGS 384	<b>Goddesses, Women and Power in Hinduism</b> Interrelationship of power as female and female power in hindu cosmology, mythology and society. Complexities of mythic, domestic, economic gender heirarchies.	M. Hennigar	3	100										✓
REL	487		<b>Global Hinduism</b> Study of Hinduism in a global perspective.	J. Waghorne	3	100										✓
REL	600		<b>History of Religion</b> Course covers the history of religion. In terms of South Asia, the course focus on theoreticians with an India/Hinduism focus such as Eliade, Wendy Doniger, Hugh Urban , Jeffery Kripal	J. Waghorne	3	25								3		
REL	621		<b>Teaching World Religions</b> The complexities of teaching introductory course in world religions, especially in the context of recent debates on comparison as well as the very concept of "religion."	J. Waghorne	3	30	7									

<u>Dept</u>	<u>Num</u>	<u>Cross-Listed</u>	<u>Course Title</u>	<u>Instructor</u>	<u>Hr</u>	<u>% SA</u>	<u>FA 16</u>		<u>SP 17</u>		<u>FA 17</u>		<u>SP 18</u>		<u>FA 18</u>	<u>SP 19</u>
<b>Religion</b>							U	G	U	G	U	G	U	G		
REL	689	ANT 689	<b>Memory, Culture, Religion</b> Collective memory and constructions of the past as cultural phenomena; the roles religious identities, values, and institutions play as individuals, communities, and nations recollect particular moments, eras, crises, and localities. How these phenomenon have been studied in South Asia is addressed.	A. Gold	3	35						14				
REL	692		<b>Other People's Religions</b> Explores the ways that Western studies of non-Western religions have dealt with difference. Central aim is to understand the politics of knowledge and the arts of interpretation involved in research and writing about other people's religious traditions. Permission of instructor.	P. Arnold A. Gold	3	40									✓	
<u>Dept</u>	<u>Num</u>	<u>Cross-Listed</u>	<u>Course Title</u>	<u>Instructor</u>	<u>Hr</u>	<u>% SA</u>	<u>FA 16</u>		<u>SP 17</u>		<u>FA 17</u>		<u>SP 18</u>		<u>FA 18</u>	<u>SP 19</u>
<b>School of Management</b>							U	G	U	G	U	G	U	G		
SOM	354		<b>Managing in a Global Setting</b> Introduction to the concepts, framework, and issue of global business and how they influence management decisions: multinational firms; international trade; and the cultural, political, institutional, social, and economic environment of the global marketplace.	N. Jaabaji W. Geoghegan	3	25	43		72		52		60		✓	✓
<u>Dept</u>	<u>Num</u>	<u>Cross-Listed</u>	<u>Course Title</u>	<u>Instructor</u>	<u>Hr</u>	<u>% SA</u>	<u>FA 16</u>		<u>SP 17</u>		<u>FA 17</u>		<u>SP 18</u>		<u>FA 18</u>	<u>SP 19</u>
<b>Sociology</b>							U	G	U	G	U	G	U	G		
SOC	248	WGS 248	<b>Ethnic Inequalities and Intergroup Relations</b> Identification of individuals and groups by self and others as members of ethnic categories. Consequences of ethnic identifications for individual, group, and societal interaction. Emphasizing ethnic inequalities, group interactions, social movements and change, racism, prejudice, and discrimination.	D. Dow	3	25	44		43		43		44		✓	✓

Dept	Num	Cross-Listed	Course Title	Instructor	Hr	% SA	FA 16		SP 17		FA 17		SP 18		FA 18	SP 19
							U	G	U	G	U	G	U	G		
<b>Women and Gender Studies</b>																
WGS	201		<b>Transnational Feminist Studies</b> Comparative study of women's lives, experiences, histories, and struggles across national and regional borders. Focuses on questions of theory, methodology, and	H. Bhattacharya	3	25			72					69		✓
WGS	310		<b>Feminist Inquiries</b> Examine interdisciplinary approaches to feminist theories, methodologies, and epistemologies. Offers a comparative approach to feminist research. Students read, critique, and write from feminist perspectives and interrogate what it means to ask feminist questions.	H. Bhattacharya C. Mohanty	3	30	19				20				✓	
WGS	425/625	SOC 425	<b>Femist Organizations</b> Women's movement history in the United States and internationally. Successes and problems of organizations built by feminist activism. Implications for a new generation of feminist (and other) activism.	H. Bhattacharya	3	25										
WGS	452	WGS 652	<b>Feminism and Postcolonial Studies</b> Introduction to postcolonial studies and its engagement with feminism. Focus on cross-cultural feminist analysis of colonialism, neo-colonialism, decolonization, orientalism, and racism/racialization. Emphasis on questions of representation, agency, and subjectivity.	C. Mohanty	3	40	10								✓	
WGS	600	SAS 600	<b>Gender and Sexual Justice in South Asia</b> This course will focus on feminist theories and methodologies from south asia and its diaspora within the broader framework of transnational, dalit and South Asian feminisms. Beyond serving as an introduction to the region itself, the course will explore the varied dimensions of gender & sexual identities as they intersect with caste, race, class and disability in south asia. Students will learn to deconstruct methodologies as they read ethnographies from the region that examine these issues.	H. Bhattacharya	3	100					6					

<u>Dept</u>	<u>Num</u>	<u>Cross-Listed</u>	<u>Course Title</u>	<u>Instructor</u>	<u>Hr</u>	<u>% SA</u>	<u>FA 16</u>		<u>SP 17</u>		<u>FA 17</u>		<u>SP 18</u>		<u>FA 18</u>	<u>SP 19</u>
Women and Gender Studies							U	G	U	G	U	G	U	G		
WGS	710		<b>Feminist Inquiries</b> Advanced critical inquiry of interdisciplinary approaches to feminist theories, methods methodologies, and epistemologies. Examines how feminism is defined, understood, practiced, and researched. Interrogates what it means to ask feminist questions.	C. Mohanty H. Bhattacharya	3	25				4						✓
WGS	795		<b>Practice of Transnational Feminism</b> Advanced seminar on issues of central concern for transnational feminist praxis and working space for discussion of ongoing student research. Anti-capitalist struggles; hegemonic feminisms; racialization; politics of knowledge; nationalism and sexual politics; anti-imperialist projects.	C. Mohanty	3	30				8			17			✓



Cornell University

**Wendy Wolford**

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

160 Day Hall

Ithaca, New York, USA 14853-2801

+1 607.255.7993

vpia@cornell.edu

June 14, 2018

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

Dear Colleagues,

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

The Cornell-Syracuse South Asia Consortium is a long-standing collaboration dating back to the early 1980s. Their consortial partnership allows the two universities to achieve unusual geographic breadth of expertise that includes Afghanistan, Nepal, Sri Lanka, Bangladesh, and Pakistan, in addition to India, which is the more common focus of South Asia Programs and Centers. The consortial NRC also allows for greater multi-disciplinary coverage of the South Asian region than what can generally be provided by a single university. For instance, Cornell contributes unmatched expertise in international agriculture and international development, as well as architecture and urban planning, while Syracuse offers celebrated expertise in geopolitics and security issues, especially related to Afghanistan, Pakistan, and India. Together, and in partnership with other New York State institutions as well as Ivy-Plus partners, the consortium offers an internationally recognized South Asian language curriculum in nine priority languages.

Cornell's historic strengths in international studies, in particular the study of Asian societies, languages and cultures, have earned global recognition and attracted some of the world's most prominent scholars and outstanding students. Indeed, our South Asia Program has distinguished itself as one of the top programs of its kind in the country. SAP's scholarly community continues to make significant contributions to Cornell's international achievements in language and area instruction, library collections and scholarship. SAP faculty have trained a multitude of scholars, teachers and leaders. Their contributions to the field of South Asian studies – and to the Global Cornell mission – are a source of great pride for us.

As an institution, Cornell is deeply committed to global learning and the success of its students and faculty. SAP's stated goals are consistent with the university's broader mission. Several of the priorities specified in the proposal are particularly deserving of support, including: the emphasis on training students who are proficient in priority languages; infusing South Asia perspectives into the curriculum of community colleges via teacher education and faculty development; and the sustainable South Asia initiative.

An historian of Buddhism, SAP director Anne Blackburn is a professor in the Department of Asian Studies. Her work explores Sri Lanka and Sri Lankan Buddhist networks with Southeast Asia and the South Asian mainland. She has a special interest in monastic culture, and works at the intersection of social and intellectual history with attention to connections between Buddhist devotional practice, education and textual culture, and lay patronage. Professor Blackburn has proven to be an astute administrator and prolific scholar who has successfully forged creative partnerships across the university, with Syracuse University and South Asia centers nationally, and with institutions on the Indian subcontinent.

The new initiatives described in detail in the enclosed proposal promise to significantly augment the local, national and global impact of the South Asia Program. NRC support will play a critical role in providing the necessary start-up funding to develop sustainable and mutually beneficial regional higher education partnerships. Support from FLAS, in particular, will increase our capacity to produce experts in less commonly taught languages and area students who are capable of contributing to the needs of the United States government, academic and business institutions.

Sincerely,



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

Enclosure



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

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

Dr. Anne Blackburn and Dr. Carol Babiracki  
Directors, Cornell-Syracuse South Asia Consortium  
170 Uris Hall  
Cornell University  
Ithaca, NY 14853

June 5, 2018

Dear Dr. Anne Blackburn and Dr. Carol Babiracki,

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

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

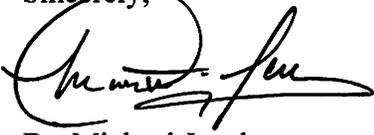
We anticipate collaborating on the following activities:

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

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

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

Sincerely,

A handwritten signature in black ink, appearing to read "Michael Jacobs", with a large, stylized initial "M" and a long, sweeping underline.

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



*A College of the State University of New York*

4585 West Seneca Turnpike Syracuse, New York 13215-4585

(315) 498-2211 [www.sunyocc.edu](http://www.sunyocc.edu)

June 4, 2018

OFFICE of the PRESIDENT

Dr. Anne Blackburn and Dr. Carol Babiracki  
Directors, Cornell-Syracuse South Asia Consortium  
Cornell University  
170 Uris Hall  
Ithaca, NY 14853

Dear Dr. Anne Blackburn and Dr. Carol Babiracki:

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

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

We anticipate collaborating on the following activities:

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

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

Sincerely,

Casey Crabill, Ed.D.  
President

PR/Award # P015A180123



Dr. Anne Blackburn and Dr. Carol Babiracki  
Directors, Cornell-Syracuse South Asia Consortium  
170 Uris Hall  
Cornell University  
Ithaca, NY 14853

Dear Dr. Anne Blackburn and Dr. Carol Babiracki,

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

As we begin the Guided Pathways process, we are especially interested in engaging with Cornell's programs to internationalize our curriculum and programming.

We anticipate collaborating on the following activities:

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

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

Sincerely,

*Doni*

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



The State University of New York

June 8, 2018

Dr. Anne Blackburn and Dr. Carol Babiracki  
Directors, Cornell-Syracuse South Asia Consortium  
170 Uris Hall  
Cornell University  
Ithaca, NY 14853

Dear Dr. Blackburn and Dr. Babiracki,

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

We anticipate collaborating on the following activities:

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

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

Sincerely,



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

Dr. Anne Blackburn and Dr. Carol Babiracki  
Directors, Cornell-Syracuse South Asia Consortium  
170 Uris Hall  
Cornell University  
Ithaca, NY 14853

June 1, 2018

Dear Dr. Anne Blackburn and Dr. Carol Babiracki,

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

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

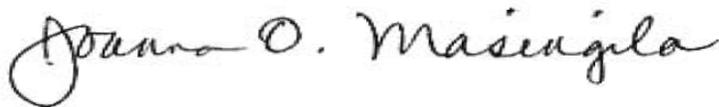
We anticipate collaborating on the following activities:

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

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

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

Sincerely,

A handwritten signature in black ink that reads "Joanna O. Masingila". The signature is written in a cursive, flowing style.

Joanna O. Masingila, Dean  
Laura J. and L. Douglas Meredith Professor  
Professor  
Mathematics & Mathematics Education  
[jomasing@syr.edu](mailto:jomasing@syr.edu)



**BUFFALO STATE**  
The State University of New York

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Buffalo, NY 14222-1095  
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Wendy A. Paterson, Ph.D.  
Dean of the School of Education  
Bacon Hall 306  
Tel: (716) 878-4214 | Fax: (716) 878-5301  
[paterswa@buffalostate.edu](mailto:paterswa@buffalostate.edu)

Anne Blackburn and Carol Babiracki  
Directors, Cornell-Syracuse South Asia Consortium  
170 Uris Hall  
Cornell University  
Ithaca, NY 14853

Dear Drs. Blackburn and Babiracki,

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

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

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

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

Sincerely,

Wendy A. Paterson, Ph.D.



# aurogya seva

## Global Health Volunteer Alliance

The Office of Philanthropy and Community Engagement

**Experience the Joy of Giving!  
Volunteer for a healthier tomorrow.**

Dr. Anne Blackburn and Dr. Carol Babiracki  
Directors, Cornell-Syracuse South Asia Consortium  
170 Uris Hall  
Cornell University  
Ithaca, NY 14853

June 7, 2018

Dear Dr. Anne Blackburn and Dr. Carol Babiracki,

I am pleased to be writing in support of your proposal to the U.S. Department of Education to receive the distinction as a Title VI National Resource Center. Aarogya Seva looks forward to collaborating the Cornell-Syracuse South Asia Consortium, comprised of the South Asia Program at Cornell and the South Asia Center at Syracuse University, on your Sustainable South Asia initiative which will encourage students and faculty to engage with ideas of cultural, economic, and environmental sustainability in South Asia.

In today's World without borders we are only skype or whatsapp call away from peers and communities half way across the globe. The need for broadening world views and way of thinking by experiencing different cultures firsthand has become vital. SCSD's mission to Internationalize curriculum benefits students and faculty with future career opportunities by providing access to real life experiences, explorations and personal networks.

AarogyaSeva is a flexible and highly customizable micro-volunteering non-profit organization that provides local, sustainable and comprehensive access to quality health and healthcare to marginalized communities in India, Nepal, Thailand, USA, Nepal, Rwanda, Mexico, Haiti and elsewhere for low or no cost. Many marginalized communities, due to lack of transportation, lack of government resources, armed conflict and other obstacles are unable to access any healthcare throughout the course of their lives. AarogyaSeva is bringing healthcare to those who need it most and may otherwise have never had access to healthcare. They have reached over 100000 beneficiaries so far and hope to touch 1 million lives.



# aarogya seva

## Global Health Volunteer Alliance

The Office of Philanthropy and Community Engagement

**Experience the Joy of Giving!  
Volunteer for a healthier tomorrow.**

We anticipate collaborating on the following activities:

- Aarogya Seva staff and collaborators will speak at the Syracuse South Asia Center in order to highlight the work that it has been doing in South Asia.
- Collaborate with Luis Columna at the SU School of Education to bring his Fit Families program to Aarogya Seva locations in India '
- Collaborate with the Department of BioMedical Engineering and computer science to engage students to utilize their engineering skills and passions in solving humanitarian challenges and develop low-cost biomedical devices and services.
- Explore ways of facilitating interdisciplinary study abroad and internship opportunities for SU students so they can become involved with Aarogya Seva activities in India.
- Collaborate on the creation of curricula that engages themes of art and healing in alignment with AarogyaSeva's Art for Aarogya initiative.
- Participation in joint seminars and workshops; and Exchange/sharing of research, experience and knowledge.

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

Sincerely,

Dr Dayaprasad G Kulkarni

Founder and Director

drdaya@aarogyaseva.org; +18082188589

## Budget Narrative File(s)

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Cornell-Syracuse South Asia Consortium Budget

Comprehensive NRC/FLAS

Academic Years: 2018-2022

South Asia: Federal Fiscal Years 2018-2021

NRC Priority	Prog. Cont. & Performance Measure	Narrative Page No.	CORNELL-SYRACUSE CONSORTIUM BUDGET										GRAND TOTAL 2018-2022	
			CORNELL YEAR 1 2018-2019	SYRACUSE YEAR 1 2018-2019	CORNELL YEAR 2 2019-2020	SYRACUSE YEAR 2 2019-2020	CORNELL YEAR 3 2020-2021	SYRACUSE YEAR 3 2020-2021	CORNELL YEAR 4 2021-2022	SYRACUSE YEAR 4 2021-2022	CORNELL SUB-TOTAL 2018-2022	SYRACUSE SUB-TOTAL 2018-2022		
Priority Key: AP=Absolute Priority; CP=Competitive Priority CPF=Competitive Priority FLAS														
<b>A. PERSONNEL &amp; FRINGE BENEFITS</b>														
<b>1. Administrative and Outreach Personnel &amp; Fringe Benefits</b>														
AP 2			<b>a. Outreach and Communications Specialist (Brenna Fitzgerald)</b>											
AP 2	2 & 3	15	Salary: 15% FTE in Yr 1, 12.5% FTE in Yrs 2, 3 & 4 (100% effort), with 2% annual increase	9,296		7,901		8,059		8,221		33,477	33,477	
			Cornell Fringe: 34.9% in Yr 1, 35.3% in Yr 2 & 35.7% in Yr 3 & 4	3,244		2,789		2,877		2,935		11,845	11,845	
AP 2	2 & 3	15	<b>b. Post-Secondary Outreach Coordinator (TBD)</b>											
CP 1&2			Salary: 25% FTE (50% effort), with 2% annual increase	15,000		15,300		15,606		15,918		61,824	61,824	
			Cornell Fringe: 34.9% in Yr 1, 35.3% in Yr 2 & 35.7% in Yr 3 & 4	5,235		5,401		5,571		5,683		21,890	21,890	
AP 2	1, 2 & 3	15	<b>c. Associate Director/Outreach Coordinator (Emera Bridger-Wilson)</b>											
CP 1&2			Salary: 50% FTE (100% effort), with 2% annual increase		28,000		28,560		29,131		29,714		115,405	115,405
			Syracuse Fringe: 30.9%		8,652		8,825		9,002		9,182		35,661	35,661
<b>2. Language Instruction Personnel &amp; Fringe Benefits</b>														
CPF 2	1.A.	8	<b>a. Bengali Senior Lecturer (Sreemati Mukherjee)</b>											
			Salary: 50% FTE (100% effort), with 2% annual increase	32,679		33,333		33,999		34,679		134,690	134,690	
			Cornell Fringe: 34.9% in Yr 1, 35.3% in Yr 2 & 35.7% in Yr 3 & 4	11,405		11,766		12,138		12,380		47,689	47,689	
CPF 2	1.A.	7	<b>b. Sinhala Senior Lecturer (Bandara Herath)</b>											
			Salary: 50% FTE (100% effort), with 2% annual increase	33,495		34,165		34,848		35,545		138,053	138,053	
			Cornell Fringe: 34.9% in Yr 1, 35.3% in Yr 2 & 35.7% in Yr 3 & 4	11,690		12,060		12,441		12,690		48,880	48,880	
CPF 2	1.A.	7	<b>c. Urdu Teaching Associate (Naaz Rizvi)</b>											
			Salary: 25% FTE (50% effort), with 2% annual increase	10,750		10,965		11,184		11,408		44,307	44,307	
			Cornell Fringe: 34.9% in Yr 1, 35.3% in Yr 2 & 35.7% in Yr 3 & 4	3,752		3,871		3,993		4,073		15,689	15,689	
CPF 2	1.A.	7	<b>d. Hindi Lecturer (Lakhan Gusain)</b>											
			Salary: 25% FTE (100% effort), with 2% annual increase		5,500		5,610		5,722		5,837		22,669	22,669
			Syracuse Fringe: 30.9%		1,700		1,733		1,768		1,804		7,005	7,005
AP 2	1.A.	7-8	<b>e. Language Teaching Innovation Grants</b>											
			Video-conference grants (\$1,000 training year, extra stipend of \$1,000 if doing more than one language level)	2,000		3,000		2,000		2,000		9,000	9,000	
<b>3. Area Studies Instruction Personnel &amp; Fringe Benefits</b>														
AP 1		8	<b>a. Tamil Studies Visiting Lecturer/Scholar (TBD)</b>											
			Salary: 19% FTE (25% effort)	2,224		2,217		2,211		2,211		8,863	8,863	
			Cornell Fringe: 34.9% in Yr 1, 35.3% in Yr 2 & 35.7% in Yr 3 & 4	776		783		789		789		3,137	3,137	
AP 1	3.B.2	4	<b>b. Sustainable South Asia Curriculum Enhancement Grants</b>											
			Faculty Grants @ \$2,000			2,000				2,000		4,000	4,000	
			Syracuse Fringe: 16.4%			328				328		656	656	
AP 1		5	<b>c. International Relations Curriculum Enhancement Grants</b>											
			Faculty Grants @ \$2,000		2,000				2,000		4,000	4,000		
			Syracuse Fringe: 16.4%		328				328		656	656		
<b>A. SALARIES TOTAL</b>			<b>105,444</b>	<b>35,500</b>	<b>106,881</b>	<b>36,170</b>	<b>107,908</b>	<b>36,853</b>	<b>109,982</b>	<b>37,550</b>	<b>430,214</b>	<b>146,074</b>	<b>576,288</b>	
<b>B. FRINGE BENEFITS TOTAL</b>			<b>36,102</b>	<b>10,680</b>	<b>36,670</b>	<b>10,887</b>	<b>37,809</b>	<b>11,098</b>	<b>38,550</b>	<b>11,313</b>	<b>149,131</b>	<b>43,977</b>	<b>193,108</b>	
<b>SALARIES AND FRINGE BENEFITS TOTAL</b>			<b>141,545</b>	<b>46,180</b>	<b>143,551</b>	<b>47,057</b>	<b>145,717</b>	<b>47,951</b>	<b>148,532</b>	<b>48,864</b>	<b>579,346</b>	<b>190,051</b>	<b>769,397</b>	
<b>C. TRAVEL</b>														
<b>1. Domestic Travel</b>														
AP 1			<b>a. Staff travel to South Asia, Outreach and NRC-related conferences &amp; meetings (4 partial travel &amp; per diem @ \$750)</b>											
				1,000	2,000	1,000	1,500		1,500		1,600	2,000	6,600	8,600
			<b>b. Staff travel for joint consortium workshops, programming &amp; evaluation (5 Syracuse-Cornell round trips: 112 miles @ \$0.54/mi.)</b>	120	180	120	180	120	180	120	180	480	720	1,200
CP 1&2	2	6	<b>c. Staff travel for meetings with Community College (TC3, OCC &amp; MCC) and Teacher Education (SUNY-Cortland, Syracuse &amp; Buffalo State) partners (6 round trips, totaling 445 miles @ \$0.54/mile)</b>											
				120	120	120	120	120	120	120	480	480	960	
			<b>d. Travel for SU students to come to CU for NFLC orientations as part of Consortium Study Abroad expansion (Syracuse-Cornell RT: 112 miles @ \$0.54/mi. = \$60)</b>				120		120		120		360	360
AP 1	1	18	<b>e. Graduate Student Travel to South Asia conferences/workshops (2 partial travel &amp; per diem @ \$500)</b>											
				1,000		1,000		1,000		1,000		4,000	4,000	
CPF 2	1.A.	7-8	<b>f. Language Instructor Travel to video-conference partner campuses to meet students (8 trips totaling 1,800 miles @ \$0.54/mile &amp; \$328 per diem)</b>											
				1,100	200	1,000	200	800	200	800	200	3,700	800	4,500
<b>2. International Travel</b>														
			<b>a. Overseas Learning Curriculum expansion Travel to NFLC (\$1,500 airfare)</b>											
				1,500	1,500				1,500		1,500	3,000	3,000	4,500
CP 1&2	2.C.	6	<b>b. Staff Accompany Partners on Overseas Learning Opportunity (\$1,500 airfare &amp; \$1,500 per diem)</b>											
							1,500	1,500	1,500	1,500	3,000	3,000	6,000	
<b>TRAVEL TOTAL</b>			<b>2,340</b>	<b>5,000</b>	<b>3,740</b>	<b>3,120</b>	<b>2,540</b>	<b>6,120</b>	<b>2,540</b>	<b>4,720</b>	<b>11,160</b>	<b>18,960</b>	<b>30,120</b>	

			<b>D. SUPPLIES</b>											
			<b>1. Outreach Supplies</b>											
AP 2		5	a. K-12 Teacher Training Outreach: instructional materials and resources, programs, name tags, folders	200	200	200	200	200	200	200	200	800	800	1,600
AP 1&2 CP 1&2		56	b. Bulletins and brochures (printing & postage)	1,000	1,500	1,000	1,200	800	1,200	800	1,200	3,600	5,100	8,700
AP 1&2 CP 1&2	2.A. 3.A.2.	5	<b>2. Seminar Supplies</b> (printing & advertising)	100	100	100	100	100	100	100	100	400	400	800
AP 1&2	3.A.2.	4 & 7	<b>3. Conference Supplies</b> (programs, printing, advertising & name tags)			200					200	200	200	400
			<b>SUPPLIES TOTAL</b>	<b>1,300</b>	<b>1,800</b>	<b>1,500</b>	<b>1,500</b>	<b>1,100</b>	<b>1,500</b>	<b>1,100</b>	<b>1,700</b>	<b>5,000</b>	<b>6,500</b>	<b>11,500</b>
			<b>E. OTHER EXPENSES</b>											
			<b>1. K-12 Teacher Training Outreach</b>											
AP 2		5	a. International Studies Summer Institute (ISSI): 14 stipends @ \$200 & \$200 room rental	1,000	2,000	1,000	2,000	1,000	2,000	1,000	2,000	4,000	8,000	12,000
AP 2		5	b. Nepali Culture Training for K-12 Teachers: 2 stipends @ \$250		500		500		500		500		2,000	2,000
AP 2		5	c. Voices of New Americans Initiative: 16 Teacher Training stipends for K-12 teachers & community college facilitators @ \$200		3,200		3,200		3,200				9,600	9,600
AP 2		5-6	d. South Asia Book Award (SABA): 2 speaker fees @ \$400, travel for author outreach, conference materials & fees	500	1,850	500	1,500	500	1,500	500	1,600	2,000	6,450	8,450
CP 1			<b>2. Community College Outreach</b>											
CP 1	2.A.	6	a. Support development of speaker series (2 speakers' travel & \$200 speaker fees)	600	600	600	600	600	600	600	600	2,400	2,400	4,800
CP 1	2.A.	6	b. Internationalizing the Campus through Artist in Residence Program (International travel, fees, accommodations & local travel for performances at partner institutions)	3,000	3,000	2,500	2,500	2,500	2,500	2,500	3,000	10,500	11,000	21,500
CP 1	2.C. 2.D.	6	c. Overseas Learning Faculty Development: Partner faculty international travel to develop study abroad & internationalize curriculum (\$1,500 airfare & \$1,500 per diem)					1,500	1,500	1,500	1,500	3,000	3,000	6,000
CP 1	2.B. 2.D.	6	d. Community College Internationalization Fellows (3 grants @ \$1,000)	500	500	500	500	500	500			1,500	1,500	3,000
CP 1	2.C. 2.D.	6	e. AIIS Capacity-building curriculum development program in India for CC/MSI faculty (\$1,500 airfare & \$1,500 per diem)	1,500	1,500	1,500	1,500					3,000	3,000	6,000
CP 2			<b>3. Teacher Education Outreach</b>											
CP 2	2.B. 2.D.	6	a. Global Education Faculty Fellows (3 grants @ \$1,000)	500	500	500	500	500	500			1,500	1,500	3,000
CP 2	2.A.	7	b. Global Voices in Education speaker series (2 speakers' travel & \$200 speaker fees)	600	600	600	600	600	600	600	600	2,400	2,400	4,800
CP 2	2.C. 2.D.	6	c. Overseas Learning Faculty Development (see 2.c above)											
CP 2	2.A.	7	d. Education & Gender in Asia conference (speaker travel & fees)							2,900	3,100	2,900	3,100	6,000
AP 1&2	3.A. 3.B.1.	4	<b>4. Sustainable South Asia Initiative</b>											
AP 1&2	3.A.2.	4	a. Workshops & Seminars with CC and Teacher Education Partners		1,000		1,000		1,000		1,000		4,000	4,000
AP 1&2	3.C.	4	b. Sustainable South Asia speaker series (1 speaker travel & \$300 fees)	500	500	500	500	500	500	500	500	2,000	2,000	4,000
AP 1&2	3.A.2.	4-5	c. School of Ed faculty International travel for Study Abroad program with Aarogya Seva (airfare)		1,500		1,500						3,000	3,000
AP 1&2	3.B.2.	4	d. Indigenous Knowledge & Climate Change conference (speaker travel & fees)			3,600	3,000					3,600	3,000	6,600
AP 1		9	e. AIIS Capacity-building curriculum development program in India for CC/MSI faculty (see 2.e above)											
AP 1		5	<b>5. Tamil Studies Initiative</b>											
AP 1		5	Sri Lanka Graduate Student Conference (speaker travel & fees)	6,250				4,200				10,450		10,450
AP 1		5	<b>6. Seminar Series</b> (speaker travel & fees)	5,615	5,020	5,159	4,173	3,993	4,779	3,478	5,566	18,245	19,538	37,783
AP 1		20	<b>7. Syracuse University Human Rights Film Festival</b> (includes South Asia)		500		500		500		500		2,000	2,000
AP 2	1	19, 42	<b>8. Evaluation:</b> Data collection, consultation & survey design (50 hours @ \$60/hour)	1,500	1,500	1,500	1,500	1,500	1,500	1,500	1,500	6,000	6,000	12,000
AP 1		34	<b>9. South Asia Languages Summer Institute (SASLI)</b> (consortium dues)	2,000	2,000	2,000	2,000	2,000	2,000	2,000	2,000	8,000	8,000	16,000
			<b>10. South Asia Open Access Archives (SAOA)</b> (consortium dues)	750	750	750	750	750	750	750	750	3,000	3,000	6,000
			<b>OTHER EXPENSES TOTAL</b>	<b>24,815</b>	<b>27,020</b>	<b>21,209</b>	<b>28,323</b>	<b>20,643</b>	<b>24,429</b>	<b>17,828</b>	<b>24,716</b>	<b>84,495</b>	<b>104,488</b>	<b>188,983</b>
			<b>TOTAL DIRECT COSTS</b>	<b>170,000</b>	<b>80,000</b>	<b>170,000</b>	<b>80,000</b>	<b>170,000</b>	<b>80,000</b>	<b>170,000</b>	<b>80,000</b>	<b>680,000</b>	<b>319,999</b>	<b>1,000,000</b>
			<b>INDIRECT COSTS @ 8%</b>	<b>13,600</b>	<b>6,400</b>	<b>13,600</b>	<b>6,400</b>	<b>13,600</b>	<b>6,400</b>	<b>13,600</b>	<b>6,400</b>	<b>54,400</b>	<b>25,600</b>	<b>80,000</b>
			<b>TOTAL CONSORTIUM NRC</b>	<b>183,600</b>	<b>86,400</b>	<b>183,600</b>	<b>86,400</b>	<b>183,600</b>	<b>86,400</b>	<b>183,600</b>	<b>86,400</b>	<b>734,400</b>	<b>345,599</b>	<b>1,080,000</b>

**Cornell-Syracuse South Asia Consortium FLAS Budget  
Academic Years: 2018-2022**
**Comprehensive NRC/FLAS  
South Asia: Federal Fiscal Years 2018-2021**

<b>CORNELL-SYRACUSE CONSORTIUM FLAS BUDGET</b>	<b>CORNELL YEAR 1 2018-2019</b>	<b>SYRACUSE YEAR 1 2018 2019</b>	<b>CORNELL YEAR 2 2019-2020</b>	<b>SYRACUSE YEAR 2 2019-2020</b>	<b>CORNELL YEAR 3 2020 2021</b>	<b>SYRACUSE YEAR 3 2020 2021</b>	<b>CORNELL YEAR 4 2021-2022</b>	<b>SYRACUSE YEAR 4 2021- 2022</b>	<b>CORNELL SUB-TOTAL 2018-2022</b>	<b>SYRACUSE SUB-TOTAL 2018-2022</b>	<b>GRAND TOTAL 2018-2022</b>
<b>Academic Year Graduate Fellowships</b>											
<b>Cornell</b> 8 Institutional Payments @ \$18,000	144,000		144,000		144,000		144,000		576,000		576,000
<b>Cornell</b> 8 Subsistence Allowances @ \$15,000	120,000		120,000		120,000		120,000		480,000		480,000
<b>Syracuse</b> 6 Institutional Payments @ \$18,000		108,000		108,000		108,000		108,000		432,000	432,000
<b>Syracuse</b> 6 Subsistence Allowances @ \$15,000		90,000		90,000		90,000		90,000		360,000	360,000
<b>Academic Year Undergraduate Fellowships</b>											
<b>Syracuse</b> 2 Institutional Payments @ \$10,000		20,000		20,000		20,000		20,000		80,000	80,000
<b>Syracuse</b> 2 Subsistence Allowances @ \$5,000		10,000		10,000		10,000		10,000		40,000	40,000
<b>Summer Fellowships</b>											
<b>Cornell</b> 5 Institutional Payments @ \$5,000	25,000		25,000		25,000		25,000		100,000		100,000
<b>Cornell</b> 5 Subsistence Allowances @ \$2,500	12,500		12,500		12,500		12,500		50,000		50,000
<b>Syracuse</b> 4 Institutional Payments @ \$5,000		20,000		20,000		20,000		20,000		80,000	80,000
<b>Syracuse</b> 4 Subsistence Allowances @ \$2,500		10,000		10,000		10,000		10,000		40,000	40,000
<b>TOTAL FLAS FELLOWSHIPS</b>	<b>301,500</b>	<b>258,000</b>	<b>301,500</b>	<b>258,000</b>	<b>301,500</b>	<b>258,000</b>	<b>301,500</b>	<b>258,000</b>	<b>1,206,000</b>	<b>1,032,000</b>	<b>2,238,000</b>