

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 # P015A180127

Grants.gov Tracking#: GRANT12659937

OMB No. , Expiration Date:

Closing Date: Jun 25, 2018

PR/Award # P015A180127

****Table of Contents****

Form	Page
1. Application for Federal Assistance SF-424	e3
2. Standard Budget Sheet (ED 524)	e6
3. Assurances Non-Construction Programs (SF 424B)	e8
4. Disclosure Of Lobbying Activities (SF-LLL)	e10
5. ED GEPA427 Form	e11
Attachment - 1 (1235-CEERES-GEPA Statement 2018)	e12
6. Grants.gov Lobbying Form	e17
7. Dept of Education Supplemental Information for SF-424	e18
8. ED Abstract Narrative Form	e19
Attachment - 1 (1238-CEERES Abstract-Final)	e20
9. Project Narrative Form	e22
Attachment - 1 (1236-CEERES NRC-FLAS Narrative 2018 - FINAL)	e23
10. Other Narrative Form	e80
Attachment - 1 (1234-CEERES NRC-FLAS 2018 Appendices 2-5)	e81
11. Budget Narrative Form	e162
Attachment - 1 (1237-CEERES NRC-FLAS Budget and Justification-FINAL)	e163

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

Application for Federal Assistance SF-424

* 1. Type of Submission: <input type="checkbox"/> Preapplication <input checked="" type="checkbox"/> Application <input type="checkbox"/> Changed/Corrected Application	* 2. Type of Application: <input checked="" type="checkbox"/> New <input type="checkbox"/> Continuation <input type="checkbox"/> Revision	* If Revision, select appropriate letter(s): <input type="text"/> * Other (Specify): <input type="text"/>
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* 3. Date Received: <input type="text" value="06/25/2018"/>	4. Applicant Identifier: <input type="text"/>
--	--

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

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

* a. Legal Name: <input type="text" value="The University of Chicago"/>	
* b. Employer/Taxpayer Identification Number (EIN/TIN): <input type="text" value="36-2177139"/>	* c. Organizational DUNS: <input type="text" value="0054211360000"/>

d. Address:

* Street1: <input type="text" value="5801 South Ellis Avenue"/>
Street2: <input type="text"/>
* City: <input type="text" value="Chicago"/>
County/Parish: <input type="text" value="Cook"/>
* State: <input type="text" value="IL: Illinois"/>
Province: <input type="text"/>
* Country: <input type="text" value="USA: UNITED STATES"/>
* Zip / Postal Code: <input type="text" value="60637-5418"/>

e. Organizational Unit:

Department Name: <input type="text" value="CEERES"/>	Division Name: <input type="text" value="Division of the Humanities"/>
--	--

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

Prefix: <input type="text" value="Ms ."/>	* First Name: <input type="text" value="Emily"/>
Middle Name: <input type="text"/>	
* Last Name: <input type="text" value="Meyer"/>	
Suffix: <input type="text"/>	

Title: <input type="text" value="Grants and Contract, Pre-Award Manager"/>
--

Organizational Affiliation: <input type="text" value="University of Chicago"/>
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* Telephone Number: <input type="text" value="7737958012"/>	Fax Number: <input type="text"/>
---	----------------------------------

* Email: <input type="text" value="ejmeyer@uchicago.edu"/>
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Application for Federal Assistance SF-424

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

O: Private Institution of Higher Education

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

* Other (specify):

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

Department of Education

11. Catalog of Federal Domestic Assistance Number:

84.015

CFDA Title:

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

*** 12. Funding Opportunity Number:**

ED-GRANTS-052518-001

* Title:

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

13. Competition Identification Number:

84-015A2018-1

Title:

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

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

Add Attachment

Delete Attachment

View Attachment

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

The Center for East European and Russian/Eurasian Studies National Resource Center

Attach supporting documents as specified in agency instructions.

Add Attachments

Delete Attachments

View Attachments

Application for Federal Assistance SF-424

16. Congressional Districts Of:

* a. Applicant

* b. Program/Project

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

Add Attachment

Delete Attachment

View Attachment

17. Proposed Project:

* a. Start Date:

* b. End Date:

18. Estimated Funding (\$):

* a. Federal	<input type="text" value="525,333.02"/>
* 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="525,333.02"/>

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

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

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

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

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

Yes No

If "Yes", provide explanation and attach

Add Attachment

Delete Attachment

View Attachment

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

** I AGREE

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

Authorized Representative:

Prefix: * First Name:

Middle Name:

* Last Name:

Suffix:

* Title:

* Telephone Number: Fax Number:

* Email:

* Signature of Authorized Representative: * Date Signed:

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

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

Name of Institution/Organization

The University of Chicago

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	113,766.05	129,566.28	132,450.52	135,421.29		511,204.14
2. Fringe Benefits	20,292.30	21,389.95	22,001.41	22,631.21		86,314.87
3. Travel	14,750.00	20,250.00	20,250.00	20,250.00		75,500.00
4. Equipment						
5. Supplies	17,000.00	17,000.00	17,000.00	17,000.00		68,000.00
6. Contractual						
7. Construction						
8. Other	72,000.00	72,000.00	72,000.00	72,000.00		288,000.00
9. Total Direct Costs (lines 1-8)	237,808.35	260,206.23	263,701.93	267,302.50		1,029,019.01
10. Indirect Costs*	19,024.67	20,816.50	21,096.15	21,384.20		82,321.52
11. Training Stipends	268,500.00	268,500.00	268,500.00	268,500.00		1,074,000.00
12. Total Costs (lines 9-11)	525,333.02	549,522.73	553,298.08	557,186.70		2,185,340.53

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

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

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

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

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

Approving Federal agency: ED Other (please specify): Dept. of Health and Human Services

The Indirect Cost Rate is 62.00%.

(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 # P015A180127

Name of Institution/Organization The University of Chicago	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	0.00	0.00	0.00	0.00		0.00
2. Fringe Benefits	0.00	0.00	0.00	0.00		0.00
3. Travel	0.00	0.00	0.00	0.00		0.00
4. Equipment						
5. Supplies	0.00	0.00	0.00	0.00		0.00
6. Contractual						
7. Construction						
8. Other	0.00	0.00	0.00	0.00		0.00
9. Total Direct Costs (lines 1-8)	0.00	0.00	0.00	0.00		0.00
10. Indirect Costs	0.00	0.00	0.00	0.00		0.00
11. Training Stipends	0.00	0.00	0.00	0.00		0.00
12. Total Costs (lines 9-11)	0.00	0.00	0.00	0.00		0.00

SECTION C - BUDGET NARRATIVE (see instructions)

ED 524

ASSURANCES - NON-CONSTRUCTION PROGRAMS

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

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

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

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

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

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>Emily Meyer</p>	<p>TITLE</p> <p>Associate VP for Research Administration</p>
<p>APPLICANT ORGANIZATION</p> <p>The University of Chicago</p>	<p>DATE SUBMITTED</p> <p>06/25/2018</p>

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

DISCLOSURE OF LOBBYING ACTIVITIES

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

Approved by OMB
4040-0013

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

Prime SubAwardee

* Name:

* Street 1: Street 2:

* City: State: Zip:

Congressional District, if known:

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

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

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

10. a. Name and Address of Lobbying Registrant:

Prefix * First Name Middle Name

* Last Name Suffix

* Street 1 Street 2

* City State Zip

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

Prefix * First Name Middle Name

* Last Name Suffix

* Street 1 Street 2

* City State Zip

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

* Signature:

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

Title: Telephone No.: Date:

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

NOTICE TO ALL APPLICANTS

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

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

To Whom Does This Provision Apply?

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

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

What Does This Provision Require?

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

be discussed in connection with related topics in the application.

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

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

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

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

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

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

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

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

Estimated Burden Statement for GEPA Requirements

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

Optional - You may attach 1 file to this page.

1235-CEERES-GEPA Statement 2018.pdf

Add Attachment

Delete Attachment

View Attachment

Addendum
Information on Section 427 of GEPA

I. Equal Employment Opportunity and Affirmative Action

This statement is available on-line at:

<https://humanresources.uchicago.edu/fpg/policies/200/p201.shtml>

The University of Chicago Personnel Policy Guidelines

Subject: **Equal Employment Opportunity (EEO)**

Section: **U201**

Date: **February 2015, last updated 07/25/16**

Prior Version Date(s): **May 17, 2004; February 8, 2011; July 1, 2002; October 31, 1995; October 10, 1985**

PURPOSE:

To express the University's continuing practice of nondiscrimination in employment.

POLICY:

The University of Chicago provides equal employment opportunities to all employees, applicants, and job seekers, and is committed to making decisions using reasonable standards based on each individual's qualifications as they relate to a particular employment action (e.g., hiring, training, promotions). No person shall be discriminated against in employment or harassed because of race, color, religion, sex, sexual orientation, gender identity, national or ethnic origin, age, status as an individual with a physical or mental disability unrelated to ability, protected veteran status, military status, unfavorable discharge from military service, citizenship status, genetic information, marital status, parental status, ancestry, source of income, credit history, housing status, order of protection status, actual or perceived association with such a person or other classes protected by law. This policy includes the commitment to maintaining a work environment free from unlawful harassment.

Under this policy, no employee or applicant shall be subject to retaliation (including harassment, intimidation, threats, coercion or discrimination) because he/she has engaged, in good faith, in the following activities: (i) filing a complaint under this Policy with the University, or with federal, state or local equal employment opportunity agencies; (ii) assisting or participating in an investigation or other activity related to the administration of any federal, state or local equal employment opportunity or affirmative action law; (iii) opposing any act or practice prohibited by this Policy or federal, state or local equal employment opportunity or affirmative action law; or (iv) exercising any other right protected by federal, state or local equal employment opportunity or affirmative action law. Staff employees and applicants for staff jobs should immediately bring any complaint or retaliation under this Policy to the attention of Human Resources (Labor/Employee Relations) or the Affirmative Action Officer.

GUIDELINES:

1. This Policy applies to all terms, conditions, and privileges of employment including: recruitment, hiring, probationary period, training and development opportunities, job assignment, supervision, promotion or transfer, compensation, benefits, layoff and recall, termination, and retirement.
2. The Vice President for Operations & Chief Financial Officer (VP & CFO) is responsible for ensuring that University policies (including this Policy) regarding the fair and equitable treatment of staff employees are implemented.

3. The Affirmative Action Officer coordinates the University's compliance with and interpretation of this Policy and advises employees, supervisors, and managers about the policy as needed.
4. Department heads, managers, and supervisors have primary responsibility for ensuring that employment decisions and the work environment are in compliance with this policy. Their own work performance will be evaluated, in part, on the basis of their efforts and results in the area of EEO.
5. Staff employees who believe they have been discriminated against, harassed, or have knowledge of such conduct should discuss their concerns or bring any work-related concerns to their supervisor. However, a staff employee may elect to contact Human Resources (Labor/Employee Relations) or the Affirmative Action Officer. Every reasonable effort will be made to conduct a prompt investigation and to treat complaints impartially and confidentially with a view to arriving at fair resolutions. If an investigation leads to a determination that this Policy was violated, corrective action up to and including termination of employment will be taken.
6. The University will provide, upon request by a job seeker or an applicant, reasonable accommodations for a disability, to complete the application process.
7. In accordance with the Americans with Disabilities Act, the University shall provide upon request by an employee with a disability, reasonable accommodations for the employee when doing so will enable the employee to successfully perform the essential duties of the job. Staff employees should contact Human Resources (Labor/Employee Relations) to initiate the disability accommodation process.

*Employees represented by a union may be governed
by the appropriate bargaining unit agreement.*

In addition, the University has developed and is executing action-oriented programs consisting of the following:

1. The University of Chicago makes available Assistive Learning Devices for the hearing impaired at all events and functions
2. Annually informing its prime recruiting sources of its equal employment and affirmative action policies.
3. Identifying specialized recruiting sources for minorities and females and notifying those sources of the university's new hire needs and of the university's selection process.
4. Notifying the Illinois Department of Employment Security of all staff openings to be filled by outside hires.
5. Working with college and campus organizations to apprise potential minority and female candidates of job openings.
6. Establishing direct links with local schools with significant minority and female enrollment.
7. Maintaining a job posting program.
8. Sponsoring a tuition reimbursement program, open to all minority and women employees on a non-discriminatory basis.
9. Including minorities and women on its Human Resources staff.
10. Reviewing any new position descriptions, developed for open positions, to ensure they accurately reflect position functions.
11. Providing copies of position specifications for job openings to all recruiting sources.
12. Offering part-time employment opportunities and flexible work hours to improve employment opportunities for women and minorities.
13. Participating in various job fairs, including the following: Cook County Job Fair, Regional Minority Job Fair, Hispanic Alliance Career Exposition, Olive Harvey Spring Semester Job Fair, DeVry Institute Career Fairs, Operation Access Job Fair, Diversity Job Fair, Women for Hire, St.

Ailbe/Featherfist, Governors' State University Job Fair, Loyola Life Sciences Career Fair, Greater Midwest Sci/Tech Job Fair.

14. The University houses an **Office of Business Diversity**. The Office of Business Diversity works to create opportunities for minority- and women-owned businesses within professional services, construction, goods and other services. The Office's professional services symposium provides an opportunity for senior leaders at the University to network and build sustainable relationships with minority- and women-owned firms. This forum has resulted in groundbreaking and innovative relationships for the University. In addition to creating contract opportunities with minority- and women-owned businesses, the Office of Business Diversity also provides free workshops to our local south side of Chicago business owners. Through a collaborative undertaking with the University Law School Institute for Justice Clinic on Entrepreneurship, our distinguished professors, students, and alumni have facilitated several workshops about issues pertaining to marketing and financing, that typically draw an average of 40 local business owners. As a result of business diversity efforts, the University of Chicago is building partnerships and setting the standard for urban universities everywhere. More information is available at: <http://businessdiversity.uchicago.edu/>
15. **UChicago Local** is another indication of the University of Chicago's partnership with the community to create greater economic opportunity. Developed through the University of Chicago Office of Civic Engagement, UChicago Local is an initiative designed to support local businesses and job seekers in the neighborhoods around the University's campus. UChicago Local includes a variety of programs and tools, including a referral partnership (747 Collaborative), Chicago Jobs Council, non-profit Skills for Chicagoland's Future, and UChicago Local Workforce Conference, to help connect businesses and residents to opportunities at the University, the University of Chicago Medicine, and their vendor networks. A complete description is available at: <https://civicingagement.uchicago.edu/anchor/uchicago-local/>

II. Student Policies

A. Non-Discrimination in Admissions

From the University of Chicago Student Manual, <http://studentmanual.uchicago.edu>:

In keeping with its long-standing traditions and policies, the University of Chicago considers students, employees, applicants for admission or employment, and those seeking access to University programs on the basis of individual merit. The University does not discriminate on the basis of race, color, religion, sex, sexual orientation, gender identity, national or ethnic origin, age, status as an individual with a disability, protected veteran status, genetic information, or other protected classes as required by law (including Title IX of the Education Amendments of 1972). The University official responsible for coordinating compliance with this Notice of Nondiscrimination is Bridget Collier, Associate Provost and Director of the Office for Equal Opportunity Programs. Ms. Collier also serves as the University's Title IX Coordinator, Affirmative Action Officer, and Section 504/ADA Coordinator. You may contact Ms. Collier by emailing bcollier@uchicago.edu, by calling 773-702-5671, or by writing to Bridget Collier, Office of the Provost, The University of Chicago, 5801 S. Ellis Ave., Suite 510, Chicago, IL 60637.

B. Disability Accommodations

The University has implemented an extensive Disability Accommodation Protocol to support students with disabilities. The preamble to the protocol is included below. The complete protocol is published in the University of Chicago Student Manual: studentmanual.uchicago.edu.

To ensure the intellectual richness of research and education, the University of Chicago seeks to provide an environment conducive to learning, teaching, working, and conducting research that values the diversity of its community. The University strives to be supportive of the academic, personal and work related needs of each individual and is committed to facilitating the full participation of students with a disability in the life of the University.

Section 504 of the Rehabilitation Act (Section 504) and the Americans with Disabilities Act (ADA) prohibit colleges and universities that receive federal funding from discriminating against qualified students with disabilities in educational programs and activities. A "qualified student with a disability" is a disabled student who, with or without reasonable accommodation (e.g., architectural access, communication aids/services, or modifications to policies and practices) meets the University's academic and technical standards required for admission or participation in the University's educational programs or activities. The University is committed to complying with Section 504, the ADA and amendments.

III. Workplace and Academic Environment

The University of Chicago strives to maintain an environment free from discrimination, harassment, and sexual misconduct. The following is an excerpt from the University of Chicago's *Policy on Harassment, Discrimination and Sexual Misconduct*. In compliance with the Violence Against Women Reauthorization Act of 2013 ("VAWA") and the Clery Act, the University uses the State of Illinois Criminal Code's definitions of sexual assault and sexual abuse. The University incorporates the State's definitions of several other important terms, including domestic violence, dating violence, and stalking and recognizes that sexual assault, domestic violence, dating violence, and stalking are not gender-specific crimes. The complete statement, including definitions, prevention and education programs, and procedures for resolution of complaints, is available on-line at <https://humanresources.uchicago.edu/fpg/policies/600/p609.shtml>.

The University of Chicago is a community of scholars dedicated to research, academic excellence, and the pursuit and cultivation of learning. Members of the University community cannot thrive unless each is accepted as an autonomous individual and is treated without regard to characteristics irrelevant to participation in the life of the University. Freedom of expression is vital to our shared goal of the pursuit of knowledge and should not be restricted by a multitude of rules. At the same time, unlawful discrimination, including harassment, compromises the integrity of the University. The University is committed to taking necessary action to prevent, correct, and, where indicated, discipline unlawful discrimination. Sexual misconduct may violate the law, does violate the standards of our community, and is unacceptable at the University of Chicago. Sexual misconduct can be devastating to the person who experiences it directly and can adversely impact family, friends, and the larger community. Regardless of the definitions provided in this policy, people who believe they have experienced any sexual misconduct are encouraged to report the incident and to seek medical care and support as soon as possible.

Policy Basis and Application

This policy expresses the University's commitment to an environment free from discrimination, sexual harassment and other unlawful forms of harassment, sexual misconduct, sexual assault, domestic violence, dating violence, and stalking and conforms to legal requirements. It applies to students and other program participants, staff, postdoctoral researchers, faculty, and other academic appointees, volunteers, as well as to anyone on whom the University has formally conferred a title, regardless of employment status. The University provides education and prevention resources, offers numerous support services and referrals for anyone who has experienced unlawful harassment or one of these crimes, encourages and facilitates reporting,

which can assist prosecution, and is committed to disciplining anyone whom University procedure determines to have violated this policy. This policy applies to misconduct that occurs: (1) on University property; or (2) off University property, if: (a) the conduct occurred in connection with a University or University-sponsored or -recognized program or activity; or (b) the conduct has or reasonably may have the effect of creating a hostile educational or work environment for a member of the University community. For example, this policy applies to misconduct that occurs between students during an off-campus party in a private residence, during a University-sponsored study abroad program, or during research- or conference-based University-supported travel. Also, misconduct that occurs off-campus and involves an alleged student perpetrator and an unaffiliated complainant is subject to investigation and adjudication, although the circumstances may be such that the inquiry is limited to assessing whether the student poses a threat to campus safety.

Unlawful Discrimination and Harassment

This policy is the basis for the University's commitment to conform with the law in regard to nondiscrimination and maintaining a workplace free from sexual harassment and other unlawful forms of harassment. Discrimination based on factors irrelevant to admission, employment, or program participation violates the University's principles. In keeping with its long-standing traditions and policies, the University of Chicago considers students, employees, applicants for admission or employment, and those seeking access to programs on the basis of individual merit. The University does not discriminate on the basis of race, color, religion, sex, sexual orientation, gender identity, national or ethnic origin, age, status as an individual with a disability, protected veteran status, genetic information or other protected classes under the law. Such discrimination is unlawful. Harassment based on one of the factors listed above is verbal or physical conduct or conduct using technology that is so severe or pervasive that it has the purpose or effect of unreasonably interfering with an individual's work performance or educational program participation, or that creates an intimidating, hostile, or offensive work or educational environment. A person's subjective belief that behavior is intimidating, hostile, or offensive does not make that behavior harassment. The behavior must be objectively unreasonable. Expression occurring in an academic, educational or research context is considered a special case and is broadly protected by academic freedom. Such expression will not constitute harassment unless (in addition to satisfying the above definition) it is targeted at a specific person or persons, is abusive, and serves no bona fide academic purpose. Harassment includes same-sex harassment and peer harassment among students, staff, other academic appointees, postdoctoral researchers, faculty members, program participants, volunteers, and anyone on whom the University formally confers a title, regardless of employment status. Harassment by a faculty member, instructor, or teaching assistant of a student over whom the individual has authority, or by a supervisor of a subordinate, is particularly serious.

Sexual Misconduct

Sexual misconduct encompasses a range of conduct, from sexual assault (a criminal act that the U.S. Department of Education defines as a form of sexual harassment) to conduct such as unwanted touching or persistent unwelcome comments, e-mails, or pictures of an insulting or degrading sexual nature, which may constitute unlawful harassment, depending upon the specific circumstances and context in which the conduct occurs. For example, sexual advances, requests for sexual favors, or sexually-directed remarks or behavior constitute sexual harassment when (1) submission to or rejection of such conduct is made, explicitly or implicitly, a basis for an academic or employment decision, or a term or condition of either; or (2) such conduct directed against an individual persists despite its rejection.

CERTIFICATION REGARDING LOBBYING

Certification for Contracts, Grants, Loans, and Cooperative Agreements

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

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

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

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

Statement for Loan Guarantees and Loan Insurance

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

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

* APPLICANT'S ORGANIZATION The University of Chicago	
* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE	
Prefix: Mr.	* First Name: Michael Middle Name:
* Last Name: Ludwig	Suffix:
* Title: Associate VP for Research Administration	
* SIGNATURE: Emily Meyer	* DATE: 06/25/2018

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

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

1. Project Director:

Prefix:	First Name:	Middle Name:	Last Name:	Suffix:
Prof.	Susan		Gal	Ph. D.

Address:

Street1:	5836 S. Greenwood Ave.
Street2:	Haskell 237
City:	Chicago
County:	Cook
State:	IL: Illinois
Zip Code:	60637-5418
Country:	USA: UNITED STATES

Phone Number (give area code)	Fax Number (give area code)
7737022551	

Email Address:

s-gal@uchicago.edu

2. Novice Applicant:

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

Yes No Not applicable to this program

3. Human Subjects Research:

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

Yes No

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

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

No Provide Assurance #, if available:

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

	Add Attachment	Delete Attachment	View Attachment
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Abstract

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

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

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

You may now Close the Form

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

* Attachment:

ABSTRACT

The University of Chicago (UC) has been providing instruction in disciplines of the CEERES region continuously since 1903, when courses in Russian language and area studies were begun. During World War II, UC was a center for Russian language training for the Army, using the oral-aural method (precursor of the OPI approach), which was developed here. UC first received funds under Title VI of the NDEA in 1959, when it was awarded 8 fellowships in Russian Area Studies. The center now known as CEERES has been in existence since 1965, and it continues to coordinate instruction and facilitate research about Russia/Eurasia and Eastern/Central Europe, including the Baltic States, the Balkans, the Caucasus, and Central Asia. We have 71 affiliated faculty members (52 core faculty) teaching and conducting research in our area and are supported by one of the best libraries for that purpose in the country, with CEERES area holdings of approximately 707,600 volumes.

UC has a broad range of less commonly taught language (LCTL) courses: Armenian, Bosnian/Croatian/Serbian, Greek (all periods), Kazakh, Persian, Polish, Russian, Turkish (Modern and Ottoman), and Yiddish are offered annually; Old Church Slavonic, Bulgarian, Uzbek, and Czech are taught at least every 4th year. Azeri, Chagatay, and Tajik are available on demand. Through the Committee on Institutional Cooperation (CIC) CourseShare initiative our students have also had the opportunity to take courses remotely in other CEERES languages at the fourteen Big Ten schools.

Students focusing on the CEERES region can earn a BA, MA, MA/MBA joint degree, or PhD. In the past 3 years, UC has granted 61 PhDs and 139 MAs in our area. UC continues to excel in teacher training: at least 51 of the PhDs and 19 of the MAs are now in college and university teaching, 1 PhD and 4 MAs in secondary teaching, all training the government officials and academic professionals of the future.

CEERES fosters a community of faculty and students from our campus and others in the city, state, and nation, including K-12 educators and administrators, cultural organizations throughout Chicago and the Midwest, and the general public. The size and diversity of Chicago give us a constituency that represents a significant national percentage of educators, learners, and ethnic communities. We are able to draw on significant local resources to create collaborative projects. We can include large communities of students and educators in underserved populations owing to Chicago's demographics.

The Center requests support for instruction in CEERES area languages and disciplines and for hosting workshops, speakers, conferences, and outreach activities. Also crucial are FLAS Fellowships for students who pursue language and area studies in nationally needed fields and who plan careers in teaching, research, and government service.

In the next 4 years CEERES will focus on the teaching of languages and assessing the proficiency of our students. Additionally, we will focus on evaluating the impact of our programs, making resources accessible to K-12, CC and MSI educators, and expanding the international dimensions of teacher training opportunities on campus. We will continue our partnership with the Chicago Language Center (CLC) to develop shared programming related to

curriculum design and assessment, with a focus on training UC lecturers, language assistants, and foreign language instructors from City Colleges of Chicago (CCC) and other local schools. We will continue to expand and deepen our partnership with CCC and other MSIs to provide an enhanced range of global and CEERES curricular resources to teachers and students through faculty course development funds, co- and extra-curricular cultural events, and program evaluation for international curricular components to support human diversity course requirements and accreditation needs. We will survey our alumni regularly to assess how they are using their language and area expertise. In close cooperation with our CEERES Associates, the Chicago Public Schools' Language and Cultural Education Office, and the City Colleges of Chicago we will provide training and networking opportunities for UC, K-12, and community college educators. In partnership with other UC NRCs we will continue to provide curricular development workshops, which will enable educators to add and enhance international components in their curricula. We will work the Chicago Center for Teaching (CCT), UChicago Career Advancement, The University of Chicago Urban Teacher Education Program (UTEP) and other campus units to bring international dimensions into the training and preparation of future teachers.

Project Narrative File(s)

* **Mandatory Project Narrative File Filename:**

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FY 2018 PROFILE FORM

NATIONAL RESOURCE CENTERS | CFDA 84.015A

FOREIGN LANGUAGE AND AREA STUDIES FELLOWSHIPS | CFDA 84.015B

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

Type of Application (check all that apply)

- Comprehensive National Resource Center
- Undergraduate National Resource Center
- Foreign Language and Area Studies Fellowships

Federal Funds Requested

NRC Request

Year 1: _ \$256,833.02 _ Year 2: _ \$281,022.73 _ Year 3: _ \$284,798.08 Year 4: _ \$288,686.70 _

FLAS Request

Year 1: _ \$268,500 _ Year 2: _ \$268,500 _ Year 3: _ \$268,500 _ Year 4: _ \$268,500

Type of Applicant

- Single institution ___ The University of Chicago _____

Consortium of institutions

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

NRC (Center, Institute, Program) Focus

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

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

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

Armenian, Bosnian/Croatian/Serbian, Kazakh, Polish, Russian, Turkish, and Uzbek

Information to Meet National Resource Center Absolute Priority 1:

1. Diverse Perspectives and Wide Range of Views in Funded Activities

The University of Chicago regularly reflects on and reaffirms its commitment to diversity, as evidenced most recently by a 2015 Report by the University of Chicago's Committee on Free Expression which declares that:

“the University’s fundamental commitment is to the principle that debate or deliberation may not be suppressed...It is for the individual members of the University community...to make those judgments for themselves, and to act on those judgments... by openly and vigorously contesting the ideas that they oppose. Indeed, fostering the ability of members of the University community to engage in such debate and deliberation in an effective and responsible manner is an essential part of the University’s educational mission.”

CEERES takes this commitment seriously. Our funded activities represent broad ranges of perspectives on national and international issues, and, equally important, our audiences are also highly diverse. 89.8% of Chicago Public Schools’ students are from minority backgrounds and CEERES continues to increase our involvement with this audience through our funded activities. Collaborative programming with the City Colleges of Chicago gives us the potential to impact over 120,000 students each year, 84% of whom represent minority populations. CEERES can thus be said not merely to reflect diverse perspectives but to bring new perspectives to diversity. Chicago is home to eight consulates of countries in the CEERES region as well as diaspora populations from those countries and many others. We maintain vibrant and cordial relations with all of them despite their many political and social differences, and we are inclusive of them in our programming. In our academic programming, rather than rehearse scholarship from previous decades, CEERES conferences and workshops reflect the fact that it is important to question assumptions (and the scholarship based on them) in order to highlight new perspectives and stimulate constructive debate. Toward this objective, our programs accommodate both informal discussions and formal presentations. The topics and those invited to address them are intended to prompt new thinking and promote vibrant exchange rather than shore up established positions or consolidate accepted views.

Bringing together younger and senior scholars, as well as practitioners from North America, Europe, and Asia, CEERES affords a breadth of viewpoints and an exchange of perspectives that can lead to genuinely new knowledge. If CEERES is funded in this next round, it will continue to build on past successes and seek new means of strengthening our already strong record in diverse perspectives.

2. Government Service in Areas of National Need

CEERES' primary means of meeting national needs in government service is by training the educators who will train the civil servants of the future, although some of our graduates go directly into careers in government, and there are resources on campus oriented precisely toward careers in government service. The same holds true for business and non-profit sectors. With regard to the specific areas of national need, CEERES supports 18 of the languages designated as priorities by USED through funding their teaching and/or study (including administering FLAS grants), the University supports their teaching and/or CEERES faculty, affiliates, and/or students use them in their research, teaching, and/or publishing. The languages are: Armenian, Azeri, Bosnian, Bulgarian, Croatian, Kazakh, Kyrgyz, Mongolian, Persian, Polish, Romanian, Russian, Serbian, Tajik, Turkish, Turkmen, Ukrainian, and Uzbek. The breadth and intensity of languages taught at the University of Chicago ensures that many undergraduates, master's, and doctoral students attain advanced proficiency in these priority languages. CEERES facilitates interdisciplinary training and scholarship by working with faculty and students in fields such as anthropology, history, political science, public policy, and law. Students in all programs earn prestigious fellowships such as Fulbright, Boren (leads to government service careers), Fulbright-Hays Doctoral Dissertation Research Abroad, and the Critical Language Scholarship Program (U.S. Department of State). CEERES works extensively with two CPS high schools at which two years of Russian instruction is mandatory for all students.

CEERES also supports education in two areas of national need: Russia/East Europe (including the Caucasus) and Central Asia. The Department of Defense specifically recommends the development of more language and regional study programs for Central Asia, an area which has become a strength of study and research at the University in recent years. We also have faculty who are experts on the Caucasus Region, one of the areas identified as a national need. The Department of Defense "strongly supports the national effort to create a cadre of U.S. citizens with advanced, professional-level skills in languages and cultures that are critical to our national security." Of the languages in which they hope to develop more capability are four supported by CEERES: Azeri, Russian, Turkish, and Uzbek. CEERES supports 8 languages designated by the State Department as priorities: Azeri, Kazakh, Kyrgyz, Russian, Tajik, Turkish, Turkmen, and Uzbek. CEERES also supports six languages that USAID has designated as priorities: Armenian, Azeri, Russian, Serbo-Croatian, Turkish, and Ukrainian. CEERES is a hub for training many of our nation's experts in our region's languages and cultures. Being "the teacher of teachers" means that we have the multiplier effect: even though many of our alumni are not employed directly by the federal government, they are the teachers and mentors and consultants for the experts within our government.

ACRONYMS AND ABBREVIATIONS LIST

ARCA – Academic Reading Comprehension Assessment
APC – Advanced Language Proficiency Certificate
AATSEEL – American Association of Teachers of Slavic and East European Languages
ABE – Application for Benefits Eligibility
ACASA – Archives of Czechs and Slovaks Abroad
ACLS – American Council of Learned Societies
ACTFL – American Council on the Teaching of Foreign Languages
ACTR – American Councils for International Education
Anthro – Anthropology
ARL - Association of Research Libraries
Art Hist – Art History
ASEEES – Association of Slavic, East European and Eurasian Studies
ASU-CLI – Arizona State University Critical Languages Institute
AV – Audio/Visual
AY – Academic Year
BCS – Bosnian/Croatian/Serbian
CAS – Council on Advanced Studies
CC – community college
CCC – City Colleges of Chicago
CCJS – Joyce Z. and Jacob Greenberg Center for Jewish Studies
CEAS – Center for East Asian Studies
CEERES – Center for East European and Russian/Eurasian Studies
CEMSE – Center for Elementary Mathematics and Science Education
CCES – Committee on Central Eurasian Studies
CCT – The Chicago Center for Teaching
CEU – Central European University
CHD – Comparative Human Development
CIR – Committee on International Relations
CISSR – The Center for International Social Science Research
CLC – Chicago Language Center
CLAS – Center for Latin American Studies
CLIR - Committee on Libraries & Information Resources
CLS – Chicago Linguistic Society
CMES – Center for Middle Eastern Studies
CMS – Cinema and Media Studies
Comp Lit – Comparative Literature
CPS – Chicago Public Schools
CRL - Center for Research Libraries
CSGS – Center for Sexuality and Gender Studies
CSRPC – Center for the Study of Race, Politics and Culture
Dept – Department
DoD – Department of Defense
DGS –Director of Graduate Studies
EALC – East Asian Languages & Civilizations

ESL – English as a Second Language
EU – European Union
ex-YU former Yugoslavia
FAFSA – Free Application for Federal Student Aid
FLAS – Foreign Language and Area Studies
FNDL – Fundamentals (an interdisciplinary UG major)
FSC – Film Studies Center
FSU – Former Soviet Union
FTE – Full Time Equivalency
GAI – Graduate Aid Initiative
GED – General Education Development Test
GEPA – General Education Provisions Act
HD – Humanities Division
HR – Human Resources
IAS – International and Area Studies
IB – International Baccalaureate
IFLE – International and Foreign Language Education
IH – International House
IIE – Institute of International Education
ILL - Inter-Library Loan
IOP – Institute of Politics
IRB – Institutional Review Board
IREX – International Research & Exchanges Board
IRIS – International Resource Information System
ITS – Information Technology Services
L&L – Languages & Literatures
LPII – Language Pedagogy Innovation Initiative
LBC – Local Business Center
LCTL – Less Commonly Taught Language
LGBTQ – Lesbian, Gay, Bi-Sexual, Transgender, Queer
MAPH – Master of Arts Program in the Humanities
MAPSS – Master of Arts Program in the Social Sciences
MEHAT – Middle Eastern History and Theory Workshop
MAT – Master of Arts in Teaching
MEW – Transnational Approaches to Modern Europe Workshop
MSI – Minority Serving Institution
NCEEER – National Council for Eurasian and East European Research
NDEA – National Defense Education Act
NEH – National Endowment for the Humanities
NEIU – Northeast Illinois University
NGO – Non-Governmental Organization
NELC – Near Eastern Languages & Civilizations
NIU – Northern Illinois University
NORC – National Opinion Research Center
NRC – National Resource Center
NSF – National Science Foundation

NSP – Neighborhood Schools Program
NWU – Northwestern University
OCS – Old Church Slavonic
OLA – Office of Language Assessment
OI – Oriental Institute
OPI – Oral Proficiency Interview
PPC – Practical Language Proficiency Certificate
PCCR – The Pulitzer Center on Crisis Reporting
PD – Professional Development
PI – Principal Investigator
Poli Sci – Politics Science
REES – Russian and East European Studies
SEELRC – Slavic and East European Language Resource Center
SIE – Summer Institute for Educators
SLI – Summer Language Institute
SSA – Social Services Administration
SSD – Social Sciences Division
SSRC – Social Sciences Research Council
UC-Woodlawn – University of Chicago Charter School, Woodlawn Campus
UEI – Urban Education Institute
UG – undergraduate
UIC – University of Illinois at Chicago
UIMA – Ukrainian Institute of Modern Art
UIUC – University of Illinois at Urbana-Champaign
UC – The University of Chicago
USED – U.S. Department of Education
UTEP – Urban Teacher Education Program

TABLE OF CONTENTS

I. FORMS, CERTIFICATIONS, AND ASSURANCES

Application for Federal Assistance, SF-424	[unnumbered]
Budget Information Form, ED-524, Section A.....	[unnumbered]
Assurances – Non-Construction Programs, SF-424B.....	[unnumbered]
Grants.gov Certification Regarding Lobbying	[unnumbered]
Disclosure of Lobbying Activities, SF-LLL.....	[unnumbered]
General Education Provisions Act (GEPA) Section 427 Statement.....	[unnumbered]
U.S. Department of Education Supplemental Information for SF-424	[unnumbered]
Abstract.....	[unnumbered]

II. PROJECT DESCRIPTION

NRC/FLAS Applicant FY 2018 Profile Form	i
Information to Meet NRC Absolute Priority 1	
<i>Diverse Perspectives and Wide Range of Views in Funded Activities</i>	ii
<i>Gov. Service in Areas of Nat’l Need and in Other Employment Sectors</i>	iii
Acronyms and Abbreviations	iv
Table of Contents	vii
Project Narrative	
§A. <i>Program Planning and Budget</i>	1
§B. <i>Quality of Staff Resources</i>	6
§C. <i>Impact and Evaluation</i>	9
§D. <i>Commitment to Subject Area</i>	17
§E. <i>Strength of The Library</i>	20
§F. <i>Quality of Non-Language Instructional Program</i>	25
§G. <i>Quality of Language Instructional Program</i>	29
§H. <i>Quality of Curriculum Design</i>	34
§I. <i>Outreach Activities</i>	38
§J. <i>FLAS Awardee Selection Procedures</i>	46
§K. <i>Competitive Priorities</i>	47

III. APPENDICES

Appendix 1 – Budget	
<i>Itemized NRC and FLAS Budget</i>	App. 1-1
<i>Budget Narrative</i>	App. 1-5
Appendix 2 – Course List and Enrollments	App. 2-1
Appendix 3 – Curriculum Vitae Profiles and Position Descriptions	App. 3-1
Appendix 4 – Performance Measure Forms (PMFs)	App. 4-1
Appendix 5 – Letters of Support	App. 5-1

§A. PROGRAM PLANNING AND BUDGET

§A.1. Quality and Purpose of Programing. CEERES requests USED funding to build on Chicago's strengths in meeting and anticipating new global challenges and to respond to USED priorities and the national need for international experts and foreign language expertise.

Language Instruction. Our language instruction is first-rate and covers a wide array of languages. There were 58 modern and ancient languages taught on our campus during this grant cycle; 14 are languages of the CEERES region. USED funds (\$5,795 or 2% of our total budget) will go to continued support of BCS and in collaboration with CMES, we will continue to support Turkish and Central Asian Turkic languages, such as Kazakh and Uzbek. We will also collaborate with the CLC on their Language Pedagogy Innovation Initiative (LPII) which will use language assessment to spur innovation in language pedagogy and build a solid foundation for language teaching and testing practices across UC. We will continue to support summer language consortia which complement and enhance languages that we offer during the academic year. *Area Instruction.* USED funds (\$54,157 or 21% of our budget) will strengthen CEERES areas studies at UC. These funds will continue our support for a full-time Balkan and South Slavic literature lecturer. In addition, we will fund regionally relevant content courses, approved by the CEERES Executive Committee, presented by visiting lecturers or developed by advanced graduate students. CEERES will also continue to support speaker series, CAS workshops, and other UC programs by co-sponsoring lectures. *Library.* Collecting in South Slavic and the Balkans remains the biggest challenge to CEERES collection building at the Library due to the complexity and expense in obtaining western Balkan materials, especially backlogs. Title VI funding (\$10,000 per year or 4% of our budget) will be especially helpful in enabling consistent coverage in these collections. *Teacher Training.* All the requested USED funds will be used to

fulfill the Absolute Priority of activities that directly promote teacher training. Moreover, \$23,000 per year (9% of our budget) of USED funding will complement institutional support for teachers and enhance area studies curriculum (funding for area courses, teacher training workshops, and development awards for UC and MSI/CC faculty); seminars and workshops geared toward professionalization of current and future educators; workshops on language pedagogy, OPI testing, and assessing levels of proficiency; and an annual summer institute for teachers on themes of important current events. We will collaborate with campus units (CLC, CCT, UChicago Career Advancement, CAS) to add internationally-focused themes to their robust teacher training and professionalization resources. Our partnership with CCC and our expanded network of MSI/CC educators will increase foreign language training and internationally focused curricula for students in underserved populations across the city and state. Other outreach and programming endeavors. Table 1 lists the major outreach and programming initiatives for 2018-2022 with brief descriptions. CEERES's programming theme for this cycle, "Minorities in Danger," links many of these initiatives and bridges CEERES's collaborations with UC units and NRCs at other universities. These events aim to direct scholarship toward under-investigated topics and to encourage novel and interdisciplinary approaches to established research areas. We request \$33,500 per year (11% of our USED budget)—to be supplemented by funds from other UC units, NRCs, and community organizations—to expand our outreach initiatives. Cooperation with the Smart Museum, FSC, local cultural organizations, and consulates will yield programming that appeals to the general public. All events will be widely advertised, open to the public, and accessible to persons with disabilities. Evaluation. We request \$6,500 per year (3% of our total USED budget) to work with Outlier on a collaborative evaluation plan (see §C.4) with the other area centers at UC.

Table 1. Programming Initiatives AYs 18-22	
Title	Collaborators
Russia and the World (Hillis)	Comp Lit, History, NELC, Slavic
Sexual Violence in Kosovo - Documentary Film Series** (Ilieva)	Slavic
Andrei Tarkovsky - Film Series	DOC
Milos Forman Retrospective - Film Series	Slavic, DOC
Lecture by Prof. Kirshenblatt-Gimblett (Invited by Shallcross)	Slavic, Jewish Studies, Smart Museum, Anthro, History
Disability in the Global East** (Raikhel) Goal: Organize a conference on the issues of disability in East Europe/Russia/Eurasia region.	CEAS*, CHD, EALC, SSA
Transnational Approaches to Modern Europe Workshop (Gilburd, Hillis, Zahra)	History
Living the Good Life? Language Vitality, Urbanization, and Well-Being in Eurasia** (Grenoble) Goal: examine the effects of urbanization in Russia on language shift, well-being, and climate change.	Linguistics
Race in the Former Soviet Union** (Feldman) Goal: Engage Soviet culture studies with critical race theory as well as take up the history of the civil rights movement in relation to Soviet anti-imperial discourse.	Comp Lit, Slavic, CSRPC
Distinguished Lecture Series with UIUC (CEERES and REEEC) Goal: To collaborate on speakers that can visit both campuses; the two NRCs would be able to combine resources and lessen the cost for each campus.	UIUC REEEC, additional centers or departments on each campus
The Rise and Fall of the Marxist Academy: The Production Of Knowledge Under and After Socialism (Nickell)	Stevanovich, Slavic
The New Film History in Russia and Eastern Europe (Bird)	FSC, CMS, Franke
Symbolism West and East (Bird) Goal: Gather an international group of specialists in various media to revisit Symbolism.	Franke, CMS, Comp Lit, Slavic
Nihilism (Bird) Goal: Reexamine the concept of nihilism on the 100th anniversary of the publication of <i>Demons</i> by Fyodor Dostoevsky	Franke, Slavic, Comp Lit, Social Thought, Philosophy, Poli Sci
Russian History Kruzok (Gilburd, Hillis)	History, Loyola, Columbia
Minorities in Danger in East/Central Europe** (Gal)	Anthro
Silk Road Lecture Series (Woods)	CEAS*, CMES*, CCES
Family and Gender Issues in Central/East Europe** (Gal)	Anthro, CSGS
Examining the Czech Centennial (Sternstein)	Slavic, History
Film Screening: Jan Švankmajer's <i>Insects</i>	Slavic, FSC
Film Screening: <i>Oddsockeaters</i>	Slavic, FSC
Puppet workshop with Galina Miklínová (Cajkova) Goal: Miklínová (Czech illustrator and animator) will lead a workshop for children on making sock puppets. Would be held in connection with the screening of <i>Oddsockeaters</i> .	Slavic

*denotes other NRCs, **denotes events that are part of “Minorities in Danger” programming theme

These funds will support evaluation of UC graduate students’ language abilities through the CLC’s Practical and Advanced Proficiency tests and making OPI assessment accessible for graduate students.

§A.2 Time line, strengthening of program, effective use of resources. Table 1 and our budget narrative (App. 1) give implementation and evaluation plans for the programming described in the narrative and §C lists our program objectives, outcomes, and measures for assessing our progress and impact. UC's efficient use of its resources is reflected in the productivity of the area centers with minimal staffing and superb collaboration with other units across campus.

CEERES's Associate Director and Outreach Coordinator, whose salaries are partially funded by USED funds, successfully administer the array of activities set forth in this narrative with oversight from the center's Director. Increased effectiveness comes from collaboration among area centers in addressing language instruction needs, curriculum development, and coordinated outreach endeavors and evaluation. Cooperation is facilitated through regular meetings of Associate Directors and Outreach Coordinators, a shared business manager in the SSD Local Business Center, and UChicagoGRAD, which helps coordinate FLAS administration.

§A.3 Cost in Relation to Objectives. CEERES stretches USED funds with support from other sources. The current ratio of UC support for CEERES area studies to our Title VI request is more than 30:1. Programs are developed in cooperation with other units, campus-wide organizations, and other universities. UC's curriculum is remarkable for its commitment to language and area instruction. The significant number of PhD degrees conferred on our concentrators (61 in 2014-17) with a placement rate of 89% (Table 2) demonstrates that our resources are effectively spent on preparing the next generation of CEERES-focused educators and professionals.

§A.4 Long-term impact on UG, graduate, and professional programs We expect to 1) enhance our already strong language offerings and develop more models for assessing language proficiencies; 2) strengthen instruction in all CEERES languages and cultures; 3) continue to expand teacher training programs and cooperative outreach in Chicago's K-12 and post-

Table 2. PhD Placements AYs 14-17			
Dept.	Employment	Dept.	Employment
Anthro.	Truman State U.	History	U. Chicago
Anthro.	Harvard	Jewish Stud.	St. Xavier U.
Anthro.	Stanford	Law	US Court of Appeals
Anthro.	Stanford	Law	McDermott Will & Emery
Anthro.	Columbia University	Law	Open Society Foundations
Anthro.	Stanford	Music	Law Student
Art Hist.	Amherst College	NELC	U. of Colorado, Boulder
Art Hist.	UT Dallas	NELC	Istanbul Medeniyet U.
Art Hist.	U. of Amsterdam	NELC	Bahcesehir U.
Art Hist.	Law student	NELC	Oxford U.
Art Hist.	Private Sector	NELC	U. of Washington
Chem.	MIT	NELC	North Central College
CMS	U. of Warwick	NELC	Harvard
Classics	Northwestern U.	NELC	Harvard
Comp Lit	Tempe Prep. Acad. HS	NELC	Bogazici U.
Divinity	Brite Divinity School	NELC	Central European U.
Germanic	U. of Arizona	NELC	Salisbury U.
History	Kennan Institute	NELC	Columbia U.
History	Wayne State U.	NELC	Yale
History	Missouri State U.	Poli Sci	Bahcesehir U.
History	Reed College	Poli Sci	UW Madison
History	Northwestern U.	Romance	U. Chicago
History	Tsinghua U.	Slavic	Mercyhurst U.
History	Notre Dame U.	Slavic	UC Berkeley
History	Florida International U.	Slavic/CMS	St. Louis U.
History	Independent Scholar	Social Tht.	Louisiana State U.
History	U. of Tuebingen	Sociology	US Holocaust Memorial Museum
7 placements unknown			

secondary schools, with continued and expanded collaboration with CCC; 4) provide access to resources for those educators to network with internationally-focused colleagues, attend professional development workshops, and build international curricula; and 5) train qualified experts in our region. We will build on the strengths created by new faculty hires for increased area coverage and interdepartmental cooperation. Programming

initiatives were all solicited from current faculty, who will work directly with CEERES on their implementation. CEERES will support new courses, visiting scholars, collaborative and interdisciplinary events, and develop a wide variety of outreach activities such as public lectures, workshops, conferences, exhibits, and films for the large, diverse populations on our campus and

in the global city of Chicago. The input of our Executive Committee, regular communication with our affiliated faculty and students, UC units, and community members, as well as our rigorous evaluation plan, will ensure our responsiveness to interests and needs and the effective impact of our programming.

§B. QUALITY OF STAFF RESOURCES

§B.1 Quality of faculty and staff. Measures of academic success such as publications, research fellowships, and other honors demonstrate the national and international recognition of CEERES faculty. Among our current active faculty, CEERES has 4 Guggenheim fellows (Bohlman, Gal, Grenoble, Ptaszynska) and 2 Macarthur Fellows (Fleischer, Zahra). In the past 5 years our faculty have received grants from ACLS, ACTR/ACCELS, Fulbright-Hays, IREX, NCEEER, NEH, NSF, SSRC, and several foundations (Fromm, Guggenheim, Loeb Classical Library, Macarthur, and Mellon). 10 are members of the American Academy of Arts and Sciences (Bohlman, Fleischer, Gal, Ginsburg, Grenoble, Mearsheimer, Mendes-Flohr, Posner, Vishny, Zahra). Bohlman is a fellow of the British Academy and Tsivian is a member of the Latvian Academy of Sciences. Gal received the Arany János Award for Lifetime Achievement in Scholarship, Hungarian Academy of Sciences (2016). June Farris is the first librarian to be honored by the Association of Women in Slavic Studies with its annual Outstanding Achievement Award (2012). 5 CEERES faculty members have received UC's Graduate Teaching Award, and 9 have received Quantrell Awards, the nation's oldest prize for UG teaching. Of the 71 faculty members who work on the CEERES region, 52 are "core" faculty who devote at least 30% of their time to the region. They cover 12 disciplines in the humanities, 6 in the social and natural sciences, and 8 professional schools and institutes, with expertise in almost every country and region of the CEERES area. Among these faculty, 26 are tenured, 17

are full professors, 9 hold named chairs; 11 are serving or have served as department chairs (and 5 as Center Directors); 3 serve or have served as Deans (College, GSB, Dep. Dean for Languages); 1 is currently Vice Provost for Academic Affairs; more than 20 serve on the editorial boards of prestigious publications, and more than 10 hold professional positions in national and international organizations.

Professional Development Opportunities. Funding is available for conference travel, the development of new courses or pedagogical resources, and research from individual departments, the Divisions, the Provost's Office, CCT, and CLC. The Women's Board, the Franke Institute for the Humanities, the Lichtstern Fund, Chicago Studies Course Connections, the Institute of Politics, the Neubauer Collegium, and UChicago Arts Grants all support conferences, lectures, invited speakers, and other international or cultural activities. CCT and CLC, along with HR Training and Development and ITS, also provide training sessions and individual consultation on diversity, technology, teaching and learning, workplace skills, and university libraries. UC is increasing the number of online tutorials and webinars for training. The majority of these resources are available to staff and student instructors as well as faculty. CEERES Title VI funds have been used to defray faculty travel to conferences (and in the upcoming cycle we plan to formalize this funding opportunity for language faculty), for the development of new courses and innovative pedagogical materials, and to fund teacher training workshops on language pedagogy and other international topics.

Time devoted to teaching, supervision and advising of students. UC faculty spend about 18-24 hours per week on teaching/grading/preparation, and an additional 10-15 hours per week supervising and advising students. Our faculty serve not only as advisors and readers for BA papers, MA theses, and doctoral dissertations, but many also serve as UG and graduate advisors

for departments, curricula, and committees. In addition, CEERES faculty are active in supporting graduate workshops and conferences and 9 serve as faculty sponsors for CAS workshops.

§B.2 Center Oversight, Administration, and Oversight. A six-member Executive Committee, chaired by the Center Director (Gal), oversees the Center; the other members are Raikhel (Comparative Human Development), Grenoble (Linguistics), Zahra (History), Nickell (Slavic) and the Associate Director (Peters). Hillis (History) will join the Executive Committee in 2018-19. There is close collaboration with departments with which we co-sponsor events and frequent communication and consultation among the area centers' staff through regular meetings of the Associate Directors.

The administrative and outreach staffing of CEERES consists of the Director (Gal); the Associate Director (Peters); the Outreach Coordinator (Weflen); and 1 student assistant. Gal has extensive administrative experience as department chair, director and founding member of several centers, and on advisory boards and Executive Committees of many professional organizations. Peters has three years of experience coordinating projects and managing outreach at CEERES as Outreach Coordinator and Associate Director. She also has a PhD in Slavic L&L. Weflen has an MA in Philosophy and extensive experience in graphic design, editing, and event-planning. Our student assistants are hired based on their interest in the CEERES region and their technological skills. They help with publicity, communications, and the development of websites and online audio-visual materials. The SSD LBC provides extensive support to the area centers in proposal development, grant management, accounts management, procurement, and human resources. We also coordinate extensively with staff in UChicagoGRAD to administer FLAS awards. CEERES works with the other NRCs on campus to coordinate and share the logistical responsibilities for outreach endeavors, data collection, and analysis of evaluation results. This

cooperation among university offices streamlines many administrative tasks and allows us to accomplish our goals with a small CEERES staff.

§B.3 Nondiscriminatory Employment Practices. UC has a long-standing policy of affirmative action and equal opportunity for employment, forbidding discrimination on the basis of race, color, religion, sex, sexual orientation, national or ethnic origin, age, disability or veteran status, enforced by several offices under The Office of the Vice Provost for Academic Leadership Advancement and Diversity. This office oversees, cultivates, and maintains momentum in attracting a truly representative body of faculty and students, and creates an environment that is welcoming of all individuals. Our campus community seeks to recruit employees from diverse backgrounds, makes current employees aware of opportunities for training and advancement, and involves all staff in improving the climate of the University (see also §C.3). CEERES staff and affiliated faculty reflect these diversity goals and we actively recruit applicants from underrepresented groups to campus employment.

§C. IMPACT AND EVALUATION

§C.1. Enrollments, graduate placements, participation rates, usage. As can be seen in Table 2, UC has placed 51 PhDs with CEERES training in higher education and in 6 non-profit/profit professions, including one that is serving as a Clerk in the US Court of Appeals. The success of CEERES-focused grad students in competitive fellowships (Wenner-Gren, Boren, Fulbright-Hayes, SSRC, NSF) is a measure of the impact of UC's training in the CEERES region. Of the 471 BA majors and minors in 2014-2017, 288 (61%) went directly on to graduate or professional schools and 128 (32%) secured employment prior to graduation in education, the federal government, non- or for-profit organizations. Recent BAs have also earned Fulbright awards to

conduct research in the CEERES region (Lithuania, Poland, Romania, Russia) prior to entering graduate school or the work force.

§C.2. National Need and Dissemination of Information. The CEERES region is present in the news daily. Whether it is a question of Russian interference in the 2016 election, the annexations of Crimea, the rise of far-right populism in East Central Europe, or the attacks against democratic institutions, there is an ever-growing need for expertise about these issues and access by the general public to credible and appropriately contextualized information. Our faculty, students, and alumni are responding in a multi-faceted way to national needs. For example, a CEERES FLAS recipient was in Budapest as the refugee crisis began in earnest and his language and area studies training enabled him to respond in a productive and informed way. Upon returning to Chicago he organized a roundtable (European Refugee Crisis) – public engagement led directly to academic engagement. This feedback between activism and research is emblematic of CEERES students and faculty. As a Center we inform the public on a variety of levels. We organized academic roundtables on the situation in Ukraine, collaborated with off-campus partners, like Art Works Project, and brought a photojournalist to campus to discuss his experiences of the conflict in Ukraine. Moreover, the author series we started with the Seminary Co-op Bookstore brings important writers to Chicago to engage with the campus community and the public. Our blog posts of interviews with these authors are another way of making their expert work accessible to a wide audience.

CEERES meets the national needs of government service by training the educators who will train the civil servants of the future. Some of our graduates go directly into careers in government and there are resources on campus oriented precisely toward careers in government service. The same holds true for business and non-profit sectors. CEERES supports 18 of the

languages designated as priorities by USED: Armenian, Azeri, Bosnian, Bulgarian, Croatian, Kazakh, Kirghiz, Mongolian, Persian, Polish, Romanian, Russian, Serbian, Tajik, Turkish, Turkmen, Ukrainian, and Uzbek. We fund their instruction, offer FLAS grants, and provide resources for purposes of research, teaching, and publishing. CEERES also supports education in two areas of national need: Russia/East Europe and Central Asia. Being "the teacher of teachers" means that we have the multiplier effect: even though many of our alumni are not employed directly by the federal government, they are the teachers and mentors and consultants for experts within our government. UC has hosted events with the US ambassadors to Russia, Georgia, and Serbia. Our faculty is not only active in the scholarly realm, but regularly publish articles intended for wider or general audiences.

§C.3 Equal Access for Underrepresented Groups. UC promotes and supports diversity among students, faculty, staff, and the public through the offices of Business Diversity, Civic Engagement, Multicultural Student Affairs, LGBTQ Student Life, and Disability Services. The University Diversity Advisory Council, a group of faculty and students, serves as a direct link to the president and provost on matters of race, gender, sexual orientation, disability, and religion and ensures that these issues are represented at the highest levels of university leadership. The Chicago Academic Achievement Program assists first-generation college students and those who receive need-based aid. In 2014 UC took on a new comprehensive commitment to financial aid. Through the No Barriers program, UC pledges that need-based student aid packages would not include loans. Odyssey Scholars are selected on the basis of financial need and family circumstances and Odyssey scholars have access to additional funding for study abroad, prioritizing international education throughout our student body. The Collegiate Scholars and Upward Bound programs prepare CPS students for college, and UChicago Promise provides

scholarships to CPS students and the children of Chicago police and firefighters. Beginning with the Class of 2023, the UChicago Empower Initiative will increase access to UChicago by expanding access for first-generation and rural students, enhancing financial support for those who serve our communities, and enabling student agency and ownership in the college admissions process.

UC NRCs are equally committed to ensuring equal access for unrepresented groups. Through our collaboration with the CLC, teachers from CPS and CCC have taken Summer Language Pedagogy Workshops; they also attend our annual professional development events (IEC and SIE). CPS has a total enrollment of 371, 382 students, of which 89.8% are from ethnic and racial minorities and 77.7% are from economically disadvantaged families. CCC serves 120,000 students annually and its student body is 84% ethnic and racial minorities. Moreover, 4 of its campuses are designated by USED as Hispanic Serving Institutions, while 3 campuses are recognized as Predominantly Black Institutions. In this grant cycle UC NRCs have worked with CCC faculty and staff to implement international programming with the Pulitzer Center on Crises Reporting, which led to the creation of an annual international reporting fellowship and the signing of a tri-party MOU between UC, CCC, and Pulitzer Center. In the upcoming cycle we will expand on this collaboration (§K.1a). In consultation with our newly established Advisory council, UC NRCs will increase the opportunities for CCC students and faculty to attend events at UC, as well as to bring world class scholars, journalists, and artists to their campuses. The CEERES Associate program provides access to UC resources to scholars from throughout the Midwest.

CEERES promotes inclusion and diversity in its programming and audiences. Our events are open to the public and are accessible regardless of physical ability. We publicize our events

widely to ensure that interested parties throughout Chicago are able to attend. Questions of access also inform CEERES programming, including recent programs on the theme of disabilities and access in Central Europe. In the next grant cycle, we plan a series of conferences exploring the nature and status of minorities throughout the CEERES region. We will focus on barriers that exist for unrepresented minorities in East Europe, Russia, and Central Eurasia, as well as the parallel problems in this country (Table 1).

§C.4 Quantifiable, Outcome-Measurable, Comprehensive, Objective Evaluation Plan.

CEERES has developed a comprehensive evaluation plan that will demonstrate our impact with objective, measurable, outcome-oriented data. At UC the area studies centers collaborate on project evaluation, using common data gathering procedures and instruments to enhance the quality and cost-efficiency of evaluation. Since 2014, UC NRCs have collaborated with Outlier Research and Evaluation, a UC organization which conducts research and evaluation projects across diverse educational contexts. Outlier has provided comprehensive, objective, quantifiable, and outcomes-oriented assessment on FLAS-scholarship administration and community college curriculum development. The primary purpose of the evaluation was to inform program improvement in both areas; program improvements are noted below.

Moving forward in 2018–22, UC NRCs’ partnership with Outlier will aim to broaden the scope of evaluation and meaningfully demonstrate our contributions to the overarching goals of the NRC program. Our work during the 2010-2014 grant cycle has laid the groundwork for a longitudinal study of our programs and has demonstrated our joint ability to develop well-rounded metrics. As detailed in Table 3, we will use mixed methods evaluation, building on existing protocols, to assess a wide range of constructs addressing impact: 1) across the

Table 3. Evaluation Plan: Questions and Indicators

Program Goal 1: The center’s activities and training programs (both area studies and language) significantly impact the university, community, region, and nation.		
Evaluation Questions	Data Sources	Sample Indicators
Are center resources (e.g., courses, research/language grants, study abroad opportunities, internships, academic advising) effectively serving current students’ short- and long-term goals?	Enrollment data; study abroad & research travel application data; formal language assessments (e.g., OPI); academic event data; career placement data	<ul style="list-style-type: none"> • Increased student participation in center activities (e.g., courses, research/language grants, study abroad, internships, academic advising) • Strong scores on language assessments
	Student surveys	<ul style="list-style-type: none"> • Greater student self-efficacy in area studies and language proficiency • Case studies of impact
To what extent do center activities support faculty teaching and research?	Scholarly event data	<ul style="list-style-type: none"> • Number of faculty-driven scholarly events and attendance
	Faculty focus groups	<ul style="list-style-type: none"> • Extent to which center serves as a resource • Case studies of impact
To what extent do alumni use their area studies and language training in their current jobs? To what extent are alumni serving areas of national need?	Alumni surveys	<ul style="list-style-type: none"> • Placement of graduates across areas of professional sectors and national need • Percentage of alumni who are in jobs that use their area studies and/or language training • Percentage of alumni who feel center resources benefited their career path
	Alumni interviews	<ul style="list-style-type: none"> • Extent to which center benefited individual alumni career paths • Case studies of impact
Program Goal 2: The center shows significant measurable regional and national impact on: (1) K–12 teachers; (2) post-secondary instructors; (3) business, media, and the general public.		
Evaluation Questions	Data Sources	Sample Indicators
To what extent do K–12 teachers use center resources for their professional development and teaching?	Workshop attendance data; attendee evaluations; website traffic	<ul style="list-style-type: none"> • Strong teacher training attendance from a variety of institutions • High levels of attendee satisfaction with teacher training activities
To what extent do center resources contribute to CEERES research and teaching in post-secondary institutions?	Follow-up K–12 and post-secondary surveys	<ul style="list-style-type: none"> • Number of courses in which workshop content was integrated, number of students in courses • Greater educator self-efficacy in topics covered in educator workshops
	K–12 and post-secondary faculty and administrator interviews	<ul style="list-style-type: none"> • Descriptions of program outcomes • Case studies of impact
To what degree does the center engage a variety of audiences in its programming?	Event attendance data	<ul style="list-style-type: none"> • Increasing number of attendees from outside the university • Increasing number of partnerships with other units/organizations
	Interviews with external partners (e.g., consulates, museums, schools)	<ul style="list-style-type: none"> • Increasing # of outreach partnerships • Extent to which partners are satisfied with joint activities

University, community, region, and nation; and 2) reaching a diverse range of outreach constituents (i.e. K-16 educators, business, media and general public). The overarching questions, data sources, and indicators defined in Table 3 have been developed through our collaboration with Outlier to align with NRC priorities, GPRA indicators, and CEERES specific objectives.

We will use quantitative measures (e.g., enrollments, attendance numbers, language assessments, placement data) as well as qualitative tools (e.g., open-ended survey questions, focus groups, interviews) to assess achievement of goals and inform program improvement. In Year 1, Outlier will design metrics and instruments to assess the effectiveness of center resources, academic training, and outreach activities, including continued evaluation of our CCC partnership. Each year of the grant, Outlier will provide formative reports. CEERES staff and Outlier will work together to review and adjust metrics/instruments based on new interests that arise as programs develop, and to address any gaps in the information presented in previous reports. At the end of Year 4, Outlier will produce a comprehensive summary evaluation report on the four-year NRC projects that will inform future program planning (App. 1).

Beyond our formal evaluation plan for grant activities, CEERES also intends to enhance language assessment practices within campus programs for all priority languages, which includes instructor-administered proficiency assessment for FLAS fellows. Additionally, CEERES will use funds to pay for the language proficiency assessment of students in the SLI and for other graduate students (§G.4.a). All LCTL language assessment, training, and evaluation is coordinated by the CLC.

In response to external evaluations and recommendations in 2008 (Steven Burg, Brandeis U.) and 2010 (IFLE staff), and from attendees of our public programs, CEERES continually

implements improvements: we have supplied office space for visiting scholars; we have actively expanded our community of scholars into the professional schools (i.e. Sonin (Harris) has participated in several CEERES events and the number of FLAS applications from professional schools has increased in recent years). When CCC faculty expressed the need for more online resources, UC NRCs increased the number of videos recorded at the IEC and SIE which are posted on our new Educator Outreach website. All videos are edited and close captioned to ensure accessibility. CEERES has also expanded our author-interview series on our blog to provide more online resources. We continue to be a visible presence on campus and our assistance is widely sought both locally and nationally.

§C.5. Placements in employment, education, or training in areas of national need. Table 2 and 13 and our Course List (App.2) testify to the strength of CEERES enrollments and placements. 61% of BA majors and minors and 41% of MA graduates continue on to professional or PhD programs. Of particular importance is the number of CEERES-focused graduates teaching in higher education; they address the absolute priority of teacher training and meet national needs by training specialists in our government. Recent CEERES graduates work in Congress and in the U.S. Court of Appeals.

§C.6. Improved supply of specialists. Our evaluation plan includes assessing how CEERES-related graduates are using their language and area training. CEERES intends to locate and survey all alumni (UG and grad, including FLAS Fellows) who concentrated on a CEERES language, culture, or region. Our coordinated efforts will yield a better understanding of CEERES's impact and will also expand our community of scholars as we reconnect with alumni working around the world. CEERES and UChicagoGRAD profiled several recent FLAS alumni who are currently teaching the languages they studied as FLAS Fellows in universities, showing

how CEERES graduates actively train the future supply of regional specialists (see C.1, C.5 and Table 2).

§C.7. FLAS Fellowships address national needs. One of the FLAS alumni mentioned above said that she would not have her current position as a lecturer of BCS without the FLAS fellowships that she received while a student at UC. A recent MA FLAS recipient is currently a legislative aide for a Congressman. Our FLAS fellows are successful in getting major research grants (ACTR/ACCELS, Fulbright-Hays DDRA), confirming the caliber of our training.

§D. COMMITMENT TO SUBJECT AREA

UC has been providing instruction in the disciplines of the CEERES Region continuously since 1903, when courses in Russian language, literature, culture, history, and political institutions were begun by Samuel Harper. During World War II, UC was a center for Russian language training for the Army, using the oral-aural method (precursor of OPI), which was developed here. UC has received FLAS funding in every competition since 1959. In 1961 UC received a grant of \$1,250,000 from the Ford Foundation to strengthen teaching and research concerning the CEERES the region. UC has had an NRC for the region 1965-1983, 2000-2003, and 2006-present.

§D.1 Support of the Program. UC's strong commitment to the CEERES region is evidenced by consistent support for graduate students, the library, faculty, and outreach activities. The lack of NRC funding in the 1980s, 1990s, and 2003-06 did not affect UC's support for the CEERES region. Nor have other budgetary pressures, whether external or internal, prevented the Humanities and Social Sciences Divisions from continuing to support CEERES programming budget. Beginning in FY 2011-12, with the 46.53% federal budget cut to all NRCs, CEERES has

continued to work with a skeleton staff, with the Outreach Coordinator continuing at a reduced .75 FTE. The HD continues to demonstrate its commitment to the CEERES region by hiring

Table 4. U. Chicago Financial Support of CEERES Program AY 17-18	
Category	Amount
Salaries for Language Instruction	\$518,560
Salaries for Area Instruction (proportional to CEERES focus)	\$4,819,270
Graduate Student Teaching	\$195,000
Center Administrative Staff	\$129,000
Other Admin/Staff (proportional to cooperation with CEERES)	\$830,325
Center Operating and Programming Expenses	\$6,400
Library Acquisitions (see §E)	\$357,793
Library Staff, 5.65 FTEs (see §E)	\$210,000
Graduate Student Aid	\$5,835,844
College Scholarships	\$8,126,250
FLAS supplementation of Tuition	\$352,804
Financial Commitment 2017-18	\$21,381,246

language instructors in Russian, Polish, and Yiddish independently of Title VI support.

Table 4 gives concrete figures for UC support relating to CEERES teaching, research, and public programming in 2017-18.

§D.2 Support of Teaching. In 2014-18 UC made 7 CEERES relevant faculty appointments in Slavic (Baugher), Harris (Sonin), Booth (Bergemann), NELC (Osborne), Comp Lit (Torres), and German (Burgoyne and Kirzane).

Also, two recent PhDs from Slavic were appointed as Humanities Teaching Fellows (Stephenson and Tucker). A further sign of UC’s support for CEERES-focused faculty is the number of promotions from post-doc to tenure track (Solovieva), to tenure (Hillis, Nickell, Raikhel), and to full professor (Bird). There is one postdoc conducting research and teaching in the College’s core curriculum: Barker (Harper-Schmidt) and one visiting fellow at the Neubauer Collegium (Wengle). UC’s commitment to foreign language instruction can be seen in the CLC LPII (see §G.4).

§D.3 Library Resources. UC has a top research library, with over 707,600 volumes in the CEERES area. Details of Library support are given in Table 4 and §E.

§D.4 Linkages with Institutions Abroad. UC is a member of the IIE and participates in ACTR and IREX, and many students study in CEERES countries under their sponsorship. UC and

faculty have close ties with the following institutions in the CEERES area: CEU, Jagiellonian U., U. of Gdansk, U. of Lodz, Technical U. of Lodz, U. Warsaw, U. of Wroclaw, Smolny College, Bilkent U., Nazarbayev U., Charles U., U. of Belgrade. CEERES also maintains an institutional membership in ARISC which facilitates academic research and collaboration between scholars from North America and the countries in the South Caucasus (Armenia, Azerbaijan, and Georgia). UC also has a Center in Paris that focuses on East/West issues with institutions in the EU and hosts the Russian Civilization study abroad program. UC maintains a study abroad civilization program in Athens (Athens Centre) (see §H.4). Many UC faculty have strong connections with other institutions - including Overseas Research Centers - and regularly facilitate mentorships between our UC students and faculty abroad. Regenstein Library has 25 exchange programs with libraries in 20 FSU and East European countries.

§D.5 Center Outreach Activities. UC campus lectures and workshops are open to the general public, and our Library is open both to visiting scholars and to the general public (see §E). The CEERES Associate program provides access to UC resources to scholars from the Midwest. CEERES outreach activities are given in §I. UC commits \$6,400 yearly for CEERES outreach programming. These funds are very important for K-12 outreach, including teacher training. CEERES is frequently awarded programming support from campus entities such as the Franke Institute for the Humanities, the Arts Planning Council, and through departmental co-sponsorships.

§D.6. Support of Students. In addition to the figures in Table 4, our students successfully compete for study abroad, teaching, and research fellowships, as well as external funding, a snapshot of which can be seen in Table 5. *Financial Support for Graduate Students.* UC financial support for graduate students is shown in Table 4. PhD Students generally receive five

years of full tuition support along with a stipend (\$27,000/year minimum) and three years of summer research and/or travel support (\$3,000). MA students in MAPH, MAPS, CIR, and CMES are eligible for merit based scholarships at the time of admission. Students in the CMES

Table 5. Selected UC Graduate Research Fellowships, AYs 14-18		
Fellowship	Purpose	CEERES Focused
Lichtstern Diss. Fellowship	Write up dissertation	4
Starr Lectureships (Anthropology)	Dev/teach new course	1
Jewish Studies Grant	Research Travel	3
Mellon Dissertation Fellowships	Write up dissertation	2
Wenner-Gren Grant	Dissertation Research	1
Beinecke Scholarship (multi-year)	Coursework/Research	1
Dunbarton Oaks Fellowship	Research	1
Fulbright IIE	Research	10
Fulbright-Hays DDRA	Dissertation Research	8
SSRC Dissertation Research	Dissertation Research	1
NSEP Boren Fellowship	Language/Area Study	3
Critical Language Scholarship	Intensive Lang Study	7
ACTR-ACCELS Research Fellow	Research/Lang Study	2
NSF Doct Diss Improvement Grant	Improve Dissertation	5
ARIT Language Scholarship	Intensive Turkish	3
DACOR	International studies	1
Kosciuszko Foundation Fellowship	Research in Poland	1
Lowell C. Wadmond Fund	Research Travel	1
Humanities without Walls	Pre-dissertation	2
Hanna Holborn Gray Fellowship	Write up dissertation	1
ARISC Junior Research Fellowship	Research	1
Fuerstenberg Fellowship	Research	3
DAAD Graduate Scholarship	Research	1
Totals		63

MA and MAPH TLO receive full or 90% scholarships for the second year of those programs (assuming they maintain a 3.5 GPA). Additional funds are available through awards shown in Table 5.

§E. STRENGTH OF THE LIBRARY

The University of Chicago Library ranks among America’s best. As of June 30, 2016, its collections include over 9,056,876 titles (11,594,331 volumes);

152,153 active serials (22,085 in print and access to more than 130,068 in electronic format); approximately 168,077 inactive serials; more than 3,200,000 microforms; 62,320 linear feet of manuscripts and archival materials; 300,000+ rare books; approximately 457,541 maps and aerial photographs; more than 112,873 media items (sound recordings, CDs, DVDs, etc.), and

access to an additional 1,648,010 pre-1923 titles through the Hathi Trust Digital Library, of which we are a member. The Library's impressive collection of materials on East Asia, Latin America, Middle East, Slavic and East European, and South Asia amounts to more than 3,420,000 volumes (approximately 30% of the Library's total holdings), and comprises one of the world's great resources for area studies. The Library also has many special collections

Table 6. Special Collections in Slavic, E. European and Eurasian Studies	
Archives of Czechs and Slovaks Abroad (ACASA)	related to Slavic, East
Bakwin Soviet Posters Collection 1930-1932	European, and Eurasian
Chopin Early Editions	Studies (Table 6). These
Edgar Goodspeed Collection of New Testament Manuscripts [Greek and Armenian mss.]	collections and the
Louis Szathmary Family Collection of Hungarica	supporting services
Ludwig Rosenberger Library of Judaica	provided by Library staff
Russian Satirical Journals, 1905-1907	allow scholars to undertake
Samuel N. Harper Russian Pamphlet Collection	
Soviet Children's Books 1927-1948	
Bulgarian Poetry, 1880-1940 (1,200 volumes cataloged individually)	
Baruch Foundation Records	

cross-cultural and cross-regional research in fields such as population and migration studies, women and gender studies, global arms control, border studies, nationalities and national minorities.

Comprising one of the oldest and most distinguished U.S. collections of its kind, Slavic, East European and Eurasian (SEEE) holdings (covering more than 20 countries and encompassing many non-Slavic regions and languages including those of Central Asia, the Caucasus, the Baltic States, Albania, Romania and Modern Greece) consist of approximately 707,600 volumes, of which an estimated 552,000 (78%) are in the vernacular languages of the area. See Table 7 for some notable recent acquisitions. Serial holdings in print total more than 2,000 titles, with access to several thousand more titles in electronic format. SEEE holdings have an annual growth rate of approximately 9,400 volumes (through purchase, gift and exchange).

Print subscriptions to current newspapers are sparse, but the Library has strong retrospective newspaper holdings on microfilm, and access to a wide range of current newspapers in full-text electronic versions. Approximately 55% of the vernacular language materials are in Russian (303,600+ volumes), complemented by a particularly strong Czech and Slovak collection, as well as a solid Polish collection, followed by Hungarian, Ukrainian and Bulgarian. South Slavic collections, although not comprehensive are quite strong in linguistics, literature and history. All areas of the humanities and social sciences

Table 7. Notable Acquisitions 2014-2017	are collected as
Litsevoi letopisnyi svod XVI veka. (35 facsimile volumes in 7 subseries)	comprehensively as possible.
Svečani pozdrav Mojseju Putniku (1757) / Zaharija Orfelin ; priredila Jelena Todorović = Festive greeting to Mojsej Putnik (1757) by Zaharija Orfelin (2014) (facsimile edition)	In addition to traditional areas
The 2001 Ukrainian Census. 18v. (ebooks)	of strength (literary studies,
Chicago Council of American-Soviet Friendship Library (now defunct). [Approximately 600 books, pamphlets, exhibit posters, and 107 serial titles in 1,300 issues, some of which are unique in North American libraries]	linguistics, history and political
Baruch Foundation Archives [Correspondence with artists, exhibition records & ephemera of the Jacques Baruch Gallery in Chicago which specialized in East European art and artists. Original works of art on paper by East European (primarily Czech) artists are included.]	science, demography and
From the Prague Coup to the Velvet Revolution: Czechoslovakia under Communist Rule [collection of 107 books, pamphlets, posters related to Czechoslovakia documenting life under Communist rule]	statistics, and East European Judaica), in recent years there has been an increased emphasis

on developing several more specific areas, among which are women/gender/family, contemporary Russian women authors, constitutionalism, Russian and East European cinema, Roma studies, the study of "everyday life", and most recently, Russian and East European graphic novels and comics. There has also been a particularly strong emphasis given to the acquisition of materials relating to Central Asia and the Caucasus, especially in Armenian, Georgian, Uzbek and Tajik.

Located in the Library's Fourth Floor Reading Room, the **Slavic Reference Collection** is one of the largest and most comprehensive separately housed collections of its kind, numbering some 8,200 volumes, with many hundreds of additional reference titles located in our general book stacks. The Slavic unit maintains an active schedule of exhibits in the Second Floor Reading Room of Regenstein Library, including recent exhibits on the Russian Revolution, Chicago's Czech community, the purchase of Alaska from Russia, Kafka, Svetlana Alexievich, and folk arts of Macedonia.

Even as we strive to maintain print collections of depth and breadth, it is clear that electronic resources have now taken center stage in identifying, accessing, and creating the material that our students and faculty need. We have purchased 19 databases focusing specifically on East European and Eurasian topics and regions, including 4 obtained in this grant cycle: Dostoyevsky Research Series 1974-2014; Literaturnaia Gazeta Digital Archive; Socialism on Film: The Cold War & International Propaganda (documentaries, newsreels by Soviet, East European and other filmmakers, 1900-1980); Sovetskaia Kul'tura Digital Archive; and Stalin Digital Archive. Through the Library's digital preservation program, a selection of Slavic and Eurasian titles is routinely digitized each year. In addition, in recent years, two larger digital projects have been completed: [*Russian Satirical Journals 1905-1907*](#), and [*Amerikan Narodní Kalendar*](#), (1878-1922).

Chicago's Financial Support for Acquisitions and Staff. The Library's Slavic unit (part of its Humanities, Social Sciences, Area Studies Division) consists of 2 FTEs (Bibliographer, Farris and Associate Librarian, Levy). The staff of this unit is responsible for the selection of all materials, collection management and development, exchange programs, reference, bibliographic instruction and outreach. In addition, because the Library's technical services are highly

centralized, a great many staff members in the ordering, processing, cataloging, labeling, and binding units are involved in making Slavic and Eurasian materials accessible to our users. It is estimated that 1.5 FTE professional librarians, 1.7 FTE paraprofessionals and .45 FTE students perform these essential activities, bringing total staffing in all units to approximately 5.65 FTE.

Cooperative Agreements for Access to Research Materials. Both borrowing and lending operations at the Library are strongly supported by its Interlibrary Loan Services. Materials are typically available for pickup within a week and can be borrowed for 12 weeks. [Scan & Deliver](#) is another very popular service provided to obtain scans of book chapters and journal articles in the general collections of the UC Library. The Library's Slavic and East European section participates in two consortia: Slavic librarians from the Big Ten Alliance have, on occasion, made joint purchases of expensive archival microform sets. In addition, the Slavic unit participates in the Midwest Slavic Consortium, a more informal network of librarians, who usually meet annually to discuss areas of potential cooperation. On the national level, our Slavic unit is an active member of the CRL's [Slavic and East European Materials Project](#) (SEEMP), which funds a continuing series of projects for the preservation of unique and deteriorating collections from member institutions.

Accessibility of Library Holdings to Users Although a private institution, access to UC libraries is quite extensive, accommodating many varied categories of potential users, particularly students and faculty at other academic institutions. In place are reciprocal access and borrowing privileges with Northwestern U., UIC, Big Ten Alliance institutions, the Research Libraries Group, as well as the nearly 200 participating institutional members of the OCLC Reciprocal Borrowing Program. On the local level, access is available to many affiliated institutions (including students and staff at several neighborhood high schools, seminaries,

museums, and other Chicago cultural institutions); the public at large can obtain free limited access through use of an InfoPass obtained from local public libraries. The Joseph Regenstein Library and the [D'Angelo Law Library](#) are two of a dozen selective depositories for United States government publications in the Chicago area, and these depository collections are open to the public at all times. Through the [University of Chicago Library](#) web site, its online catalog and its many LibGuides are available to the world at large.

§F. QUALITY OF NON-LANGUAGE INSTRUCTIONAL PROGRAM

Table 8. Selected Non-Language CEERES Courses AY 14-18		
Faculty	Dept.	Course
Zanca	Anthro	Central Asia Past and Present: From Alexander the Great to Al Qaeda
Petkovic	Slavic	(Re)Branding the Balkan City: Contemporary Belgrade/Sarajevo/Zagreb
Krause	Divinity	The Veneration of Icons in Byzantium: History, Theory and Practice
Karateke	NELC	Languages of the Ottoman Empire
Brandly	Poli Sci	Russian State and Society under Putin: Uses of History, Myth, and Society
Fleischer	NELC	The Ottoman World in the Age of Suleyman the Magnificent
Feldman	Comp Lit	The Rise of the Global New Right
Ilieva	Comp Lit	20th Century Russian & South East European Emigre Literature
Arik	Anthro	Introduction to the Musical Folklore of Central Asia
Gal	Anthro	Linguistic Politics: Language Revitalization
Nickell, David	CDI	The Art of Healing: Medical Aesthetics in Russia and the United States
Shallcross	CMS	Kieslowski's French Cinema
Mandusic	CMS	Soviet Science Fiction
Sternstein	Fund.	Kafka's The Trial
Nitzan-Shiftan, Rokem	Art Hist.	Architecture and the Zionist Imagination

§F1. Non-language

Disciplines and Country

Coverage. During 2014-18 UC offered 404 non-language courses with substantial (≥25%) CEERES content in 44 units. The selected courses in Table 8 give a sense of the range of topics and countries/ regions covered.

Courses in Professional

Schools. Table 9 lists

some of the courses with

CEERES content taught in the Law, Business, Public Policy, SSA, Divinity Schools. During

Table 9. Select Professional School Courses AYs 14-18
Booth School of Business
International Commercial Policy
International Financial Policy
Managing the Firm in the Global Economy
Harris School of Public Policy
Nuclear Policy
Democracy Hacked: Cyber Threats to Modern Governments in the Digital Age
U.S. Foreign Policy
Diplomacy and Defense
Divinity School
Religion and the Cold War
Transnational Religious Movements
Topics in the Philosophy of Judaism: Soloveitchik Reads the Classics
Illuminating the Bible in Byzantium
Byzantium: Art, Religion, Culture
Law School
International Human Rights
US Taxation of International Transactions
European Legal History
Child Exploitation, Human Trafficking & the Supply Chain
EU Competition Law and Economics
Cross-Border Transactions: Lending
Counterintelligence and Covert Action - Legal and Policy Issues
Global Inequality
Social Services Administration
Program Evaluation In International Settings
International Perspectives on Social Policy and Social Work Practice
Examining Historical Trauma: Intergen. Responses to the Holocaust
Creating Context Unity & Reconciliation in Global Post-Conflict
Pritzker School of Medicine
Scholarship & Discovery: Global Public Health
Global Health: Interdisciplinary Case Studies

2014-2018 the professional schools offered 50 internationally focused courses taught by more than 30 professors.

§F.2 Interdisciplinary Courses. Table 10 provides

a sample of the 203 interdisciplinary courses offered in 2014-18 as an indication of the depth and breadth of interdisciplinary offerings (50% of the IAS courses offered). Of particular relevance to interdisciplinary studies are the MA programs in CMES, MAPH, and CIR. MAPH recently launched their new Two-Year Language Option (TLO), which is designed to enhance the scope of the traditional one-year program for students who require extensive language skills. Russian Civ is a year-long introductory course, co-taught by History and Slavic faculty, and includes geography, economics, the military, governmental and societal structure, religion, law, art, architecture, music, and literature. Some grad students, particularly those in MA programs, also take this course. Faculty in the Slavic Dept. regularly offer courses cross-listed with other departments. For example, Ilieva's

Balkan Folklore course provides an overview of Balkan folklore from historical, political, and

anthropological perspectives and is cross listed in Anthro, Comp Lit, NELC, and Slavic L&L.

Table 10. Examples of Interdisciplinary and Cross-listed Courses AYs 14-18		
Departments	Course Title	Professor
Anthro/Linguistics	Linguistic Politics: Language Revitalization	Gal
Comp Lit/Soc Thght/Anthro	Destruction of Images, Books, and Artifacts in Europe and S. Asia	Solovieva, Williams
Slavic/Comp Lit/English	Narratives of Suspense in European/Russian Lit/Film	Peters
English/German	Anxiety	Flannery, Sternstein
Law/Human Rights	International Human Rights	Ginsburg
Music/Theater	Eurovision Song Contest	Philip Bohlman
NELC/History	The Ottoman World in the Age of Suleyman the Magnificent	Fleischer
Slavic/EALC/CMS/Soc Thght	Kurosawa and His Sources	Solovieva
Slavic/NELC/Comp Lit	Balkan Folklore	Ilieva
Slavic/Anthro/Jewish St.	Holocaust Object	Shallcross
CMS/Slavic/Anthro	The Aesthetics of Socialist Realism	Bird, Kiaer

The CAS workshops (see §A.1; §B.1) constitute an important venue for faculty and students in different disciplines to share and discuss their research. Of the 65 existing workshops, 9 have CEERES core faculty as advisors and 21

workshops (in total) regularly include CEERES content (see Table 11). Language circles provide another interdisciplinary venue for faculty and students. Language circles are modeled on the CAS workshops with short presentations, usually in the target language, followed by discussion in the target language. The active language circles for CEERES languages include Armenian, Russian, Persian/Tajik, Turkish, and Yiddish.

§F.3. Numbers of Non-language faculty. UC does not recognize a strict division between “language” and “non-language” faculty; many professors who teach languages are distinguished scholars who also give substantive non-language courses. For example, historian Fleischer teaches advanced Ottoman, Redfield and Dik teach Greek, and historical linguist Gorbachev teaches Old Church Slavonic (OCS). In Slavic L&L Sternstein and Ilieva teach Czech and Bulgarian. Similarly, Haroutunian and Arik teach literature and culture courses in addition to their language courses in NELC. Moreover, the advanced levels of Russian, Polish, and BCS are

Table 11. CAS Workshops with CEERES content	
Workshop Title	% CEERES
Ancient Societies Workshop	25
Comparative Politics Wkshp	25
Early Christian Studies Wkshp	10
Early Modern and Mediterranean Worlds Workshop	<25
EthNoise	<25
Hebrew Bible Workshop	50
Intellectual History Workshop	<25
Interdisciplinary Approaches to Russia, Eastern Europe, and Central Asia (REECA)	100
Interdisciplinary Archaeology	25-75
International Politics, Economics and Security (PIPES)	25
Jewish Studies	50
Language Variation and Change	25-50
Mass Culture	<25
Medicine and its Objects	<25
Medieval Studies	25
Mid. Eastern Hist. & Theory	25-75
Money, Markets and Governance	<25
Morphology and Syntax	<25
Program on International Security Policy	<25
Religion and the Human Sciences	<25
Semiotics: Culture In Context	<25
Transnational Approaches to Modern Europe	50-75

in fact, interdisciplinary content courses (see §G.2, App. 2). Therefore, many faculty are properly counted in both categories, and Chicago had 36 core faculty teaching non-language courses on the CEERES region in 2014-18. *Training of Instructional Assistants.* The basic policy at UC is that courses are taught by tenure-track faculty and benefits-eligible senior lecturers and lecturers. Since teaching experience is an important part of professionalization and a prerequisite for employment, however, it is a required component of UC's graduate program after the 1st year. Students teaching non-language courses undergo rigorous training in the Writing Program and CCT. For students teaching language courses, CCT and CLC host many activities and resources related to second language acquisition and language teaching. They also offer a Teaching Certificate in Second Language Pedagogy which is aimed at addressing pedagogical issues specific to teaching a foreign language. Language instructors are strongly encouraged to attend the workshops on OPI methodology and performance-based instructional techniques that are offered regularly at the CLC. CCT offers their "Course Design and College Teaching" course every quarter, which helps graduate students develop a philosophy of teaching statement and a course of their own design. The CCT also offers Teaching Certificate

programs aimed at supporting graduate students and postdocs as they develop their approach to teaching. Advanced graduate students often design courses around their own research. In the coming grant cycle UC NRCs will partner with CCT to ensure that the specific pedagogical issues of area studies are addressed in their workshops and other training sessions (see App. 1; §A.1). Competitive teaching fellowships - some of which are

Table 12. PhDs AYs 14-17	
Department	No.
Anthropology	6
Art History	5
Classics	1
CMS	2
Comp. Lit.	2
German	1
History	11
Jewish Studies	1
Law	3
Linguistics	1
Music	1
NELC	16
Poli Sci	3
Romance	1
Slavic	3
Social Thought	1
Sociology	1
Chemistry	1
Divinity	1
Total	61

listed in Table 5 - are regularly funded by departments and the College and they provide hands-on experience in course design. CEERES will use Title VI funds in the next grant cycle to expand these opportunities for graduate students and to ensure a chance for grad students to develop courses focused on CEERES area studies (see App. 1). Graduate students can also design courses to be taught through the Graham School for Continuing Studies.

§F.4 Depth of Specialized course coverage. UC is especially strong in the history and anthropology of the CEERES region, with expansive coverage of the Russian/Soviet, Austro- Hungarian, and Ottoman Empires, which controlled almost the entire CEERES region at the beginning of the 19th century. We have also seen increased strength in art history and political science in recent years. The 61 CEERES focused PhDs awarded from

2014-17 are from 19 different departments which demonstrates the depth and breadth of disciplines that provide training in the CEERES region at UC (Table 12).

§G. QUALITY OF LANGUAGE INSTRUCTIONAL PROGRAM

§G.1 Extent of Offerings, Enrollments. UC has one of the broadest range of CEERES

languages of any school in the US. Courses are offered annually in Armenian, BCS, Greek (all

periods), Kazakh, Persian, Polish, Russian, Turkish (Modern and Ottoman), and Yiddish. Courses are offered regularly (at least every 4th year) in Czech, OCS, and Uzbek. Additionally, Azeri, Bulgarian, Chagatay, Kyrgyz, and Tajik are taught on demand (App2.). Table 13 shows the total enrollments for languages offered in the past 4 years. The CIC CourseShare initiative allows students within the CIC—the 14 Big Ten schools and the UC—to enroll in selected courses offered at other institutions. UC students have taken Hungarian through this program, with plans for students to take Ukrainian in the coming years as well.

§G.2 Levels of Languages Offered. Table 13 details the levels available for each language.

Russian is available in 5 levels of training. Starting in 2018-19 this will include 3 tracks in the

Languages	Levels	Sections	Freq.	Credits	No. Faculty	Enrollments
Armenian	3 yrs	1/level	A	100	1	69
BCS	3 yrs	1/level	A	100	1	117
Bulgarian	2 yrs	1/level	D	100	1	4
Czech	2 yrs	1/level	R	100	1 (+1)	22
Georgian	3 yrs	1/level	*	100	1	23
Greek	3 yrs	1/level	A	100	3 (+2)	537
Kazakh	2 yrs	1/level	A	100	1	38
OCS	1 yrs	1/level	R	100	1	11
Polish	3 yrs	1/level	A	100	1	116
Russian	5 yrs	See text	A	100	5 (+7)	979
Turkish	4 yrs	1/level	A	100	2 (+1)	315
Turkish (Ottoman)	1 yrs	1/level	A	100	2	88
Uzbek	3 yrs	1/level	D	100	1	1
Yiddish	2 yrs	1/level	A	100	1	51

Nos. in parentheses indicate grad student instructors; A=annually; R=regularly; D=On Demand; *Georgian is no longer offered at UC.

first year; there will be a traditional 4-skills track (3 sections), a Russian through Literary Readings (1 section) which places greater emphasis on reading and translation, and a Russian for Heritage Speakers (1 section, alternating years) track aimed at integrating students with Russian

home-language background in the regular curriculum. The second year (2 sections) continues the first, four-skills track. Third through fifth year courses have one section each year. All courses

from the third year on are interdisciplinary and cover such topics as media, art, cinema, literature, and history. They are taught exclusively in Russian. The advanced levels of Polish and BCS also integrate an interdisciplinary approach to language pedagogy. Third-Year Polish is taught as content style course framed by the themes of Polish life, culture, and history. Advanced BCS courses address the theme of Yugoslav and Post-Yugoslav identity through discussion and interpretation based on excerpts from written and visual media. All courses are taught according to ACTFL OPI guidelines. A renewed initiative, language across the curriculum, will provide students increased opportunities to use their language skills in the context of their disciplines. The formalized language circles (see §F.2 and Table 20) provide opportunities to reinforce language instruction for several CEERES languages. Recent doctoral dissertations have taken as their primary focus and/or required advanced proficiency in Russian, Czech, BCS, Greek, Turkish, Hungarian, Polish, Bulgarian, Armenian, Kurdish, and Slovenian.

§G.3 Numbers of Language Faculty. As noted in §F.3 Chicago does not distinguish “language” from “non-language” faculty. Our senior lecturers in a number of CEERES languages teach courses in linguistic and cultural studies. Many of our LCTLs are taught by scholars of these languages who teach content courses (e.g. Sternstein for Czech, Redfield for Greek, Fleisher for Ottoman, Arik for Turkish, Uzbek, and Kazakh). We have 9 faculty teaching languages in addition to area studies courses and of our 10 dedicated language lecturers 6 also teach content courses. There were an additional 4 graduate student language instructors in 2017-18.

§G.4 Current Pedagogy Training and Performance-Based Teaching. The training of instructional assistants is detailed in §F.3. Baumann, Director of the CLC, is an ACTFL-certified OPI tester and regularly gives workshops for language faculty, including our graduate students and our K-12 and community college instructor associates. As part of the Mellon LCTL

Collaborative Partners program, the CLC has been holding regular OPI workshops and to date 12 CEERES language faculty have been trained through this program. 7 CEERES language faculty are participating in the CLC's Language Pedagogy Assessment Initiative (See also §G.4a).

§G.4a Performance based-instruction used or developed. Performance-based methodologies, including OPI, are incorporated into training offered in the departments in which the languages are taught. All first-year Slavic language students take a 4-skills competency exam as part of UC's UG language competency requirement with speaking components using modified OPI and evaluated according to ACTFL standards. After two years of Russian our students are regularly able to get in to the Bard-Smolny program, which has rigorous language requirements for acceptance. Students completing 4 years of Russian including some time abroad vary from Advanced-Low to Intermediate-High. Students completing Third-Year Polish are expected to reach the Advanced level of proficiency according to ACTL OPI guidelines. As part of the CLC's Language Pedagogy Assessment Initiative (see §G.4.b) Russian and BCS instructors are creating a Practical Proficiency Assessment and students who pass this assessment will be able to demonstrate Intermediate High in reading and writing and Intermediate-Mid in speaking and listening. Attainment of Practical or Advanced Proficiency are included as a credential in students' transcripts. CEERES will use Title VI funds to ensure that graduate students have the ability to take these assessments, which has been standard for UGs but not grads. Many CEERES language faculty are participating in this Assessment Initiative and are currently creating tests that will assess proficiency in: Bulgarian, Polish, Armenian, Turkish, Kazakh, and Old Turkic, and Greek. The First- and Second-Year Russian courses are built around textbooks (*Live from Russia* and *V puti*, respectively). Supplemental materials provide historical and cultural background. The Advanced Russian courses cover various aspects of Russian grammar in

context and emphasize the four communicative skills (i.e., reading, writing, listening comprehension, speaking) in a culturally authentic context. The Polish courses teach students to speak, read, and write in Polish, as well as familiarize them with Polish culture. These courses employ the most up-to-date techniques of language teaching (e.g., communicative, task-based learning, and learning based on students' native language skills), as well as multileveled target-language exposure. Textbooks are heavily supplemented with materials created by the instructor or other pedagogical materials. During this grant cycle, CEERES has supported the development of a website devoted to Polish pedagogy, with materials from instructors across the country. Assessment in Turkish consists of 4 parts: reading, writing, speaking and listening. In addition to a standard textbook, the instructor makes his own materials using the Internet and other authentic sources.

§G.4.b Adequacy of Resources for Language Teaching and Practice. UC shows its continued strong commitment to foreign language education, especially LCTLs, through the CLC's Language Pedagogy Innovation Initiative (LPII). This initiative is organized around a reverse design model that uses language assessment to spur innovation in language pedagogy and build a solid foundation for language teaching and testing practices across the University. To facilitate these initiatives the CLC has hired a language assessment and a multimedia pedagogy specialist, who assist language teachers to develop efficient assessment programs, use instructional technology, and develop online materials. CLC provides (1) technology-enhanced teaching and learning spaces for students and faculty, (2) support for language instruction, curriculum design, pedagogical training, and professional development with an emphasis on incorporating useful technologies into teaching via courses, workshops, and staff outreach, and (3) grants and support for language instructors' curriculum development and research. In the next grant cycle, CLC will

aid CEERES and Slavic in assessing the proficiency of our language students and instructors. In the next grant cycle CEERES will continue to collaborate with the CLC on language pedagogy workshops and assessment priorities.

§G.4.c Language Proficiency Requirements. Students in the College are required to possess understanding of more than one culture and to demonstrate competence in a language other than English equivalent to one year of college-level study. Beginning Fall 2018, the OLA will offer new Practical and Advanced Proficiency Assessments and Certificates, recognizing students' ability to function in most personal settings and some academic or professional settings. ARCA has been designed to measure students' ability to conduct academic research by reading in a secondary research language. The CLC currently offers two exam formats; a translation and a reading comprehension model. Students who successfully pass any assessment beyond competency will have it noted in their transcript. Practical and Advanced Proficiency Certificates are awarded through the Registrar.

§H. QUALITY OF CURRICULUM DESIGN

§H.1 Undergraduate Concentrations. In recent surveys, US News and World Report ranked UC as the #3 university in the nation and Forbes ranked it as the #1 university in the Midwest. Slavic L&L offers a BA and minor in Russian and East European Studies (REES). The BA in REES requires 12 courses, which fall into 3 categories: courses in the major language of study; courses that demonstrate a core competency in the major literature and culture of study; and elective courses. The BA requires 6 language courses at the 200 level or beyond and 6 elective courses in REES or in languages offered by Slavic L&L. This requirement is designed to allow students to tailor their program to their intended goals and career track. All majors must also write a BA thesis for honors. The minor in REES requires 7 courses, including at least 3

language courses at the 200 level or higher and at least 2 content courses. Students in other departments regularly write BA theses focused on the CEERES region under the guidance of our core faculty. *Appropriateness of requirements.* UG concentrations are designed to combine high levels of language proficiency with area knowledge and critical thinking. CEERES-focused BA theses are written under close faculty supervision and represent a culmination of both research and writing skills that are a hallmark of the College. Evidence of the success of our undergraduates is marked by their placement in PhD programs at our peer institutions and their acceptance in programs like the Alfa Fellowship Program (a competitive internship program for young Western professionals in Russia).

§H.2 Academic and Career Advising for Students. Every department has a faculty member responsible for mentoring UGs and a DGS who advises grad students until they select a dissertation committee. UC's Writing Program is nationally known for its academic excellence. Seminars and workshops providing training in proposal and grant writing and other aspects of professionalization for grad students are available through individual departments, UChicagoGRAD, and the CCT. CAS workshops give students the opportunity to present research in progress and to practice for job talks. CCT offers workshops on many aspects of teaching, as well as a Certificate in University Teaching (see §K). UChicago Career Advancement has developed specialized resources to give students industry-specific training, global networking connections, and opportunities to embark on careers in: business, education, entrepreneurship, health, journalism, the arts, media, law, public policy, science, technology, engineering, math, government, and the non-profit sector.

§H.3 Graduate Training: Disciplines and Professional Fields. The quality of graduate training is reflected in the high rankings of UC: Both the 2018 Times Higher Education Supplement's

Table 14. Discipline/Regional Foci of CEERES Area Courses (≥25% CEERES) AYs 14-18				
Discipline	Russia	Cauc./C.Asia	E.Eur.	Core Faculty
Art Hist.	7	5	8	2
Anthro	11	7	19	2
CMS	10	0	18	2
Classics	2	4	11	3
College	38	0	41	3
Comp Lit	15	1	28	5
English	14	1	17	0
History	61	8	78	7
CHD	2	0	2	1
Hum Rights	6	0	6	0
Global St.	0	0	0	1
Jewish St.	6	0	8	1
Linguistics	2	0	3	3
Music	9	1	16	2
NELC	3	17	15	6
Poli Sci	5	0	19	2
Public Policy	1	0	1	0
Sociology	0	0	3	0
Slavic	25	2	40	10
Theater	0	1	1	0
Totals	217	47	334	50

World Universities Rankings and the 2018 QS Ranking of World Universities place UC among the world’s top universities, at #9. UC graduate programs consistently rank among the nation’s top 10 and the Academic Ranking of World Universities has placed us second in the world in the Social Sciences since 2007. In the first three years of the current grant cycle, 61 PhD degrees and 139 MAs in 28 depts and professional schools and 4 interdisciplinary MA programs (MAPH, MAPSS, CMES, CIR) have been awarded for CEERES-related research. These students

have all written dissertations or theses in our area, supervised by CEERES faculty.

The move of three Slavic linguists from Slavic L&L to Linguistics has resulted in more Linguistics graduate students focusing on CEERES languages, especially endangered languages of Siberia and the Caucasus. OCS continues to be taught on a regular basis (see §G.1, Table 13). While History and Anthropology are still a central focus of CEERES research on campus, an increasing number of CEERES PhDs are being awarded in other departments (CMS, Art History, and Comp Lit). UC has also made clear its support for the teaching of languages of the CEERES area — both Slavic and non-Slavic — by hiring new language lecturers for Russian and Yiddish. Slavic L&L is currently finishing its search for a new Polish language lecturer. A wide range of departments teach significant numbers of CEERES-focused courses (Table 14). The Graham

School for Continuing Education also sponsors CEERES-relevant seminars such as the following recent titles: 1) Milan Kundera: The Unbearable Lightness of Being; 2) Czeslaw Milosz: Poet and Thinker; 3) Tchaikovsky and the Mighty Handful; 4) The Great Symphonic Traditions; 5) Kafka's Parables. Foreign language competency, which includes languages of the CEERES area, is required for the MA and PhD in Anthro, Art Hist, Comp Lit, History, Music, Slavic, and Social Thought as well as for the MAs granted by CMES, CIR, MAPH, and for CEERES' MBA/MA. The joint MBA and MA in Eastern European and Russian Studies allows students to pursue coursework devoted to the culture, politics, history, and language of the region as a complement to their MBA degree.

§H.4 Formal Arrangements for Study Abroad. Almost every grad student in the CEERES area does research abroad. More than 50% of our UGs study abroad at some point in their undergraduate careers at the rate of c. 500 students a year. In the past 3 years 222 students have

Table 15. CEERES Study Abroad AYs 14-17		
Country	UG	Grad
Armenia	0	1
Croatia	2	2
Cyprus	0	1
Czech Rep.	2	5
Georgia	2	3
Greece	74	0
Hungary	1	3
Lithuania	1	0
Paris (Europe East-West)	56	0
Poland	1	4
Russia	9	7
Slovenia	1	2
Tajikistan	0	6
Turkey	24	15
Totals	173	49

studied in 14 countries in the CEERES region (Table 15). There are 3 formalized study abroad opportunities for CEERES UG students: St. Petersburg, Paris, and Athens. A 4th program with CEERES content was located in Istanbul. Given the uncertainty about the political and security situation in Istanbul this program has moved to Granada, Spain, but UC remains committed to programming Istanbul for the long term and will return when the situation allows. The Bard-Smolny program in St. Petersburg demands high Russian language proficiency for acceptance. In addition to Russian as a Second Language course, students take subject oriented course that

are open to Russian and American students and some are taught in Russian. The Russian

Civilization in Paris program provides undergraduate students with an opportunity to explore the history and culture of Russian and Eastern Europe, with an emphasis on the region's rich cultural ties with France. Program participants take two "Russian Civilization in Paris" courses and a third course, topically connected to Russian and Eastern European studies, each compressed into three weeks and taught in succession by Chicago faculty. One of the highlights of this program is an extended excursion to Moscow, St. Petersburg or another Russian-speaking city. The civilization sequence in Athens is also taught by UC faculty and includes courses relevant to the CEERES region. Students have the option for language study in all of the civilization courses and it is of course required in the Bard-Smolny program.

Additional study abroad is facilitated by our membership in CIC and IIE and our collaborations with IREX and ACTR. Students regularly take advantage of CEERES-area summer language programs at IU, Pitt, Middlebury, ASU-CLI, UW-Madison, and in many countries of the CEERES region (Table 15). The Summer International Travel Grant (SITG) programs at UC have resulted in 1,739 students traveling to 96 countries since 1998. Since 2014 UC has awarded 438 travel grants to UGs. Grads can support their summer language training through fellowship programs like FLAS and CLS. Additionally, divisions and departments offer a variety of travel and research grants and fellowships that support international travel for pre- and dissertation research.

§I. OUTREACH ACTIVITIES

Our listserv (856 subscribers) and our weekly ebulletin (average readership 279/week) facilitate communication among our affiliates and promote effective dissemination of information about events and opportunities both local and global in nature. In addition to email, CEERES has also made great strides in increasing our digital reach through social media (Facebook group: 195

members; Twitter: 86 followers). In this grant cycle we launched a blog and a YouTube channel. The blog, *East from Chicago*, covers campus events, contemporary events related to the CEERES region, and interviews with distinguished scholars, authors, and artists. The YouTube channel contains interviews with authors from our *CEERES of Voices* author series and other scholars, filmmakers, and authors. These videos average 275 views. In the coming grant cycle we are planning to strengthen our reach on these platforms. The first step is the creation of a new website for the center, which will serve as a central digital space through which we can integrate our blog and social media channels, ensuring that our affiliates have information about our events and access to the wealth of resources that we have and are continuing to create. In addition to the work we have done to strengthen our digital footprint, CEERES and our faculty have continued to be active on campus and in the community as evidenced by the hundreds of lectures given by faculty and invited guests, including 295 organized by CEERES in 14-18.

§I.1. Elementary and Secondary School Outreach. In 2014-18 CEERES organized 11 professional development workshops for educators —often in collaboration with other NRCs— including the annual UC Summer Institute for Educators, which is a two-day seminar sponsored by UC NRCs and put on in collaboration with the Pulitzer Center on Crisis Reporting (Table 16). Two CPS high schools, Pritzker College Prep and the Noble Street Charter School (both with a predominantly low-income and Hispanic student population), require 2 years of Russian language instruction. CEERES has actively worked with these schools to host the annual ACTR Olympiada of Spoken Russian, organized in collaboration with UIUC (Table 17). CEERES-sponsored school events and teacher workshops directly benefit Chicago Public Schools, the nation's 3rd largest school district with 371,382 students, 89.8% of whom are from ethnic and racial minorities and 77.7% of whom come from economically disadvantaged backgrounds.

UC’s Urban Education Institute runs 4 charter school campuses (2 elementary, 2 middle school, 1 high school) and students from our Urban Teacher Education Program (UTEP) often teach in

Table 16. CEERES Teacher Training, AYs 14-18			
Annual Conferences	Date	Partners	Attd
7th Ann. Int'l Education Conf.	11/14	CIS, CLAS*, CMES*, SALAC, CEAS*, PGE, NSP	130
8th Ann. Int'l Education Conf.	4/16	CEAS*, CLAS*, CMES*, IH, OI, Civic Engagement	85
9th Ann. Int'l Education Conf.	11/16	CEAS*, CLAS*, CMES*, OI, NSP, Civic Engagement	55
Teacher Training Events	Date	Partners	Attd
2015 STI: Inequality: Conditions, Consequences, Solutions	6/15	CIS, CLAS*, CEAS*, CMES*, SALAC*, OI	75
2016 STI: Turning Int'l Journalism into Teachable Lessons	6/16	Pulitzer Center, CIS, CLAS*, CEAS, CMES*, SALAC*, OI	100
2017 SIE: Global Competency at Work - Practicing Journalism at the Local Level	6/17	Pulitzer Center, CIS, CLAS*, CEAS*, CMES*, SALAC*, OI	45
2018 SIE: Think Like a Journalist - Connecting the World to Your Classroom with Global News	6/18	Pulitzer Center, CIS, CLAS*, CEAS, CMES*, SALAC*, OI	45^
Our Shared Past In the Mediterranean: A World Hist. Curriculum Wkshp.	2/16	CMES*	40
Teacher Program: Making Connections for Students to STEAM Ed.	12/15	CEAS*, UChicago Promise/Admissions	50
Outreach Events for Educators	10/15	CMES*, CLAS*, CEAS*	200
Educator Mini-Conference: Building a Stronger Learning Community through STEAM	12/16	OI	50
Tot. Training AYs 14-18: 11 Tot. Attd: 875 *other NRCs ^est. attd.			

these charter schools. As evidence of CEERES’ impact beyond Chicago, we hosted the pre-departure orientation seminar for 16 American high school teachers before their Fulbright-Hays Summer Seminar Abroad “Bulgaria in the Context of Migration and Challenges to European Cohesion” in July 2017. As part of our commitment to expanded outreach to K-12, CC, and other educators, CEERES, in collaboration with the other NRCs, created a new web site dedicated to K-16 outreach. This site is a clearinghouse for information on upcoming internationally-focused

events for educators and curricular materials. Additionally, the website serves as an archive of our past IECs and SIEs and includes all the materials and videos related to each of these events

Table 17. CEERES Events for Students, AYs 14-18			
Event	Date	Partners	Attd
ACTR IL Olympiada for Spoken Russian, Chicago IL	3/15	UIUC, CPS	72
ACTR IL Olympiada for Spoken Russian, Urbana IL	3/16	UIUC, CPS	85
ACTR IL Olympiada for Spoken Russian, Chicago IL	3/17	UIUC, CPS	85
ACTR IL Olympiada for Spoken Russian, Urbana IL	3/18	UIUC, CPS	85
Pulitzer Center Campus Visits 15-16	10/15	CCC	195
Pulitzer Center Campus Visits 16-17	10/16,4/17	CCC	400
Pulitzer Center Campus Visits 17-18	9/17,3/18	CCC	520
The Value of Living Abroad, class visit and lecture by Esther Peters	4/17	Francis Parker School	100
Total Student Events AYs 14-18: 4		Total Attendance: 1,542	

on a new YouTube channel shared by the UC NRCs. The UC NRCs have worked diligently to populate our new <https://educatoroutreach.uchicago.edu> site. In the coming grant cycle, the UC NRCs will continue to strengthen and build out these digital platforms and work to integrate the region-specific resources available at each center’s site with these shared platforms.

§I.2. Outreach to Post-Secondary Institutions. Each year CEERES hosts major international conferences that bring together top scholars to discuss and develop cutting-edge themes related to the CEERES Region (Table 18). In 2014-18 CEERES co-sponsored a total of 39 conferences, workshops, and seminars that drew a total of 1,880 attendees representing secondary and post-secondary school educators, students and the general public. CAS Workshops (see §F.2, Table 11) bring together faculty and grad students from the Chicago area and beyond to create scholarly dialogue and foster the exchange of ideas. The Distinguished Lecture series, a collaboration with UIUC, brought scholars like Sergei Zenkin and filmmakers like Kirill Makarenkov to both campuses. Through our CEERES Associate affiliation, our center provides resources to local CEERES-focused scholars. Associates have borrowing privileges at UC’s Regenstein Library, and they regularly participate in CEERES-sponsored events. Current Associate Members hold primary academic positions at Loyola, ISU, NEIU, NIU, NWU, UIC,

UIUC, Wilbur Wright College, College of DuPage, Elgin CC, Notre Dame, Wayne State, and WIU.

In 2015-16 CEERES, in collaboration with the other UC NRCs, sponsored visits by Pulitzer center journalists to various CCC campuses. These biannual visits give CCC students

Table 18. Selected Academic Conferences and Workshops, AYs 14-18			
Annual Conferences	Date	Partners	Attd
Midwest Medieval Slavic Workshop	Spr	Slavic	28/yr
Selected Conferences	Date	Partners	Attd
Prosody Today: Comparative Perspectives on the Study of Verse	3/15	Comp Lit, Romance, Slavic, Social Thought	60
Does Human Rights Have a History?	4/15	PFCHR, Regenstein, CIS, Anthro, History	50
Language in Daghestan	5/15	Franke	40
The State and Its Past: Consolidating National Identities Through History, Archaeology, and Politics	10/15	Classics	45
9th Macedonian-North American Conference on Macedonian Studies	11/15	United Macedonian Diaspora, Franke	80
In Empire's Long Shadow: Modern Constructions of Cent. Eurasia, 1900-41	2/16	Franke	65
2016 SOYUZ Symposium	3/16	Soyuz, CIS*, Anthro	85
Found in Translation: Russia and the West in Dialogue	4/16	Music, Franke, Grad. Council, Comp Lit, Slavic	50
The Limits of Empire in Afghanistan: Rule and Resistance in the Hindu Kush, circa 600 BCE-650 CE	10/16	Franke, OI	35
Mobilizing Gender: Secularism, Nation and Remaking Europe	3/17	3CT, CSGS, Lichtstern Fund, France Chicago Center, Franke	50
Intellectual Revolution at the University of Chicago	4/17	Slavic, Franke	45
Media and Power in Contemporary Russia and Beyond	4/18	Franke, CISSR, Slavic, CHD	50
Total Conferences AYs 14-18: 39 Total Att: 1880 *denotes other NRCs			

and faculty a chance to engage directly with world class journalists who work all over the world. This collaboration between UC, CCC, and the Pulitzer Center culminated in a Pulitzer Center Campus Consortium International Reporting Student Fellowship for CCC students. In 2017 a student at Truman College used this fellowship to travel to Pakistan to report on the transgender community, where they stand socially, politically, and religiously.

Our commitment and outreach to CCC students and faculty will only grow in the coming years

as the newly formed Advisory Committee (see §K.1a) distills how we can meet the specific needs of this community.

Table 19. Selected CEERES Public Lectures			
CEERES Supported Lecture Series	Date	Partners	AvAttd
Committee of Central Eurasian Studies Friday Lectures	14/18	CMES*, CCES, CIS*	45
CEERES of Voices	17/18	Seminary Co-Op	35-40
Distinguished Lecture Series (Woodfloaters Screening and Discussion)	4/18	Slavic, Film Studies Center	20
Public Lecture Highlights	Date	Partners	Attd
"The Serb Who Connected the World, An event celebrating the life and works of Michael Idvorsky Pupin"	10/14	Chemistry, IME, James Franck Inst., Chicago Materials Research Ctr., Slavic, Serbia Min. of Foreign Aff.	100
Russell Zanca, "The Curious Rise and Development of Central Asian Nationalisms"	11/14	CEESC, CIS, CMES*	30
Russia's Real Stake in Ukraine with David Satter	4/15	IH; CIS*; UIUC REEC*; Sem. Co-op Bookstore	150
America's Endgame with Russia: A Discussion with Chess Grandmaster Garry Kasparov	11/15	IH	50
Crisis and Recovery in 18th Century Central Asia	1/16	CIS*, CMES*, NELC*, CCES	60
Waiting for Mother Russia: Ukraine's Frozen War	2/16	IH, Art Works	70
Robert Hayden "Antagonistic Tolerance: Competitive Sharing of Religious Sites"	4/16	Slavic	50
"The Search for the Tomb of Genghis Khan"	10/16	CIS*, CMES*, NELC*, CCES	80
"Unlimited Ink: On Matter and Drawwriting" with Božena Shallcross	1/17	Slavic	25
Why Poland Matters: East European Lessons for the Time of Trump	2/17	Franke, Slavic	22
Masha Gessen - "The Future is History: How Totalitarianism Reclaimed Russia"	10/17	Seminary Co-op Bookstore	80
Eva Hoffman - "After Great Wrongs: Thinking About the Legacy of the Holocaust Today"	10/17	Chicago Center for Jewish Studies, Creative Writing, Slavic	60
Cecile Canut - "Walled in by Fears - Gypsies in Bulgaria"	4/18	Franke	35
Peter Schmelz-Soviet Experim. Music in the 1980s	5/18	Franke, Slavic, Music	25
Nariman Skakov - "Socialist Orientalism and Ten Years of Uzbekistan"	5/18	Franke, CMS, Comp. Lit., Slavic	25
Total Lectures AYs 14-18: 162		Total Attend.: 5869	*denotes other NRCs

As a member of the CIC, UC offers opportunities for students at all Big Ten universities to take our courses, including LCTLs. In addition, CEERES promotes summer language

consortia, many of which are organized by fellow NRCs. Collaborative programming with the Franke Institute, Doc Films, International House, CT3, and FSC yields audiences from within and outside the CEERES community (Tables 18, 19 & 20).

§I.3 Outreach to Business, Media, and the General Public. CEERES takes our commitment to serve the general public seriously and it has driven many of our programming changes in recent years. In January 2017 CEERES formalized its partnership with the Seminary Co-op bookstore when we launched our CEERES of Voices, an author-centered series of readings and conversations on books from or about Central and Eastern Europe, Russia, Central Eurasia, and the Caucasus. The related interview series is available on the CEERES YouTube channel and the *East from Chicago blog*. CEERES also collaborates with CEERES diaspora communities, which allowed us to help bring members of the Czech and Bulgarian communities to campus to celebrate of the historical connection between the UC and significant historical figures from their respective communities. Out of these connections we have forged strong relationships with organizations like the T.G. Masaryk School and CEERES relevant Chicago Sister Cities Committees. The Bulgarian community played a large role in the Fulbright-Hays Pre-Departure Orientation in July 2017 (see §I.1). Through collaborations with many UC units, CEERES presented a variety of cultural events throughout this grant cycle (Table 20). Highlights include: *Pearls of the Czech New Wave*, where we screened *Pearls of the Deep* and also facilitated a conversation between film scholars and one of the directors of the New Wave, Ivan Passer; *Expressionist Impulses: German and Central European Art, 1890-1990* at the Smart Museum, the annual *Balkan Rhythms and Dance* workshop and the *Spring Festival*. CEERES faculty is actively engaged in making these connections to the larger CEERES community in Chicago and working to tie together community engagement and scholarly pursuits. For example, a group of

Table 20. Selected CEERES Cultural Events AYs 14-18			
Annual Events	Date	Partners	AvAtd
Spring Festival- EE, Balkan Folk dance	14/18	Balkanske Igre, IH	350
Armenian Cultural Night	14/18	Armenian Students Association	20
Music/Dance Highlights AYs 10-14	Date	Partners	Attd
New Budapest Orpheum Society CD Release Recital and Reception	10/14		60
Georgian Chant at the Logan Center: The Anchiskhati Choir, Feb. 28, 2016	2/16	Music, Village Harmony Inc.	50
Alash Ensemble concert	3/17	CCES, Central Asian Studies Society, IH	75
Film Highlights AYs 10-14	Date	Partners	Attd
Serbian Film Festival	12/14	Serbian Film Fest	200
Artists, Amateurs, Alternative Spaces: Experimental Cinema in Eastern Europe, 1960–1990: Documentaries with a Human Face	1/16	FSC	80
Pearls of the Czech New Wave	4/16	FSC, Slavic, Central Europe Workshop	85
Francofonia	10/16	Franke, Jewish St., Comp Lit, CMS	32
Film Screening: Wood Floaters	4/18	Slavic, FSC	20
Literary Event Highlights AYs 10-14	Date	Partners	Attd
Havel: A Life with author Amb. Michael Zantovsky	6/15	Sem Co-op	50
Georgi Gospodinov Reading, "The Physics of Sorrow"	10/13	Sem Co-op	50
Domnica Radulescu - "Country of Red Azaleas" - Dr. Maria-Sabina Draga Alexandru	1/17	Sem Co-op	25
Visual Arts Highlights AYs 10-14	Date	Partners	Attd
Art Exhibition: Opening Reception of "Through A Lens - Campaigns, Politics, and Life by Scout Tufankjian", IOP, Jan. 26, 2015	1/15	IOP, Sem Co-op	50
Expressionist Impulses: German and Central European Art, 1890-1990	10/15	Smart Museum	500
Art Exhibit: Waiting for Mother Russia – In Two Acts	2/16	ART WORKS Studio	500
Regenstein Exhibit: Catholics, Freethinkers, and the Printed Word in Czech Chicago	4/17	UChicago Libraries	200
Language Circles AYs 10-14	Attd.	Language Circles cont.	Attd
Armenian Circle	1/15	Turkish Circle	15
Russian Circle	1/15	Yiddish Circle	15
Persian/Tajik Circle	1/15		
Total Events: 164		Total Attendance:	9332

faculty, led by the chair of the Slavic L&L, is working on a series of academic and artistic events to commemorate the Czech Centennial. Members of the UC community, students of the Masaryk School, Walter Payton High School (CPS), and students from Prague will come together for a day of cultural activities, including puppets, film, and music. In order to ensure that events meet the needs of the Czech community, CEERES faculty and staff meet regularly with members of the community. CEERES faculty in the HD participate regularly in lectures at Humanities Day each fall.

§J. FLAS AWARDEE SELECTION PROCEDURES

The competition for AY and Summer FLAS fellowships involves the CEERES Executive Committee, the Deans of Students, and UChicagoGRAD. We have developed procedures to ensure compliance with USED regulations and to guarantee that information about FLAS is distributed broadly to students and applicants of all graduate and professional degree programs. Each academic year, UChicagoGRAD and CEERES advertise the FLAS competition in campus publications, through listservs, websites, flyers, and posters. CEERES contacts our affiliated faculty and student services administrators in departments, programs, and professional schools with information about FLAS. UChicagoGRAD holds information workshops for in-residence students in November and again in January. CEERES makes a special effort to advertise to professional schools and to MA programs in the Divisions in order to award FLAS Fellowships to those most likely to pursue careers in government service or professional fields outside of academia. CEERES addresses the priorities related to financial need by noting in all announcements to students that preference will be given for demonstrated financial need. Applicants are asked to indicate if they are filing a FAFSA and to provide information about levels of support from other university and external resources for the upcoming academic year.

All UC application packets contain information about FLAS and the Deans of Students regularly identify good candidates for FLAS support. If eligible students have not applied for FLAS, they are asked to complete the application. FLAS applications are handled through the same online system that UC uses for general admissions. The link to the application is included in all emails and web posts about the FLAS application and is on the CEERES and UChicagoGRAD websites. FLAS applications consist of a one-page project statement and 3 letters of recommendation, including 1 from a language instructor. FLAS applications are

collected by UChicagoGRAD and supplemented with transcripts before being delivered to CEERES after the application deadline (usually in early February). Applications for AY and Summer FLAS awards are considered at the same meeting. The FLAS Coordinator provides copies of the applications to the Executive Committee (consisting currently of faculty from Slavic, Ling, Anthro, CHD, and History, whose students represent the majority of our FLAS applicants). Each committee member prepares a ranked list. Assessment factors include academic merit, the need for the target language to meet academic and career goals, distribution across fields, languages, and regions, financial need, and the likelihood that the candidate will complete the program/project (or accept admission to UC). The committee meets after admissions are closed to agree on a final ranking of the entire list of candidates. The results are communicated to the Deans of Students, who inform successful applicants. In April, after acceptances are known, alternates for awards are notified based on the Committee's rankings. In the case of the residual summer FLAS funds, we work with other NRCs on campus to combine these funds to support additional students. We are requesting **7 AY and 5 Summer FLAS awards**. This request is based on the number of highly qualified applicants for our languages and will also enable us to augment the number of MA and professional school students awarded FLAS fellowships. All of our requested FLAS eligible languages are on the USED priority languages list; it is certain that we will meet the 2nd FLAS Competitive Priority to award 25% or more fellowships in these languages.

§K. COMPETITIVE PRIORITIES

§K.1a. NRC Competitive Preference Priority 1. In order to address the competitive priority for NRC institutions to jointly plan, conduct, and implement activities with MSIs and CCs, the UC area studies centers will continue to partner with the City Colleges of Chicago (CCC). CCC

consists of 7 colleges (all MSIs), 6 satellite sites, and 70 adult education instruction off-sites citywide, representing the largest community college district in Illinois and one of the largest in the nation. The student population of CCC is diverse, with over 84% of enrolled students representing minority populations. More than 6,000 faculty and staff help prepare 120,000 students annually to enter the workforce, pursue higher education, and advance their careers. CCC is committed to creating an institution that ensures both student access and success around the following four goals: increasing the number of students earning college credentials; increasing the rate of transfer to 4-year colleges following CCC graduation; improving outcomes for students needing remediation; and increasing the number of ABE, GED and ESL students who advance to and succeed in college-level courses. The last Title VI grant cycle was successful in establishing a core working group of CCC administrators and faculty to provide constructive feedback and a channel for addressing international programming needs. These CCC representatives cooperated with UC NRCs to implement dedicated faculty development sessions, workshops, and interdisciplinary programming, some of which, with the Pulitzer Center on Crisis Reporting, led to the creation of an international reporting fellowship and the signing of a tri-party MOU between UC, CCC, and the Pulitzer Center. In consultation with the CCC Provost's office, and a newly established Advisory Committee, UC NRCs will further expand collaboration with CCC faculty and students on the development of teacher training; international curricular content; co-curricular programming; student ambassador opportunities; and program evaluation to support human diversity and accreditation needs and demonstrate impact through cultural and global competencies. (See App 1 and 5, letter of support from Brandon Nichols of CCC).

§K.1b. NRC Competitive Priority 2. CEERES engages in multiple teacher training and professional development activities which fulfill this competitive preference priority. UC has diverse and effective teacher education activities and resources, despite lacking a School of Education. In the upcoming grant cycle, the area centers will collaborate with several entities on campus to support the integration of international dimensions - including world languages - into teacher education and to promote the preparation and credentialing of foreign language teachers in LCTLs. CCT researches and educates on best teaching practices, effective evaluation methods, and innovative course design. After completing a series of teaching workshops and seminars, a subject-specific pedagogy course, a teaching consultation, and a philosophy of teaching statement, graduate instructors can earn a College Teaching Certificate, including a track for Second Language Pedagogy. During this next grant cycle, CEERES will partner with CCT on programs to enhance area studies pedagogical training, including support for CCT Teaching Fellows, teaching portfolio seminars, and a dedicated workshop series on area studies “survey” course development (App. 1).

CEERES partners with other campus entities to provide additional opportunities for teacher training. As detailed in §F.2, CAS workshops provide excellent settings for graduate students to present work-in-progress and receive feedback from fellow students, faculty, and visiting scholars. CEERES will use NRC funds to support these workshops and promote outreach and teacher education activities within the workshop structure (App. 1).

The CLC, with CEERES support, will continue to organize a variety of workshops including teacher training in foreign languages and assessment of student language proficiency (App. 1). CEERES collaborates with other area studies centers to present the annual International Education Conference (IEC) and Summer Institute for Educators (SIE) (for details see §I.1 and

App. 1). Each year IEC and SIE offer ~20 professional development contact hours for the accreditation of CPS K-12 educators. To maintain Professional Educator License certification in Illinois, K-12 teachers are required to complete 40-120 hours of professional development every 5 years. Area studies centers are also working to enhance international content in the campus-based Urban Education Institute (UEI), a multi-faceted unit engaged in research and teacher training for placement in urban schools. One of the components of UEI is the Urban Teacher Education Program (UTEP), which prepares teachers of the highest caliber for CPS and the UC charter schools, while developing a model for urban teacher preparation. UTEP is a 2-year graduate program accredited by the Illinois State Board of Education that awards a Master of Arts in Teaching (MAT) degree. Alumni then receive up to 3 years of post-graduation support, at no additional costs, making UTEP a unique 5-year experience. UC's Office of Career Advancement also provides specialized resources through its *Careers in Education* program that includes advising, workshops, partnerships with public and private schools, internship opportunities, and visits to education institutions.

§K.2a FLAS Competitive Preference Priority #1. As detailed in Section J, CEERES instituted financial need as a criterion for FLAS selection in 2015. FLAS applications request key financial data (including whether a FAFSA has been submitted). Deans of Students collect necessary documentation to illustrate financial need. Giving preference for financial need provides an important criterion to distinguish between otherwise equally high performing students.

§K.2b FLAS Competitive Preference Priority #2. CEERES will make 100% of its FLAS awards in LCTL priority languages—Armenian, BCS, Kazakh, Polish, Russian, Turkish, and Uzbek.

Other Attachment File(s)

* **Mandatory Other Attachment Filename:**

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

APPENDIX 2 – CEERES COURSE LIST

How to read this chart:

Course Code indicates the University of Chicago’s internal code for courses.

Sec# indicated how many sections of a given course were taught.

Instructor(s) indicates the faculty teaching the course.

% indicates the percentage of CEERES Content included in a given course.

Term indicates which term within the 16-17 academic year the course was taught

Hrs/W indicates how many classroom hours per week are taught in a given course.

UG indicates the undergraduate student enrollment in a course.

G indicates graduate student enrollment in a course.

Other indicates the number of other student types enrolled in a course.

Total indicates the total student enrollment in a course.

2017-18 indicates whether the same course was taught in the 17-18 academic year.

2018-19 indicates whether the same course will be taught in the 2018-19 academic year.

Content Notes describe the pertinent CEERES content taught within a course.

Tit VI indicates whether the course was supported by Title VI funds.

Example:

Course Code	Sec #	Course Title	Instructor(s)	%	Cross-listed	2016-2017 Enrollments						2017 -18	2018 -19	Content Notes	Tit VI
						Term	Hrs/W	UG	G	Oth -er	Total				
ANTH 27430	1	Linguistic Politics: Language Revitalization	Susan Gal	25	LING 27430	Wint.	3	0	12	0	12		x	E. Eur.	N

The University of Chicago NRC and FLAS Proposal, 2018-2021
Susan Gal, Director and PI

Course Code	Sec #	Course Title	Instructor(s)	%	Cross-listed	2016-2017 Enrollments					
						Term	Hrs /W	UG	G	Oth-er	Total
AASR 42802	1	Ethnographies of the Muslim World	Alireza Doostdar	25	ISLM 42802, ANTH 55030	Wint.	3	12	5	0	17
ANCM 30400	1	Who Were the Greeks?	Jonathan Hall	50	HIST 20701, HIST 30701, CLAS 30400, CLCV 20400	Fall	3	18	5	0	23
ANCM 32100	1	Intro to Demotic	Janet H. Johnson	25	EGPT 30120, EGPT 30120	Wint.	3	0	3	0	3
ANCM 34306	1	Byzantine Empire: 330-610	Walter E. Kaegi	100		Fall	3	2	6	0	8
ANCM 34307	1	Byzantine Empire: 610-1025	Walter E. Kaegi	100	HIST 21702, CLAS 34307, CLCV 24307, HIST 31702, NEHC 21702, NEHC 21702	Spr.	3	8	3	0	11
ANCM 37416	1	Curses and Cursing in the Ancient Mediterranean World	Christopher Faraone	100	HREL 47416, CLAS 37416, CLCV 27416	Spr.	3	18	2	0	20
ANCM 43516	1	Ancient Mediterranean Environments and Landscapes	Catherine Kearns	25		Spr.	3	7	6	0	13
ANCM 45516	1	Seminar: State and Society under the Ptolemies	Alain Bresson, Brian Muhs	50	ANCM 45516, NEHC 45516, NEHC 45516, HIST 70407, HIST 70407	Fall	3	22	0	0	22
ANTH 20001	1	DiscovAnth: Varieties of National Experience	Susan Gal	50		Wint.	3	12	5	0	17
ANTH 20005	1	Revolutions	Shannon L. Dawdy	75		Fall	3	--	--	--	--
ANTH 21305	1	Mod Rdgs: Oral Narrative-Folktale	Lecturer Staff	25		Fall	3	2	4	0	6
ANTH 22715	1	Weber, Bakhtin, Benjamin	John Kelly	50	ANTH 43720	Spr.	3	--	--	--	--
ANTH 23616	1	Central Asia Past and Present/From Alexander the Great to Al Qaeda	Russell Zanca	100	NEHC 20160, NEHC 30160, ANTH 32206	Wint.	3	--	--	--	--
ANTH 24001	2	Colonizations -1	Jessica Robinson	25	CRES 24001, SOSC 24001, HIST 18301	Fall	3	18	0	0	18
ANTH 24001	1	Colonizations -1	Julie Saville	25	CRES 24001, SOSC 24001, HIST 18301	Fall	3	18	0	0	18
ANTH 24001	2	Colonizations -1	Adom Getachew	25	CRES 24001, SOSC 24001, HIST 18301	Wint.	3	18	0	0	18

The University of Chicago NRC and FLAS Proposal, 2018-2021
Susan Gal, Director and PI

Course Code	Sec #	Course Title	Instructor(s)	%	Cross-listed	2016-2017 Enrollments					
						Term	Hrs /W	UG	G	Oth-er	Total
ANTH 24001	1	Colonizations -1	Francois Richard	25	CRES 24001,SOSC 24001,HIST 18301	Wint.	3	21	0	0	21
ANTH 24001	3	Colonizations -1	Matthew Knisley	25	CRES 24001,SOSC 24001,HIST 18301	Fall	3	26	0	0	26
ANTH 24002	1	Colonizations -2	Kyeong-Hee Choi	25	CRES 24002,SOSC 24002,HIST 18302	Wint.	3	18	0	0	18
ANTH 24002	1	Colonizations -2	Kenneth Pomeranz	25	CRES 24002,SOSC 24002,HIST 18302	Wint.	3	20	0	0	20
ANTH 24002	1	Colonizations -2	Zachary Leonard	25	CRES 24002,SOSC 24002,HIST 18302	Wint.	3	21	0	0	21
ANTH 24002	1	Colonizations -2	James Hevia	25	CRES 24002,SOSC 24002,HIST 18302	Spr.	3	21	0	0	21
ANTH 24003	1	Colonizations -3	Trish Kahle	25	CRES 24003,SOSC 24003,HIST 18303	Fall	3	24	0	0	24
ANTH 24004	1	Colonizations -3	Elizabeth Fretwell	25	CRES 24003,SOSC 24003,HIST 18303	Wint.	3	24	0	0	24
ANTH 24005	1	Colonizations -3	Dan Slater	25	CRES 24003,SOSC 24003,HIST 18303	Spr.	3	16	0	0	16
ANTH 24006	2	Colonizations -3	Emily Fransee	25	CRES 24003,SOSC 24003,HIST 18303	Spr.	3	18	0	0	18
ANTH 24007	3	Colonizations -3	Pierre Sean Brotherton	25	CRES 24003,SOSC 24003,HIST 18303	Spr.	3	20	0	0	20
ANTH 24105	1	Rethinking the Middle East	Yaqub Hilal	25	GLST 24105,PBPL 25105	Spr.	3	14	13	0	27
ANTH 24320	1	Cultural Psychology	Richard A Shweder	25	CHDV 21000, PSYC 23000, GNSE 31000, GNSE 21001, ANTH 35110 ,PSYC 33000, CHDV 31000, AMER 33000	Fall	3	15	8	0	23
ANTH 25119	1	The End Tales: Recounting, Retrieving the Altering Worlds	Larisa Jasarevic	25	GLST 27704	Spr.	3	--	--	--	--
ANTH 25255	1	Borders, (Im)mobilities and Human Rights	David Ansari	25	HMRT 23403,GLST 23403,CHDV 23403	Spr.	3	14	5	0	19
ANTH 25305	1	Anthropology of Food and Cuisine	Stephan Palmie	25	ANTH 350305	Fall	3	--	--	--	--
ANTH 26755	1	Intro to the Archaeology of Afghanistan	Gil J. Stein	50	NEAA 20070,ANTH 36755,NEAA 30070	Wint.	3	11	2	0	13

The University of Chicago NRC and FLAS Proposal, 2018-2021
Susan Gal, Director and PI

Course Code	Sec #	Course Title	Instructor(s)	%	Cross-listed	2016-2017 Enrollments					
						Term	Hrs /W	UG	G	Oth-er	Total
ANTH 27116	1	Language and Migration: Individual, Social and Institutional Perspectives	Cecile Vigouroux	25	CHDV 30249,ANTH 37116,LING 30249,CHDV 30249,LING 30249	Fall	3	14	6	0	20
ANTH 27220	1	Sem: Youth Culture and Linguistic Practice	Constantine Nakassis	25	LING 27210	Fall	3	12	6	0	18
ANTH 27430	1	Linguistic Politics: Language Revitalization	Susan Gal	25	LING 27430	Wint.	3	0	12	0	12
ANTH 35130	1	Anthropology and the Good Life: Ethics, Morality, Well-Being	Instructor Francis McKay	25	MAPS 32200,ANTH 24345,CHDV 32200,CHDV 32200	Fall	3	12	4	0	16
ANTH 35500	1	Anthropology Of Development	Alan Kolata	25	ANTH 22000, LACS 22001, LACS 35500, ENST 22000	Wint.	3	12	4	0	16
ANTH 56500	1	Archaeology Of Colonialism	Michael Dietler	50		Wint.	3	0	15	0	15
ARME 10101	1	Elementary Modern Armenian-1	Hripsime Haroutunian	100		Fall	4	2	0	0	2
ARME 10102	1	Elementary Modern Armenian-2	Hripsime Haroutunian	100		Wint.	4	2	0	0	2
ARME 10103	1	Elementary Modern Armenian-3	Hripsime Haroutunian	100		Spr.	4	2	0	0	2
ARME 10501	1	Intro To Classical Armenian	Hripsime Haroutunian	100	ANCM 32212	Wint.	4	3	0	0	3
ARME 20101	1	Interm. Modern Armenian-1	Hripsime Haroutunian	100		Fall	4	1	0	0	1
ARME 20102	1	Interm. Modern Armenian-2	Hripsime Haroutunian	100		Wint.	4	1	0	0	1
ARME 20103	1	Interm. Modern Armenian-3	Hripsime Haroutunian	100		Spr.	4	1	0	0	1
ARME 30102	1	Adv. Modern Armenian 2	Hripsime Haroutunian	100		Wint.	4	--	--	--	--
ARME 30103	1	Adv. Modern Armenian-3	Hripsime Haroutunian	100		Spr.	4	--	--	--	--
ARME 30101	1	Adv. Modern Armenian-1	Hripsime Haroutunian	100		Fall	4	--	--	--	--

The University of Chicago NRC and FLAS Proposal, 2018-2021
Susan Gal, Director and PI

Course Code	Sec #	Course Title	Instructor(s)	%	Cross-listed	2016-2017 Enrollments					
						Term	Hrs /W	UG	G	Oth-er	Total
ARTH 14107	1	Greek Art and Archaeology	Richard Neer	50	CLCV 21807	Spr.	3	12	5	0	17
ARTH 15600	1	20th Century Art	Tatsiana Zhurauliova	50		Spr.	3	30	8	0	38
ARTH 15600	1	20th Century Art	Matthew Jackson	50		Wint.	3	65	0	0	65
ARTH 16709	1	Islamic Art & Architecture, 1100-1500	Persis Berlekamp	25	NEHC 16709,NEAA 10630	Wint.	3	18	2	0	20
ARTH 18202	1	Creative Destruction: War, Violence, and Upheaval in 20th C Art	Tatsiana Zhurauliova	75		Wint.	3	20	2	0	22
ARTH 22770	1	Conflict & Vision in the Modern Metropolis	Alison Fisher	25	ARTH 32770	Fall	3	10	14	0	24
ARTH 23003	1	The Past Resurgent in Nineteenth-Century Art	Anne Leonard	25	ARTH 33003	Spr.	3	8	5	0	13
ARTH 24350	1	Art and Colonialism	Cecile Fromont	50	ARTH 34350,LACS 24350,LACS 34350	Spr.	3	21	6	0	27
ARTH 25005	1	Nineteenth-Century Prints	Anne Leonard	25	ARTH 35005	Wint.	3	--	--	--	--
ARTH 26510	1	Architecture and the Zionist Imagination	Alona Nitzan-Shiftan, Na'ama Rokem	50	ARTH 36510, NEHC 25149, NEHC 35149	Fall	3	--	--	--	--
ARTH 28002	1	Islamic Art and Arch of the Medieval Perso-Turkic Courts	Persis Berlekamp	25	NEHC 28002, NEHC 38002, ARTH 38002	Fall	3	--	--	--	--
ARTH 29150	1	Veiling the Image: Sacred & Profane-Antiquity to Modernity	Jas Elsner	25	ARTH 39150,RLIT 39150,RLST 28716	Spr.	3	9	0	0	9
ARTH 40010	1	Ruins	Jas Elsner, Francoise Meltzer	25	CDIN 40010,CMLT 40010,RLIT 40010	Spr.	3	0	11	0	11
BCSN 10103	1	1st-Year Bosnian/Croatian/ Serbian	Nada Petkovic	100		Fall	4	1	1	0	2
BCSN 10203	1	1st-Year Bosnian/Croatian/ Serbian-2	Nada Petkovic	100		Wint.	4	1	1	0	2

The University of Chicago NRC and FLAS Proposal, 2018-2021
Susan Gal, Director and PI

Course Code	Sec #	Course Title	Instructor(s)	%	Cross-listed	2016-2017 Enrollments					
						Term	Hrs /W	UG	G	Oth-er	Total
BCSN 10303	1	1st-Year Bosnian/Croatian/ Serbian- 3	Nada Petkovic	100		Spr.	4	1	1	0	2
BCSN 20103	1	2nd-Year Bosnian/Croatian/ Serbian	Nada Petkovic	100		Fall	4	2	2	0	4
BCSN 20203	1	2nd-Year Bosnian/Croatian/ Serbian- 2	Nada Petkovic	100		Wint.	4	2	2	0	4
BCSN 20303	1	2nd-Year Bosnian/Croatian/ Serbian- 3	Nada Petkovic	100		Spr.	4	2	2	0	4
BCSN 21101	1	Adv. BCS: Language through Fiction	Nada Petkovic	100	BCSN 31104, REES 21101, REES 31104	Fall	4	1	1	1	3
BCSN 21200	1	Adv. BCS: Language through Film	Nada Petkovic	100	BCSN 31203	Wint.	4	2	2	1	5
BCSN 21300	1	(Re)Branding the Balkan City: Comtemp Belgrade/Sarajevo/Zagreb	Nada Petkovic	100		Spr.	4	1	1	1	3
BCSN 21400	1	Adv. BCS: Language through Art and Architecture	Nada Petkovic	100		Spr.	4	--	--	--	--
BCSN 29701	1	Intensive BCS Language and Culture Study	Nada Petkovic	100		Wint.	4	--	--	--	--
BIBL 35100	1	Introductory Koine Greek- 1	Cameron Ferguson	100		Fall	4	0	6	0	6
BIBL 36916	1	Reading Greek Lit in the papyri	Sofia Torallas- Tovar	25	GREK 25116,GREK 35116,HCHR 36916	Fall	3	14	9	0	23
BIBL 42010	1	Ancient Sexualities and Early Christianity	Jeffrey Jay	25		Fall	3	14	9	0	23
BIBL 43200	1	Colloq: Ancient Christianity	Margaret Mitchell	25	HCHR 43200	Fall	3	0	0	0	0
BPRO 25500	1	Art and Human Rights	Mark Bradley, Leslie Danzig	50	ARTV 20009, HIST 29906, HMRT 25502, TAPS 25510	Spr.	3	18	2	0	20

The University of Chicago NRC and FLAS Proposal, 2018-2021
Susan Gal, Director and PI

Course Code	Sec #	Course Title	Instructor(s)	%	Cross-listed	2016-2017 Enrollments					
						Term	Hrs /W	UG	G	Oth-er	Total
BPRO 26030	1	The Nuclear Age	Ana Ilievska, Cody Jones, Deborah L Nelson	100	SIGN 26031, ENGL 26030, HIST 25424	Fall	3	--	--	--	--
CDIN 41717	1	The Mediterranean Sea in Antiquity: Imperial Connections	Catherine Kearns, James Osborne	50	ANCM 41717, NEHC 40020, CLAS 41717, HIST 51300, ANTH 46715	Fall	3	--	--	--	--
CDIN 43903	1	The Art of Healing: Medical Aesthetics in Russia and US	William Nickell and Michael David	75	HIST 45100, REES 43903	Spr.	3	--	--	--	--
CDIN 50204	1	Destruction of Images, Books, and Artifacts in Europe and S. Asia	Olga Solovieva, Tyler Williams	50	CMLT 50204, SALC 50204, SCTH 50204, HREL 50204, ARTH 40204, RLVC 50204	Spr.	3	--	--	--	--
CHDV 23204	1	Medical Anthropology	Eugene Raikhel	50	ANTH 24330, ANTH 40330, HIPS 27301, CHDV 43204	Sum.	3	8	4	0	12
CHDV 23301	1	Culture, Mental Health, and Psychiatry	Eugene Raikhel	25	HIPS 27302, ANTH 24315, CHDV 33301, ANTH 35115	Sum.	3	--	--	--	--
CLAS 33616	1	""Homer's Odyssey: Estrangement and Homecoming""	Laura M. Slatkin	25	SCTH 31223, FNDL 21223	Spr.	3	12	3	0	15
CLAS 41216	1	Aristophanes' Clouds and Plato's Gorgias	James M. Redfield	25	SCTH 31926	Spr.	3	0	8	0	8
CLAS 41616	1	Sem: Federal States in Ancient Greece	Emily Mackil	25		Fall	3	16	0	0	16
CLAS 48616	1	Holderlin and the Greeks	Mark Payne, Christopher Wild	25	GRMN 48616, CMLT 48616	Fall	3	0	12	0	12
CLCV 20700	3	Anc Mediterr World-1: Greece	Sarah Rowlands	50		Fall	3	22	0	0	22
CLCV 20700	2	Anc Mediterr World-1: Greece	Catherine Kearns	50	HIST 16700	Fall	3	23	0	0	23
CLCV 20700	1	Anc Mediterr World-1: Greece	Jonathan Hall	50	HIST 16700	Fall	3	24	0	0	24
CLCV 20900	1	Anc Mediterr World-3	Brian Salas	50	HIST 16900	Spr.	3	21	0	0	21
CLCV 22700	1	Ancient Philos/Hist Philos-1	Gabriel Lear	25	PHIL 25000	Fall	3	8	7	0	15
CLCV 25116	1	Athenian Empire	Alain Bresson	25	CLAS 35116, HIST 20306, HIST 30306	Wint.	3	8	12	0	20

The University of Chicago NRC and FLAS Proposal, 2018-2021
Susan Gal, Director and PI

Course Code	Sec #	Course Title	Instructor(s)	%	Cross-listed	2016-2017 Enrollments					
						Term	Hrs /W	UG	G	Oth-er	Total
CLCV 26216	1	Pagans and Christians: Greek Background to Early Christianity	David Martinez	25	RLST 20505	Wint.	3	12	4	0	16
CLCV 26601	1	The Ancient City: The Greek World	Jonathan Hall	50	HIST 16601	Wint.	3	34	15	0	49
CLCV 27116	1	The Greek Countryside	Catherine Kearns	25	CLAS 37116	Fall	3	14	0	0	14
CLCV 29000	1	Myth Course	Paul Vadan	25		Spr.	3	15	2	0	17
CMLT 20226	1	Jewish Lit in a Century of Transformation: 1880-1980	Na'ama Rokem	75		Fall	3	13	6	0	19
CMLT 20505	1	Monstrosity and the Monstrous	Pablo Maurette	25		Spr.	3	8	2	0	10
CMLT 20905	1	Lits of Eurasia	Leah M. Feldman	100		Fall	3	2	4	0	6
CMLT 21209	1	The Woman in Modern Greek Lit	Chryssanthi Koutsiviti	50	GNSE 21209, CLAS 32517, MOGK 21000, CLAS 32517	Spr.	3	--	--	--	--
CMLT 21702	1	Nowhere Lands: Utopia, Dystopia, and Afterlife of Empire	Leah M. Feldman	75		Fall	3	3	8	0	11
CMLT 22202	1	Dangerous Games	Monica Felix	75		Spr.	3	9	3	0	12
CMLT 22303	1	Prosody & Poetic Form: An Intro to Comp Metrics	Boris Rodin-Maslov	50	CLAS 31313, GRMN 32314, CMLT 32303, CLCV 21313, GRMN 22314, SLAV 22303, SLAV 32303, ENGL 22310, ENGL 32303	Fall	3	--	--	--	--
CMLT 22402	1	Fate and Duty: Eur. Tragedy from Aeschylus to Brecht	Boris Rodin-Maslov	25	GRMN 22402, CLCV 22117, CLAS 32117, REES 22402	Fall	3	--	--	--	--
CMLT 23203	1	Animal Stories	Esther Peters	100	REES 23203, REES 33203, ENGL 23303, ENGL	Wint.	3	2	1	0	3
CMLT 24105	1	Letters to Zion	Na'ama Rokem	50	CMLT 34105, JWSC 24105	Fall	3	--	--	--	--
CMLT 24610	1	Uncanny Encounters In Global Medieval Lit	Sam Lasman	25	ENGL 24610	Fall	3	--	--	--	--

The University of Chicago NRC and FLAS Proposal, 2018-2021
Susan Gal, Director and PI

Course Code	Sec #	Course Title	Instructor(s)	%	Cross-listed	2016-2017 Enrollments					
						Term	Hrs /W	UG	G	Oth-er	Total
CMLT 25002	1	Gender and the Body in Yiddish Lit	Anna Elena Torres	75	CMLT 35002,YDDH 25002,YDDH 35002,JWSC 24310,GNSE 25011	Spr.	3	5	6	0	11
CMLT 25017	1	Islams and Modernities	Leah M. Feldman	25	CMLT 35017	Wint.	3	12	5	0	17
CMLT 25702	1	Memoir in Modernism	Zachary King	75	REES 25701	Spr.	3	12	2	0	14
CMLT 26210	1	Oedipus in Zion: The Oedipal Figure in Modern Hebrew Lit	Michael Gluzman	25	CMLT 36210, JWSC 26210	Spr.	3	--	--	--	--
CMLT 26301	1	The Lit of Disgust, Rabelais to Nausea	Zachary Samalin	25	ENGL 26300	Spr.	3	16	1	0	17
CMLT 26660	1	The Rise of the Global New Right	Leah Feldman	100	CMLT 36660, ENGL 26660, ENGL 36660, SIGN 26050	Wint.	3	--	--	--	--
CMLT 26912	1	20th Century Russian & SE Eur. Emigre Lit	Angelina Ilieva	100	REES 29010,REES 39010,CMLT 36912	Fall	3	11	1	0	12
CMLT 27451	1	Stateless Imaginations: Global Anarchist Lit	Anna Elena Torres	25	CMLT 37451	Spr.	3	--	--	--	--
CMLT 28110	1	Queer Jewish Lit	Anna Elena Torres	25	CMLT 38110, JWSC 28110, GNSE 28110, GNSE 38110	Wint.	3	--	--	--	--
CMLT 29402	1	Language in Migrant: Yiddish Poetics of the Border	Anna Elena Torres	75	CMLT 39402, ENGL 29413, ENGL 39413, JWSC 29402	Spr.	3	--	--	--	--
CMLT 31600	1	Marxism And Modern Culture	Loren A Kruger	50	ENGL 32300	Spr.	3	15	6	0	21
CMLT 43301	1	Comparative Mystical Lit: Islamic, Jewish and Christian	Lecturer Staff	25		Spr.	3	11	3	0	14
CMLT 43302	1	Films by Akira Kurosawa and Their Literary Sources	Olga Solvieva	25	CMLT 33302, CMST 34922, EALC 33312, REES 39814, SCTH 34012	Wint.	3	--	--	--	--
CMLT 57100	1	From Pentecost to Babel: Writing Between Languages	Jennifer Scappettone	25	ENGL 57100	Spr.	3	0	6	0	6
CMST 10100	1	Intro to Film Analysis	Staff	25	ARTH 20000, ARTV 25300, ENGL 10800	Wint.	3	--	--	--	--
CMST 10100	1	Intro to Film 1	Takuya Tsunoda	25	ARTH 20000, ENGL 10800, ARTV 20300	Wint.	3	--	--	--	--

The University of Chicago NRC and FLAS Proposal, 2018-2021
 Susan Gal, Director and PI

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CMST 10100	2	Intro to Film 1	Mikki Kressbach	25	ARTH 20000, ENGL 10800, ARTV 20300	Wint.	3	--	--	--	--
CMST 10100	1	Intro to Film 1	Nicole Morse	25	ENGL 10800, ARTV 20300, ARTH 20000	Spr.	3	--	--	--	--
CMST 10100	1	Intro to Film 1	Tyler Schroeder	25	ENGL 10800, ARTV 20300, ARTH 20000	Spr.	3	--	--	--	--
CMST 10100	1	Intro to Film-1	Takuya Tsunoda	25	ARTH 20000, ENGL 10800, ARTV 20300	Fall	3	--	--	--	--
CMST 10100	2	Intro to Film-1	Jordan Schonig	25	ARTH 20000, ENGL 10800, ARTV 20300	Fall	3	--	--	--	--
CMST 14509	1	The Uncanny in Cinema	Thomas R. Gunning	25		Spr.	3	20	0	0	20
CMST 25102	1	Narratives of Suspense in Eur./Russian Lit/Film	Esther Peters	100	REES 23137,HUMA 26901,CMST 35102,ENGL 26901,REES 33137,CMLT 22100,ENGL 46901	Spr.	3	4	1	0	5
CMST 25506	1	Long-Take Cinema	Robert Bird	50	CMST 35506	Spr.	3	14	8	0	22
CMST 28500	1	History of Int'l Cinema I: Silent Era	Thomas R. Gunning	25	ARTH 28500, ARTV 26500, ARTV 36500, CMLT 22400, CMLT 32400, CMST 48500, ENGL 29300, ENGL 48700, MAPH 36000, ARTH 38500	Fall	3	26	0	0	26
CMST 28600	1	History of Int'l Cinema II: Sound Era to 1960	Daniel Morgan	50	CMLT 32500,ARTH 28600,CMLT 22500,MAPH 33700,CMST 48600,ARTV 26600,ARTH 38600,ENGL 48900,ENGL 29600	Wint.	3	23	0	0	23
CMST 28601	1	History of Int'l Film, Part III: 1960 to Present	James F. Lastra	50	CMST 38601	Spr.	3	0	0	0	0
CMST 68400	1	Style and Performance from Stage to Screen	Yuri Tsivian	50	ARTH 48905	Spr.	3				0
CRES 10200	3	Intro To World Music	Nadia Chana	25	MUSI 10200	Spr.	3	17	0	0	17
CRES 10200	1	Intro To World Music	Daniel Gough	25	MUSI 10200	Wint.	3	18	0	0	18

The University of Chicago NRC and FLAS Proposal, 2018-2021
Susan Gal, Director and PI

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CRES 10200	2	Intro To World Music	Michael Allemana	25	MUSI 10200	Spr.	3	18	0	0	18
CRES 10200	1	Intro To World Music	Jessica Baker	25	MUSI 10200	Spr.	3	20	0	0	20
CRES 10200	1	Intro To World Music	Daniel Gough	25	MUSI 10200	Wint.	3	21	2	0	23
CRES 10200	1	Intro To World Music	Travis Jackson	25		Fall	3	36	0	0	36
CRES 21102	1	Intro to Postcolonial Lit and Theory	Rebecca Oh	25	ENGL 21102	Wint.	3	16	0	0	16
CRES 25011	1	Migrations, Refugees, Races	Edgar Garcia	25	ENGL 25011,ENGL 36183,LACS 26183,CRES 36183	Spr.	3	13	8	0	21
CRES 26501	1	Imagining the Int'l	Emma Mackinnon	25	HMRT 26501,PLSC 20605	Spr.	3	12	7	0	19
CRSH 30010	1	Yiddish 302/632 Adv Yiddish 2	Lecturer Staff	100		Wint.	4	0	0	0	0
CZEC 10103	1	1st-Year Czech I	Malyne Sternstein	100		Fall	4				0
CZEC 10103	1	1st-Year Czech-1	Esther Peters	100		Fall	4	0	0	0	0
CZEC 10203	1	1st-Year Czech 2	Malyne Sternstein	100		Wint.	4				0
CZEC 10303	1	1st-Year Czech 3	Malyne Sternstein	100		Spr.	4				0
ENGL 22903	1	Lit of the City: Between Utopia and Dystopia	Jennifer Scappettone	25		Wint.	3	24	6	0	30
ENGL 24260	1	Anxiety	Anne Flannery, Malyne Sternstein	50	BPRO 26750,GRMN 26715,MAPH 36750	Spr.	3	34	12	0	46
ENGL 24320	1	Americans Abroad in the Cold War	Lecturer Staff	50		Wint.	3	12	4	0	16

The University of Chicago NRC and FLAS Proposal, 2018-2021
Susan Gal, Director and PI

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ENGL 27102	1	Dissident Lit	Brian Goodman	50	HMRT 27102, HMRT 37102, ENGL 47102	Spr.	3	18	11	0	29
FNDL 21650	1	Kafka's The Trial	Malynne Sternstein	100		Fall	3	25	4	0	29
FNDL 22220	1	Marx's Capital, Volume I	Anton Ford	75	PHIL 22220, PHIL 32220	Fall	3	12	3	0	15
GNSE 15003	2	Gender/Sexuality in World Civ -2	Susan Gal, Andrea Ford	25		Wint.	3	--	--	--	--
GNSE 15003	1	Gender and Sexuality in World Civs - 2	Johanna Ransmeier	25		Wint.	3	24	3	0	27
GNSE 15003	1	Gender and Sexuality in World Civs - 2	Deborah L. Nelson	25		Wint.	3	26	2	0	28
GNSE 15003	1	Gender and Sexuality in World Civs - 2	Sonali Thakkar	25		Wint.	3	30	1	0	31
GNSE 15003	1	Gender and Sexuality in World Civs - 2	Tara Zahra	25		Wint.	3	34	5	0	39
GNSE 23107	1	Religion and Postcolonial Feminism	Daniel Schultz	25		Wint.	3	18	0	0	18
GNSE 29610	1	Pale Fire	Malynne Sternstein	100	REES 20020, GNSE 39610, FNDL 25311, REES 30020, ENGL 22817	Spr.	3	34	6	0	40
GREK 10100	1	Intro To Attic Greek-1	Natalie Trevino	100		Fall	4	3	5	0	8
GREK 10123	1	Intensive Elementary Ancient Greek	Helma Dik, Branden Kosch	100		Sum.	8	8	2	0	10
GREK 10123	2	Intensive Elementary Ancient Greek	Helma Dik, Branden Kosch	100		Sum.	8	14	0	0	14
GREK 10200	1	Intro To Attic Greek-2	Natalie Trevino	100		Wint.	4	3	5	0	8
GREK 10300	1	Intro To Attic Greek-3	Jonah Radding	100		Spr.	4	2	4	0	6
GREK 11100	1	Intro To Accel Greek-1	Leon Wash	100		Fall	5	2	3	0	5
GREK 11200	1	Accel Intro To Attic Greek-2	David Martinez	100		Wint.	5	2	3	0	5
GREK 11300	1	Accel Intro To Attic Greek-3	David Williams	100		Spr.	5	1	3	0	4
GREK 20100	1	Interm. Greek-1	Helma Dik	100		Fall	4	15	7	0	22
GREK 20123	1	Intensive Interm. Ancient Greek	Helma Dik, James Redfield	100		Sum.	8	12	2	0	14

The University of Chicago NRC and FLAS Proposal, 2018-2021
Susan Gal, Director and PI

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GREK 20123	2	Intensive Interm. Ancient Greek	Helma Dik, James Redfield	100		Sum.	8	12	2	0	14
GREK 20200	1	Interm. Greek-2	Emily Austin	100		Wint.	4	3	5	0	8
GREK 20300	1	Interm. Greek-3	Christopher Faraone	100		Spr.	4	14	0	0	14
GREK 21116	1	Herodotus	Helma Dik	25	GREK 31116	Fall	3	4	7	0	11
GREK 21216	1	Greek Philosophy	Elizabeth Asmis	100	GREK 31316,FNDL 21005,BIBL 31200	Spr.	3	2	4	0	6
GREK 21300	1	Greek Tragedy	Elizabeth Asmis	25	GREK 31300	Wint.	3	11	3	0	14
GREK 22300	1	Hellenistic/Imperial Lit	David Wray	25	GREK 32300	Wint.	3	--	--	--	--
GREK 24916	1	Greek Epigraphy: Private & Public Inscriptions of the Greek Cities	Alain Bresson	25	GREK 34916	Wint.	3	2	7	0	9
GREK 26716	1	The Iliad through its Characters	Emily Austin	100		Spr.	3	3	7	0	10
GREK 32800	1	Survey of Greek Lit II	Helma Dik	25		Wint.	3	--	--	--	--
HCHR 30100	1	Hist Christian Thought-1	Willemien Otten	25	THEO 30100,HIST 31000	Spr.	3	10	5	0	15
HCHR 30900	1	History Of Christian Thought- V	Kevin Hector	25		Fall	3	0	14	0	14
HCHR 32302	1	Byzantium: Art, Religion, Culture	Karin Krause	25	ARTH 22302, ARTH 32302, RLVC 32302	Wint.	3	--	--	--	--
HCHR 41401	1	Gender, Power and Religion in Medieval Europe (800-1100)	Lucy K Pick	100	GNSE 41400,HIST 42701	Spr.	3	14	8	0	22
HCHR 43010	1	Art and Ritual in Byzantium	Karin Krause	25	ARTH 43010, RLIT 43010	Wint.	3	12	4	0	16
HCHR 43107	1	Early Christian Art	Karin Krause	25	ARTH 30609, ARTH 20609, RLST 28315, RLVC 43107	Wint.	3	--	--	--	--

The University of Chicago NRC and FLAS Proposal, 2018-2021
 Susan Gal, Director and PI

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HCHR 44004	1	The Veneration of Icons in Byzantium: History, Theory and Practice	Karin Krause	100	RLIT 44004,ARTH 44014,RLST 28704	Wint.	3	6	5	0	11
HCHR 44804	1	Virginity and the Body in Late Antiquity and Early Middle Ages	Lucy Pick	25	GNSE 44804, HIST 60606, THEO 44804	Spr.	3	--	--	--	--
HIJD 47200	1	Modern Jewish Intellectual History	Paul Mendes-Flohr	25		Fall	3	--	--	--	--
HIJD 53360	1	Topic in the Phil of Judaism: Soloveitchik Reads the Classics	Lecturer Staff	100		Wint.	3	0	4	0	4
HIPS 17403	1	Science, Culture, and Society: Early Modern Science	Robert Richards	25	HIST 17403	Wint.	3	--	--	--	--
HIST 12101	1	Comparative Kingship: Rulers in 12th-Century Europe	Jonathan Lyon	25		Fall	3	18	0	0	18
HIST 12700	1	Music In Western Civ-1	Katarzyna Grochowska	25	MUSI 12100,SOSC 21100	Wint.	3	19	0	0	19
HIST 12800	1	Music In Western Civ-2	Woo Chan Lee	25	MUSI 12200,SOSC 21200	Spr.	3	20	0	0	20
HIST 13001	2	History of Eur. Civ-1	Constantin Fasolt	25		Fall	3	17	0	0	17
HIST 13001	2	History of Eur. Civ-1	David Lyons	25		Wint.	3	17	0	0	17
HIST 13001	7	History of Eur. Civ-3	Nathan Ristuccia	25		Spr.	3	17	0	0	17
HIST 13001	5	History of Eur. Civ-1	David Cantor-Echols	25		Fall	3	18	0	0	18
HIST 13001	3	History of Eur. Civ-1	Jonathan Lyon	25		Wint.	3	19	0	0	19
HIST 13001	1	History of Eur. Civ-1	Ada Palmer	25		Wint.	3	21	0	0	21
HIST 13001	1	History of Eur. Civ-1	Fredrik Jonsson	25		Fall	3	23	0	0	23
HIST 13001	4	History of Eur. Civ-1	David Cantor-Echols	25		Fall	3	24	0	0	24
HIST 13001	6	History of Eur. Civ-1	Nathan Ristuccia	25		Fall	3	24	0	0	24

The University of Chicago NRC and FLAS Proposal, 2018-2021
 Susan Gal, Director and PI

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HIST 13001	7	History of Eur. Civ-1	Nathan Ristuccia	25		Fall	3	26	0	0	26
HIST 13001	3	History of Eur. Civ-1	Robert Porwoll	25		Fall	3	54	0	0	54
HIST 13002	3	History of Eur. Civ-2	David Lyons	25		Wint.	3	15	0	0	15
HIST 13002	2	History of Eur. Civ-2	Colin Rydell	25		Wint.	3	16	0	0	16
HIST 13002	8	History of Eur. Civ-2	David Lyons	25		Spr.	3	16	0	0	16
HIST 13002	4	History of Eur. Civ-2	Michael Williams	25		Wint.	3	17	0	0	17
HIST 13002	7	History of Eur. Civ-2	Nathan Ristuccia	25		Wint.	3	17	0	0	17
HIST 13002	10	History of Eur. Civ-2	Tyson Leuchter	25		Spr.	3	18	0	0	18
HIST 13002	6	History of Eur. Civ-2	Nathan Ristuccia	25		Wint.	3	20	0	0	20
HIST 13002	1	History of Eur. Civ-2	Faith Hillis	25		Wint.	3	22	0	0	22
HIST 13002	5	History of Eur. Civ-2	Jan Goldstein	25		Wint.	3	22	0	0	22
HIST 13002	9	History of Eur. Civ-2	Tyson Leuchter	25		Spr.	3	22	0	0	22
HIST 13003	5	History of Eur. Civ-3	Nathan Ristuccia	25		Spr.	3	21	0	0	21
HIST 13100	1	Western Civ 1	John Boyer	25		Sum.	3	--	--	--	--
HIST 13100	1	Western Civ-1	Katy Weintraub	25		Fall	3	45	0	0	45
HIST 13200	1	Western Civ 2	Katy Weintraub	25		Sum.	3	--	--	--	--
HIST 13200	1	Western Civ 2	Katy Weintraub	25		Wint.	3	--	--	--	--
HIST 13300	1	Western Civ 3	Daneil Koehler	25		Sum.	3	--	--	--	--
HIST 13802	1	The Russian Empire	Faith Hillis	100	REES 13802	Fall	3	26	2	0	28
HIST 13803	1	The Soviet Union	Eleonor Gilburd	100		Spr.	3	--	--	--	--
HIST 13900	1	Intro to Russian Civ-1	Eleonor Gilburd	100	REES 26011,SOSC 24000	Fall	3	26	0	0	26
HIST 14000	2	Intro Russian Civ-2	Robert Bird	100	REES 26012,SOSC 24100	Wint.	3	18	0	0	18
HIST 14000	1	Intro Russian Civ-2	Eleonor Gilburd	100	REES 26012,SOSC 24100	Wint.	3	23	0	0	23
HIST 15603	1	Ancient Empires-2	Hakan Karateke	50	NEHC 20012,CLCV 25800	Wint.	3	23	0	0	23
HIST 22203	1	The Holy Roman Empire, 800-1500	Jonathan Lyon	25	HIST 32203	Wint.	3	--	--	--	--

The University of Chicago NRC and FLAS Proposal, 2018-2021
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HIST 22608	1	Scandal as Historical Document, 17th-21st Centuries	Basil Salem	25	NEHC 20550	Spr.	3	14	3	0	17
HIST 23306	1	Europe, 1914-Present	Tara Zahra	50	HIST 33306	Wint.	3	--	--	--	--
HIST 23410	1	Jewish Spaces and Places, Imagined and Real	Leora Auslander	50	JWSC 20224,RLST 20151	Spr.	3	13	6	0	19
HIST 23414	1	Central Europe, 1740-1914	John Boyer	50		Spr.	3	--	--	--	--
HIST 26611	1	Empires, Imperialism, and Islam	Faridah Zaman	25	SALC 26611, HIST 36611, SALC 36611	Spr.	3	--	--	--	--
HIST 29635	1	History Colloquium: Imperial Europe	Faith Hillis	100		Fal	3	--	--	--	--
HIST 29642	1	History Coll: Cross-cultural Encounters in and Beyond Europe	Eleonor Gilburd	100		Spr.	3	6	12	0	18
HIST 29907	1	The Intelligentsia: On Slavic Social Thought	Kaitlyn Tucker	100	REES 24415	Spr.	3	8	4	0	12
HIST 30902	1	Empires and Peoples: Ethnicity in Late Antiquity	Richard Payne	50		Spr.	3	--	--	--	--
HIST 42901	1	Vienna & Its Empire: The Hapsburg Monarchy/Austrian Rep, 1740-1955	John W. Boyer	50		Spr.	3	25	3	0	28
HIST 43002	1	State Formations and Types of States: Global Perspectives	Steven Pincus, James Robinson	25		Wint.	3	--	--	--	--
HIST 43801	1	Colloquium: Russia and the World	Faith Hillis	100		Fall	3	--	--	--	--
HIST 43902	1	Colloquium: Stalinism	Eleonor Gilburd	100	REES 43902	Spr.	3	--	--	--	--
HIST 49701	1	Cultural Cold War	Eleonor Gilburd	100		Spr.	3	--	--	--	--
HIST 52904	1	Transnational Europe: Twentieth Century	Tara Zahra	100		Fall	3	4	6	0	10

The University of Chicago NRC and FLAS Proposal, 2018-2021
Susan Gal, Director and PI

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HIST 58600	1	Seminar: Globalization and its Discontents: Europe and United States I	Jonathan Levy, Tara Zahra	25		Wint.	3	--	--	--	--
HIST 70408	1	Seminar: State and Society under the Ptolemies II	Alain Bresson, Brian Muhs	25	ANCM 45517,NELC 45517	Wint.	3	0	8	0	8
HIST 81105	1	Seminar 1: Emperor Frederick II & 13th-Century Europe	Jonathan Lyon	25		Fall	3	0	12	0	12
HIST 81106	1	Seminar 2: Emperor Frederick II & 13th-Century Europe	Jonathan Lyon	25		Wint.	3	0	6	0	6
HIST 81504	1	Sem: Patronage & Culture	Ada Palmer	50	CLAS 45117,KNOW 41403,ITAL 41504	Wint.	3	0	8	0	8
HIST 81601	1	Sem: Imperial Encounters 1	Fredrik Jonsson, Faith Hillis	50		Fall	3	10	3	0	13
HIST 81602	1	Sem: Imperial Encounters 2	Fredrik Jonsson, Faith Hillis	50		Wint.	3	0	12	0	12
HIST 86702	1	Sem: Int'l History-2	Mark Bradley, James Hevia	50		Wint.	3	16	2	0	18
HMRT 10200	2	Human Rights in World Civs II	Ben Laurence	25		Wint.	3	16	0	0	16
HMRT 10200	1	Human Rights in World Civs II	Instructor Brian Goodman	25		Wint.	3	18	0	0	18
HMRT 21001	1	Human Rights: Contemporary Issues	Susan Gzesh	25	HMRT 31001,HIST 29304,HIST 39304,LLSO 21001,INRE 31801	Wint.	3	21	0	0	21
HMRT 24701	1	Human Rights: Alien & Citizen	Susan Gzesh	25		Fall	3	34	0	0	34
HMRT 27102	1	Dissident Lit	Brian Goodman	50	HMRT 37102,ENGL 27102,ENGL 47102	Spr.	3	15	2	0	17
HUMA 11000	12	Readings In World Lit I	Alexis Becker	50		Fall	3	11	0	0	11
HUMA 11000	1	Readings In World Lit I	Brady Smith	50		Fall	3	12	0	0	12
HUMA 11000	14	Readings In World Lit I	Lucy Alford	50		Fall	3	14	0	0	14

The University of Chicago NRC and FLAS Proposal, 2018-2021
 Susan Gal, Director and PI

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HUMA 11000	1	Readings In World Lit I	Armando Maggi	50		Fall	3	16	0	0	16
HUMA 11000	1	Readings In World Lit I	Katherine Pukinskis	50		Fall	3	16	0	0	16
HUMA 11000	2	Readings In World Lit I	Kimberly Kenny	50		Fall	3	17	0	0	17
HUMA 11000	11	Readings In World Lit I	Alexis Becker	50		Fall	3	18	0	0	18
HUMA 11000	13	Readings In World Lit I	Lucy Alford	50		Fall	3	18	0	0	18
HUMA 11000	10	Readings In World Lit I	Na'ama Rokem	50		Fall	3	18	0	0	18
HUMA 11000	1	Readings In World Lit I	Victoria Saramago Padua	50		Fall	3	18	0	0	18
HUMA 11000	1	Readings In World Lit I	Whitney Cox	50		Fall	3	18	0	0	18
HUMA 11000	1	Readings In World Lit I	Katherine Pukinskis	50		Fall	3	22	0	0	22
HUMA 11000	1	Readings In World Lit I	Kenneth W. Warren	50		Fall	3	34	0	0	34
HUMA 11100	1	Readings in World Lit II	Donald Harper	50		Wint.	3	--	--	--	--
HUMA 11100	2	Readings in World Lit II	Hoyt Long	50		Wint.	3	--	--	--	--
HUMA 11100	3	Readings in World Lit II	Lucy Alford	50		Wint.	3	--	--	--	--
HUMA 11100	4	Readings in World Lit II	Lucy Alford	50		Wint.	3	--	--	--	--
HUMA 11100	5	Readings in World Lit II	Ulrike Stark	50		Wint.	3	--	--	--	--
HUMA 11100	7	Readings in World Lit II	Maria Anna Mariani	50		Wint.	3	--	--	--	--
HUMA 11100	8	Readings in World Lit II	Armando Maggi	50		Wint.	3	--	--	--	--
HUMA 11100	10	Readings in World Lit II	Alexis Becker	50		Wint.	3	--	--	--	--
HUMA 11100	12	Readings in World Lit II	Alexis Becker	50		Wint.	3	--	--	--	--
HUMA 11100	13	Readings in World Lit II	Samuel Rowe	50		Wint.	3	--	--	--	--
HUMA 11100	14	Readings in World Lit II	Larissa Brewer-Garcia	50		Wint.	3	--	--	--	--
HUMA 11100	15	Readings in World Lit II	Rachel Kyne	50		Wint.	3	--	--	--	--
HUMA 11100	16	Readings in World Lit II	Kevin Kimura	50		Wint.	3	--	--	--	--
HUMA 11100	18	Readings in World Lit II	Andrew Ollett	50		Wint.	3	--	--	--	--
HUMA 11200	5	Readings in World Lit III	Francoise Meltzer	50		Spr.	3	--	--	--	--
HUMA 11200	13	Readings in World Lit III	Joshua Scodel	50		Spr.	3	--	--	--	--
HUMA 11200	7	Readings in World Lit III	Kenneth Warren	50		Spr.	3	--	--	--	--

The University of Chicago NRC and FLAS Proposal, 2018-2021
Susan Gal, Director and PI

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HUMA 11200	1	Readings in World Lit III	Sascha Ebeling	50		Spr.	3	--	--	--	--
HUMA 12050	7	Greece and Rome: Texts, Traditions, Transformations I	David Wray	25		Fall	3	8	6	0	14
HUMA 12050	6	Greece and Rome: Texts, Traditions, Transformations I	Michele Lowrie	25		Fall	3	14	0	0	14
HUMA 12050	4	Greece and Rome: Texts, Traditions, Transformations I	Pablo Maurette	25		Fall	3	14	0	0	14
HUMA 12050	1	Greece and Rome: Texts, Traditions, Transformations I	Jonah Radding	25		Fall	3	2	14	0	16
HUMA 12050	2	Greece and Rome: Texts, Traditions, Transformations I	Pablo Maurette	25		Fall	3	16	0	0	16
HUMA 12050	5	Greece and Rome: Texts, Traditions, Transformations I	Raymond Ciacci	25		Fall	3	16	0	0	16
HUMA 12050	3	Greece and Rome: Texts, Traditions, Transformations I	Mark Payne	25		Fall	3	18	0	0	18
HUMA 12050	8	Greece and Rome: Texts, Traditions, Transformations I	Kenneth Yu	25		Fall	3	20	0	0	20
HUMA 12050	9	Greece and Rome: Texts, Traditions, Transformations I	Joshua K. Scodel	25		Fall	3	16	8	0	24
ISLM 30338	1	Persian Lyric Poetry-2: History of the Ghazal	Franklin Lewis	25	PERS 30338,PERS 30338	Spr.	3	2	8	0	10
ISLM 41550	1	Islam, Welfare, and Neoliberalism	Elham Mireshghi	25		Wint.	3	2	13	0	15
JWSC 20120	1	Intro to the Hebrew Bible: Jewish Thought and Lit	Jeffrey Stackert	25	RLST 11004, NEHC 20504, NEHC 30504, BIBL 31000	Fall	3	--	--	--	--
JWSC 26215	1	Jews and Christians in the Middle East	Orit Bashkin, Angie Heo	25	BPRO 25400,NEHC 20585,RLST 20231	Wint.	3	12	9	0	21

The University of Chicago NRC and FLAS Proposal, 2018-2021
Susan Gal, Director and PI

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KAZK 10101	1	Elementary Kazakh-1	Kagan Arik	100		Fall	4	1	2	0	3
KAZK 10102	1	Elementary Kazakh-2	Kagan Arik	100		Wint.	4	1	1	0	2
KAZK 10103	1	Elementary Kazakh-3	Kagan Arik	100		Spr.	4	1	2	0	3
KAZK 20101	1	Interm. Kazakh	Kagan Arik	100		Fall	4	0	0	0	0
LAWS 43262	1	Int'l Human Rights	Thomas Ginsburg	50	LLSO 23262, PLCS 56101, HMRT 37700	Wint.	3				
LAWS 53229	1	Cross-Border Transactions: Securities, M&A, and Joint Ventures	Tarek Sultani	25		Fall	3	--	--	--	--
LAWS 90225	1	Int'l Human Rights Clinic	Claudia Flores	25		Fall	3	--	--	--	--
LING 21310	1	Intro to Indo-Eur. Linguistics	Yaroslav, Gorbachov	50		Spr.	3	--	--	--	--
LING 23115	1	Old Church Slavonic	Yaroslav Gorbachov	100	LING 35100, REES 23115. REES 33115	Fall	3	--	--	--	--
MAPS 34500	1	Anthropology Of Museums-1	Fred Morris	25	ANTH 24510, ANTH 34501,SOSC 34500,CHDV 34501	Wint.	3	15	3	0	18
MAPS 35150	1	Anthropology of Israel	Fred Morris	50	ANTH 25150, ANTH 35150, NEHC 25147, NEHC 35147, JWSC 25149, CMES 35150	Spr.	3	--	--	--	--
MOGK 10100	1	Elementary Modern Greek-I	Chrysanthi Koutsiviti	100		Fall	4	1	0	0	1
MOGK 10200	1	Elementary Modern Greek-2	Chrysanthi Koutsiviti	100		Wint.	4	1	0	0	1
MOGK 10300	1	Elementary Modern Greek III	Chryssanthi Koutsiviti	100		Spr.	4	--	--	--	--
MOGK 20100	1	Interm. Modern Greek-1	Chrysanthi Koutsiviti	100		Fall	4	2	0	0	2
MOGK 20200	1	Interm. Greek-2	Chrysanthi Koutsiviti	100		Wint.	4	2	0	0	2
MUSI 10100	2	Intro: Western Art Music	Lindsay Wright	25		Wint.	3	21	0	0	21
MUSI 10100	1	Intro: Western Art Music	Zachary Loeffler	25		Wint.	3	22	0	0	22
MUSI 10200	1	Intro To World Music	Daniel Gough	25	CRES 10200	Wint.	3	21	0	0	21
MUSI 10200	2	Intro To World Music	Daniel Gough	25	CRES 10200	Wint.	3	28	0	0	28

The University of Chicago NRC and FLAS Proposal, 2018-2021
Susan Gal, Director and PI

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MUSI 12100	1	Music In Western Civ-1	Katarzyna Grochowska	25	SOSC 21100,HIST 12700	Wint.	3	16	0	0	16
MUSI 17023	1	Middle East Music Ensemble	Wanees Zarour	25		Fall	3	24	0	0	24
MUSI 23509	1	Eurovision Song Contest	Philip Bohlman	50	TAPS 23509, SIGN 26044	Spr.	3	--	--	--	--
MUSI 31516	1	Ethnomusicological Analysis	Bertie Kibreah	25		Fall	3	--	--	--	--
MUSI 45019	1	Opera and Film in China and Europe	Martha Feldman, Judith Zeitlin	50	EALC 41401, CDIN 41401, TAPS 41401, CMST 44601, ITAL 41419	Wint.	3	--	--	--	--
NEHC 10101	1	Intro To The Middle East	Fred M Donner	25	HIST 15801,SIGN 26005	Spr.	3	54	9	0	63
NEHC 10102	1	Gender in the Middle East	Nazli Cora	25	HIST 16000, GNSE 16100	Sum.	3	--	--	--	--
NEHC 20005	1	Ancient Near Eastern Thought & Lit-2: Anatolian Lit	Hripsime Haroutunian	50	NEHC 30005	Spr.	3	12	2	0	14
NEHC 20012	1	Ancient Empires 2: The Ottoman Empire	Kagan Arik	100	HIST 15603, CLCV 25800	Wint.	3	--	--	--	--
NEHC 20075	1	The Exotic and the Exotified: Gender in the Ancient Near East	Mary Buck	25	NEHC 30075	Wint.	3	14	12	0	26
NEHC 20155	1	A Political History of the Ancient Kingdom of Greater Armenia (ca. 188 BCE ? 428 CE)	Giusto Traina	100	NEHC 30155,CLCV 21716,CLAS 31716	Spr.	3	11	4	0	15
NEHC 20417	1	Semitic Languages, Cultures, and Civ: Ancient Near East	Herve Reculeau	25	NEHC 30417, HIST 15703	Fall	3	--	--	--	--
NEHC 20501	1	Islamic History & Society-1: The Rise of Islam & the Caliphate	Fred Donner	25	NEHC 20501,HIST 35704,RLST 20501,NEHC 30501,HIST 25704,CMES 30501	Fall	3	24	9	0	33
NEHC 20502	1	Islamic History & Society-2: The Middle Period	John E. Woods	25	NEHC 30502,HIST 35804,HIST 25804	Wint.	3	23	12	0	35

The University of Chicago NRC and FLAS Proposal, 2018-2021
Susan Gal, Director and PI

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NEHC 20503	1	Islamic History & Society-3:The Modern Middle East	Ada Holly Shissler	25	HIST 35904,HIST 25904,NEHC 30503	Spr.	3	21	5	0	26
NEHC 20601	1	Islamic Thought & Lit-1	Ahmed El Shamsy	25	SOSC 22000, HIST 25610, HIST 35610, NEHC 30601, RLST 20401, CMES 30601, ISLM 30601	Fall	3	29	14	0	43
NEHC 20602	1	Islamic Thought & Lit-2	Franklin Lewis	25	ISLM 30602, NEHC 30602	Wint.	3	16	7	0	23
NEHC 20603	1	Islamic Thought & Lit-3	Orit Bashkin	25	RLST 20403, NEHC 30603, SOSC 22200, ISLM 30603, HIST 25616, HIST 35616	Spr.	3	18	6	0	24
NEHC 20647	1	Islamic Political Tht. in the Global Era	Madeleine Elfenbein	25		Spr.	3	18	4	0	22
NEHC 20765	1	Intro to the Musical Folklore of Central Asia	Kagan Arik	100	MUSI 23503, MUSI 33503, NEHC 30765, ANTH 25905, REES 25001, REES 35001	Spr.	3	12	7	0	19
NEHC 20766	1	Shamans and Oral Poets of Central Asia	Kagan Arik	100	ANTH 25906, NEHC 30766	Spr.	3	--	--	--	--
NEHC 20827	1	Woman Question /Reform/Ottoman	Ada Holly Shissler	100	NEHC 30827	Wint.	3	12	8	0	20
NEHC 20914	1	History of Turkey and Iran in the 20th Century	Ada Holly Shissler	50	NEHC 30914	Fall	3	--	--	--	--
NEHC 20920	1	Turkish and Israeli Politics: Modern Foundations and Contemporary Trends	Aviad Rubin	50	NEHC 30920	Spr.	3	8	6	0	14
NEHC 20937	1	Nationalism & Colonialism in the Middle East	Orit Bashkin	25	NEHC 30937	Fall	3	12	8	0	20
NEHC 27001	1	Intro to the History of Central Asia	Rong Fan	100	HIST 25803, NEHC 37001	Fall	3	--	--	--	--
NEHC 27002	1	Intro to the History of Central Asia 2	August Samie	100	HIST 25805, NEHC 37002	Spr.	3	--	--	--	--
NEHC 30115	1	Iran and Turan	Richard Payne	50		Fall	3	25	7	0	32
NEHC 30815	1	Languages of the Ottoman Empire	Hakan Karateke	100		Wint.	3	--	--	--	--

The University of Chicago NRC and FLAS Proposal, 2018-2021
Susan Gal, Director and PI

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NEHC 30832	1	Topics in Late Ottoman History	Holly Shissler	100		Fall	3	--	--	--	--
NEHC 30838	1	Further Topics in Late Ottoman History-1	Ada Holly Shissler	100		Fall	3	2	2	0	4
NEHC 30839	1	Further Topics in Late Ottoman History-2	Ada Holly Shissler	100		Wint.	3	0	11	0	11
NEHC 30852	1	The Ottoman World in the Age of Suleyman the Magnificent	Cornell Fleischer	100	CMES 30852, HIST 58302	Fall	3	--	--	--	--
NEHC 30853	1	The Ottoman World in the Age of Suleyman the Magnificent	Cornell Fleischer	100	HIST 58303	Spr.	3	--	--	--	--
NEHC 30891	1	Sem: Intro to the Ottoman Press-1	Ada Holly Shissler	100	HIST 35707	Fall	3	--	--	--	--
NEHC 30943	1	Colloquium: Iran and Central Asia	John E. Woods	100	HIST 58601, CMES 58601	Fall	3	34	8	0	42
NEHC 39501	1	Politics of Gender, Modernity, and Home: Armenians in the Late Ottoman Empire and Early Rep. Turkey	Melissa Bilal	100	HIST 25708, GNSE 39501	Spr.	3	--	--	--	--
NEHC 40702	1	Sem: Iran and Central Asia 2	John E. Woods	100	HIST 78602, CMES 40702	Wint.	3	21	13	0	34
NEHC 48602	1	Persian Poetry and Philology	Muzaffar Alam, Thibaut D'hubert	50	SALC 48602,PERS 48602	Spr.	3	2	6	0	8
PERS 10101	1	Elementary Persian-1	Saeed Ghahremani	100		Fall	4	3	2	0	5
PERS 10102	1	Elementary Persian-2	Saeed Ghahremani	100		Wint.	4	3	2	0	5
PERS 10103	1	Elementary Persian-3	Saeed Ghahremani	100		Spr.	4	3	2	0	5
PERS 20101	1	Interm. Persian-1	Saeed Ghahremani	100		Fall	4	2	1	0	3
PERS 20102	1	Interm. Persian-2	Saeed Ghahremani	100		Wint.	4	4	2	0	6
PERS 20103	1	Interm. Persian-3	Saeed Ghahremani	100		Spr.	4	2	4	0	6
PERS 20123	1	Summer Intensive Interm. Persian	Saeed Ghahremani	100		Sum.	8	--	--	--	--
PERS 20220	1	Poetics/Politics Modern Iran	Saeed Ghahremani	50		Spr.	4	--	--	--	--
PERS 30230	1	Persian Travelogues: The Safar-nama Genre	Franklin Lewis	25		Wint.	4	--	--	--	--

The University of Chicago NRC and FLAS Proposal, 2018-2021
Susan Gal, Director and PI

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PERS 30250	1	Persian Paleography, Codicology and Textual Editing	Franklin Lewis	25		Wint.	3	0	8	0	8
PERS 30332	1	Persian Sufi Texts	Franklin Lewis	25	ISLM 30339, SALC 30332, RLST 20503	Fall	4	--	--	--	--
PERS 30370	1	Poetry of Nezami	Franklin Lewis	25		Spr.	4	--	--	--	--
PERS 30423	1	Persian Prose: Modern Scholarly Prose	Saeed Ghahremani	50		Wint.	4	--	--	--	--
PHIL 53360	1	Topic in the Phil of Judaism: Soloveitchik Reads the Classics	Arnold Ira Davidson	100	HIJD 53360, DVPR 53360, KNOW 47002	Wint.	3	--	--	--	--
PLSC 20280	1	The Politics of Popular Sovereignty: Participation and Protest	Elisabeth S. Clemens	25	SOCI 20280	Fall	3	--	--	--	--
PLSC 20605	1	Imagining the Int'l	Emma Mackinnon	50	HMRT 26501,CRES 26501	Spr.	3	15	3	0	18
PLSC 20922	1	Russian State and Society under Putin: Uses of History, Myth, and Society	Christy Brandy	100		Spr.		--	--	--	--
PLSC 24401	1	Herodotus and Thucydides: History and Politics	Matthew Landauer	25	PLSC 34401,FNDL 24403	Spr.	3	3	5	0	8
PLSC 24402	1	Greek Political Thought	Demetra Kasimis, Matthew Landauer	25	PLSC 34402	Fall	3	22	3	0	25
PLSC 24410	1	The World of Dictatorships	Dan Slater	25	PLSC 34410	Wint.	3	30	2	0	32
PLSC 25110	1	Empire and Int'l Justice	Sankar Muthu	50	LLSO 25110	Spr.	3	--	--	--	--
PLSC 26615	1	Democracy's Life and Death	John McCormick	25	LLSO 26615	Wint.	3	--	--	--	--
PLSC 26800	1	Insurgency, Terrorism, and Civil War	Paul Staniland	25	LLSO 26804	Wint.	3	12	13	0	25
PLSC 27600	1	War and the Nation State	John Mearsheimer	25	PLSC 37600	Wint.	3	--	--	--	--
PLSC 29000	1	Intro To Int'l Relations	Paul Poast	25		Fall	3	--	--	--	--

The University of Chicago NRC and FLAS Proposal, 2018-2021
Susan Gal, Director and PI

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PLSC 29120	1	Big Wars: Ancient, Medieval, and Early Modern	Charles Lipson	25	PLSC 39120	Wint.	3	16	14	0	30
PLSC 39701	1	Building World Order after Major Wars	Charles Lipson	50		Wint.	3	14	11	0	25
PLSC 40600	1	Seminar on IR Theory	Austin Carson	25		Fall	3	--	--	--	--
PLSC 41302	1	Modern Theories of the State	Clifford Ando, Jennifer Pitts	25	HIST 68901	Wint.	3	--	--	--	--
PLSC 41500	1	Nationalism in the Age of Globalization	John Mearsheimer	25		Spr.	3	--	--	--	--
PLSC 41510	1	Nationalism and Multiculturalism	Chaim Gans	25	NEHC 34801	Fall	3	--	--	--	--
PLSC 43001	1	The Refugee	Demetra Kasimis	25		Fall	3	--	--	--	--
PLSC 46013	1	Two Faces of Security	Charles Lipson	25		Fall	3	--	--	--	--
PLSC 47701	1	Political Economy of Int'l Security	Paul Poast	25		Fall	3	--	--	--	--
PLSC 53000	1	Seminar: Great Power Politics	John Mearsheimer	75		Wint.	3	--	--	--	--
POLI 10103	1	1st-Year Polish-1	Kinga Kosmala	100		Fall	4	4	0	0	4
POLI 10203	1	1st-Year Polish-2	Kinga Kosmala	100		Wint.	4	4	0	0	4
POLI 10303	1	1st Year Polish-3	Kinga Kosmala	100		Spr.	4	0	5	0	5
POLI 20103	1	2nd-Year Polish-1	Kinga Kosmala	100		Fall	4	1	0	0	1
POLI 20203	1	2nd-Year Polish-2	Kinga Kosmala	100		Wint.	4	1	0	0	1
POLI 20303	1	2nd-Year Polish-3	Kinga Kosmala	100		Spr.	4	4	0	0	4
POLI 20403	1	3rd Year Polish-1	Kinga Kosmala	100	POLI 30403	Fall	4	0	2	3	5
POLI 20503	1	3rd-Year Polish - 1	Kinga Kosmala	100	POLI 30503	Wint.	4	2	3	0	5
POLI 30603	1	3rd-Year Polish-3	Kinga Kosmala	100		Spr.	4	1	0	0	1
POLI 39901	1	Reading Course: Polish Lit I	Erik Houle	100		Fall	4	--	--	--	--
POLI 39902	1	Reading Course: Polish Lit II	Erik Houle	100		Wint.	4	--	--	--	--
POLI 39903	1	Reading Course: Polish Lit III	Staff	100		Spr.	4	--	--	--	--
PPHA 33510	1	Nuclear Policy	Kennette Benedict	100		Spr.	3	--	--	--	--

The University of Chicago NRC and FLAS Proposal, 2018-2021
Susan Gal, Director and PI

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REES 20001	1	War and Peace	William Nickell	100	CMLT 32301, ENGL 32302, REES 30001, CMLT 22301, ENGL 28912, FNDL 27301, HIST 23704	Fall	3	22	0	0	22
REES 20004	1	Nabokov: Lolita	Malynne Sternstein	100	FNDL 25300, GNSE 24900, ENGL 28916, SIGN 26027	Spr.	3	--	--	--	--
REES 20013	1	Dostoevsky	Robert Bird	100	HUMA 24800, RLST 28204, FNDL 24612, RLIT 39501, REES 30013	Wint.	3	37	2	0	39
REES 20026	1	Soviet Leisure	Perry Sherouse	100	REES 30026	Fall	3	--	--	--	--
REES 21002	1	Kieslowski's French Cinema	Bozena Shallcross	100	CMST 34405, FNDL 25312, REES 31002, CMLT 24405	Wint.	3	11	2	0	13
REES 21006	1	Joseph Conrad's The Secret Agent: (In)action, Surveillance, Terrorism	Bozena Shallcross	100	REES 31006, ENGL 21006, ENGL 31006, FNDL 21006	Spr.	3	6	3	0	9
REES 21300	1	(Re)Branding the Balkan City: Contemporary Belgrade/Sarajevo/Zagreb	Nada Petkovic	100	BCSN 21300, REES 31303	Spr.	3	--	--	--	--
REES 22007	1	Milan Kundera	Malynne Sternstein	100	FNDL 22007, REES 32007	Spr.	3	--	--	--	--
REES 23108	1	Contact Linguistics	Ross Burkholder	100	LING 26310, LING 36310	Wint.	3	10	7	0	17
REES 24414	1	Soviet Science Fiction	Zdenko Mandusic	100	CMST 24414	Wint.	3	14	3	0	17
REES 24416	1	Russian Lit in the Composer's Ear	Miriam Tripaldi	100	REES 34416, MUSI 24317, MUSI 34317	Spr.	3	12	4	0	16
REES 25602	1	Russian Short Fiction: Experiments in Form	Kaitlyn Tucker	100	HIST 14001	Wint.	3	8	2	0	10
REES 26007	1	Russian Modernist Theater	William Nickell	100	REES 36007	Fall	3	--	--	--	--
REES 26064	1	Revolution	Robert Bird, Sheila Fitzpatrick	100	HIST 23707, HIST 33707, REES 36070	Fall	3	--	--	--	--
REES 26068	1	The Underground: Alienation, Mobilization, Resistance	Robert Bird	100	CMST 24568, REES 36068, CMST 34568, SIGN 26012	Wint.	3	--	--	--	--

The University of Chicago NRC and FLAS Proposal, 2018-2021
Susan Gal, Director and PI

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REES 26069	1	Jewish Writer's in the Russian Tradition	William Nickell	100	REES 36069, JWSC 20234	Spr.	3	--	--	--	--
REES 27003	1	Narratives of Assimilation	Bozena Shallcross	100	REES 27021,RLST 26623,NEHC 20223,REES 37021,NEHC 30223, JWSC 20223	Wint.	3	0	12	0	12
REES 27019	1	Holocaust Object	Bozena Shallcross	100	ANTH 35035, HIST 33413, ANTH 23910, HIST 23412, REES 37019, JWSC 29500	Wint.	3	--	--	--	--
REES 27027	1	Cinema and the Holocaust	Bozena Shallcross	100	CMST 32507, REES 37027, CMST 22507	Wint.	3	--	--	--	--
REES 28913	1	Comparative Methods in the Humanities	Olga Solovieva	50	CMLT 20109, ENGL 28918	Fall	3	--	--	--	--
REES 29009	1	Balkan Folklore	Angelina Ilieva	100	NEHC 30568,ANTH 35908,CMLT 33301,NEHC 20568,CMLT 23301,REES 39009,ANTH 25908	Wint.	3	2	4	0	6
REES 29013	1	The Burden of History: The Nation and Its Lost Paradise	Angelina Ilieva	100	REES 29013,HIST 34005,REES 39013,NEHC 20573,HIST 24005,NEHC 30573,CMLT 33401, CMLT 23401	Spr.	3	4	3	0	7
REES 29018	1	Imaginary Worlds: The Fantastic and Magic Realism in Russia and SouthE. Eur.	Angelina Ilieva	100	REES 39018,CMLT 27701,CMLT 37701	Spr.	3	3	6	0	9
REES 29021	1	The Shadows of Living Things: The Writings of Mikhail Bulgakov	Angelina Ilieva	100	REES 39021,FNDL 29020	Wint.	3	6	8	0	14
REES 29023	1	Returning the Gaze: The West and the Rest	Angelina Ilieva	100	CMLT 29023,REES 39023,CMLT 39023,NEHC 29023,NEHC 39023	Fall	3	2	3	0	5
REES 29024	1	States of Surveillance	Angelina Ilieva	100	REES 39024, CMLT 29024, CMLT 39024	Fall	3	--	--	--	--
REES 31000	1	Gombrowicz: The Writer as Philosopher	Bozena Shallcross	100	REES 21000,FNDL 26903	Spr.	3	4	6	0	10
REES 36067	1	The Aesthetics of Socialist Realism	Robert Bird, Christina Kiaer	100	ARTH 44502, CMST 44510	Fall	3	--	--	--	--

The University of Chicago NRC and FLAS Proposal, 2018-2021
Susan Gal, Director and PI

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						Term	Hrs /W	UG	G	Oth-er	Total
REES 39814	1	Kurosawa and His Sources	Olga Solovieva	50	CMLT 23302,CMLT 33302,EALC 23312,EALC 33312,REES 29814,SCTH 34012,CMST 24922,CMST 34922	Spr.	3	8	6	0	14
REES 43901	1	Colloquium: The Russian Revolution	Eleonora Gilburd	100	HIST 43901	Spr.	3	16	8	0	24
REES 64511	?	Film and Revolution	Robert Bird	100	CMST 64511	Fall	3	--	--	--	--
RESS 24410	1	Animation in the Eastern Bloc	Cheryl Stephenson	100		Wint.	3	--	--	--	--
RESS 25603	1	Media and Power in the Age of Putin and Trump	William Nickell	100	REES 35603, SIGN 26029	Wint.	3	--	--	--	--
RESS 26076	1	Russian Modernist Poetry	Robert Bird	100	RESS 36076	Wint.	3	--	--	--	--
RLIT 51610	1	Between East and West: Venice in the Pre-Modern Period	Karin Krause	100	HCHR 51610,ARTH 41610	Spr.	3	0	12	0	12
RLST 21801	1	Religion and Society in the Middle Ages	Lucy K. Pick	100		Fall	3	14	7	0	21
RUSS 10103	2	1st-Year Russian-1	Zachary King	100		Fall	4	10	0	0	10
RUSS 10103	3	1st-Year Russian-1	Mark Baugher	100		Fall	4	9	1	0	10
RUSS 10103	1	1st-Year Russian-1	Erik Houle	100		Fall	4	10	1	0	11
RUSS 10203	3	1st-Year Russian-2	Maria Iakubovich	100		Wint.	4	9	1	0	10
RUSS 10203	1	1st-Year Russian-2	Erik Houle	100		Wint.	4	10	1	0	11
RUSS 10203	2	1st-Year Russian-2	Mark Baugher	100		Wint.	4	14	0	0	14
RUSS 10303	3	1st-Year Russian-3	Maria Iakubovich	100		Spr.	4	8	0	0	8
RUSS 10303	2	1st-Year Russian-3	Mark Baugher	100		Spr.	4	9	1	0	10
RUSS 10303	1	1st-Year Russian-3	Erik Houle	100		Spr.	4	10	1	0	11
RUSS 10303	2	1st-Year Russian-3	Mark Baugher	100		Spr.	4	12	1	0	13
RUSS 10400	1	Russian Through Pushkin I	Mark Baugher	100		Fall	4	--	--	--	--
RUSS 10500	1	Russian Through Pushkin II	Mark Baugher	100		Wint.	4	--	--	--	--
RUSS 20103	1	2nd-Year Russian-1	Mark Baugher	100		Fall	4	9	1	0	10

The University of Chicago NRC and FLAS Proposal, 2018-2021
Susan Gal, Director and PI

Course Code	Sec #	Course Title	Instructor(s)	%	Cross-listed	2016-2017 Enrollments					
						Term	Hrs /W	UG	G	Oth-er	Total
RUSS 20103	1	2nd-Year Russian-1	Erik Houle	100		Fall	4	14	0	0	14
RUSS 20104	1	2nd-Year Russian Studies-1	Erik Houle	100		Fall	4	--	--	--	--
RUSS 20203	2	2nd-Year Russian-2	Mark Baugher	100		Wint.	4	8	2	0	10
RUSS 20203	1	2nd-Year Russian-2	Erik Houle	100		Wint.	4	14	0	0	14
RUSS 20204	1	2nd-Year Russian Studies 2	Erik Houle	100		Wint.	4	--	--	--	--
RUSS 20303	1	2nd-Year Russian-3	Mark Baugher	100		Spr.	4	--	--	--	--
RUSS 20303	1	2nd-Year Russian-3	Mark Baugher	100		Spr.	4	--	--	--	--
RUSS 20303	1	2nd-Year Russian-3	Erik Houle	100		Spr.	4	14	0	0	14
RUSS 20304	1	2nd-Year Russian through Culture III	Erik Houle	100		Spr.	4	--	--	--	--
RUSS 20702	1	3rd-Yr Russian: Culture-1	Valentina Pichugin	100		Fall	4	16	0	0	16
RUSS 20802	1	3rd Year Russ: Culture-2	Valentina Pichugin	100		Wint.	4	14	1	0	15
RUSS 20902	1	3rd-Year Russ: Culture-3	Valentina Pichugin	100	RUSS 30902	Spr.	4	16	0	0	16
RUSS 21302	1	Adv. Russian Thru Media-1	Valentina Pichugin	100	RUSS 30102	Fall	4	10	1	0	11
RUSS 21402	1	Adv Russian Through Media-2	Valentina Pichugin	100	RUSS 30202	Wint.	4	12	3	0	15
RUSS 21502	1	Adv Russian Through Media-3	Valentina Pichugin	100	REES 30302, RUSS 30302, RESS 21502	Spr.	4	10	1	0	11
RUSS 21600	1	Russian For Heritage Learners	Maria Iakubovich	100		Fall	4	--	--	--	--
RUSS 23333	1	Reading Russian For Research Purposes	Valentina Pichugin	100	RUSS 33333	Sum.	8	3	5	0	8
RUSS 29910	1	Special Topics in Adv. Russian	Valentina Pichugin	100	RUSS 39910	Fall	4	--	--	--	--
RUSS 29911	1	Special Topics in Adv. Russian	Valentina Pichugin	100	RUSS 39911	Wint.	4	--	--	--	--
RUSS 29912	1	Special Topics in Adv. Russian	Valentina Pichugin	100	RUSS 39912, REES 29912, REES 399122	Spr.	4	--	--	--	--

The University of Chicago NRC and FLAS Proposal, 2018-2021
 Susan Gal, Director and PI

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						Term	Hrs /W	UG	G	Oth-er	Total
RUSS 33333	2	Reading Russian For Research Purposes	Valentina Pichugin	100		Sum.	8	3	5	0	8
SCTH 26002	1	Lit and Hunger	Rosanna Warren	25	ENGL 26002, RLST 26002	Fall	4	--	--	--	--
SOCI 30252	1	Urban Innovation: Cultural Place Making and Scenescapes	Terry N. Clark	25	SOCI 20252	Spr.	3	23	1	0	24
SOCI 30257	1	The 3rd World City	Marco Garrido	25	SOCI 20257	Spr.	3	14	7	0	21
SOCI 30263	1	Human Migration	Ross Stolzenberg	50		Wint.	3	--	--	--	--
SOCI 60021	1	Workshop - Politics, History, and Society	Andrew Abbott, Marco Garrido	25		Wint.	3	--	--	--	--
TAPS 20610	1	Adaptation & Translation in Theater-Making	Leah Feldman & Leslie Buxbaum Danzig	100	TAPS 30610	Fall	3	--	--	--	--
TAPS 24100	1	Aristophanes: Analyzing and Adapting	Sean Graney	25		Fall	3	8	7	0	15
TURK 10101	1	Elementary Turkish-1	Kagan Arik	100		Fall	4	7	4	0	11
TURK 10102	1	Elementary Turkish-2	Kagan Arik	100		Wint.	4	5	3	0	8
TURK 10103	1	Elementary Turkish-3	Kagan Arik	100		Spr.	4	7	4	0	11
TURK 10105	1	Intro to Old Turkic	Kagan Arik	100		Fall	4	0	3	0	3
TURK 10106	1	Intro to Old Turkic 2	Kagan Arik	100		Wint.	4	3	5	0	8
TURK 10107	1	Intro to Old Turkic-3	Kagan Arik	100		Spr.	4	3	2	0	5
TURK 20101	1	Interm. Turkish-1	Helga Anetshofer-Karateke	100		Fall	4	3	2	0	5
TURK 20102	1	Interm. Turkish-2	Helga Anetshofer-Karateke	100		Wint.	4	3	2	0	5
TURK 20103	1	Interm. Turkish-3	Helga Anetshofer-Karateke	100		Spr.	4	3	2	0	5
TURK 20123	1	Intensive Interm. Turkish	Kagan Arik	100		Sum.	8	4	2	0	6
TURK 20123	2	Intensive Interm. Turkish	Kagan Arik	100		Sum.	8	4	2	0	6
TURK 30101	1	Adv. Turkish 1	Kagan Arik	100		Fall	4	1	1	0	2
TURK 30102	1	Adv. Turkish 2	Kagan Arik	100		Wint.	4	1	1	0	2

The University of Chicago NRC and FLAS Proposal, 2018-2021
 Susan Gal, Director and PI

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						Term	Hrs /W	UG	G	Oth-er	Total
TURK 30103	1	Adv. Turkish 3	Hakan Karateke	100		Spr.	4	0	3	0	3
TURK 30501	1	Ottoman Turkish-1	Helga Anetshofer-Karateke	100		Fall	4	0	8	0	8
TURK 30502	1	Ottoman Turkish-2	Helga Anetshofer-Karateke	100		Wint.	4	0	8	0	8
TURK 30503	1	Ottoman Turkish-3	Helga Anetshofer-Karateke	100		Spr.	4	0	8	0	8
TURK 40586	1	Adv. Ottoman Reading I	Hakan Karateke	100		Fall	4	0	3	0	3
TURK 40589	1	Adv. Ottoman Historical Texts	Cornell Fleischer	100		Fall	4	--	--	--	--
TURK 40589	1	Colloquium: Adv. Ottoman Historical Texts	Cornell Fleischer	100	HIST 58301	Fall	4	--	--	--	--
UZBK 10101	1	Elementary Uzbek-1	Kagan Arik	100		Fall	4	0	0	0	0
YDDH 10100	1	Elementary Yiddish for Beginners-1	Lecturer Staff	100		Fall	4	0	0	0	0
YDDH 20101	1	Interm. Yiddish: The Yiddish Press	Lecturer Staff	100		Fall	4	0	1	0	1
YDDH 21101	1	Adv. Yiddish: The Yiddish Press	Lecturer Staff	100		Fall	4	0	0	0	0
YDDH 29700	1	Independent Reading: Yiddish	Lecturer Staff	100		Fall	4	0	0	0	0
BUSN 35210		Int'l Corporate Finance	Raghuram Rajan	25							
BUSN 33503		Managing the Firm in the Global Economy	Jonathan Dingel	25							
BUSN 33501		Int'l Commercial Policy	Douglas Irwin	25		Fall					
BUSN 33502		Int'l Financial Policy	Rohan Kekre & Brent Neiman	25							
BUSN 33650		Workshop in Macro and Int'l Economics	Jonathan Dingel, Thomas Winberry, Brent Neiman, Joseph Vavra	25							
AASR 42214		Transnational Religious Movements	Angie Heo	25							

The University of Chicago NRC and FLAS Proposal, 2018-2021
Susan Gal, Director and PI

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HCHR 32302		Byzantium: Art, Religion, Culture	Karin Krause	100		Wint.					
AASR 42808		Religion and the Cold War	Angie Heo	100		Wint.					
HIJD 53360		Topics in the Philosophy of Judaism: Soloveitchik Reads the Classics	Arnold Davidson		PHIL 53360, KNOW 47002						
PPHA 33820		Democracy Hacked: Cyber Threats to Modern Governments in the Digital Age	Jake Braun								
PPHA 33510		Nuclear Policy	Kennette Benedict								
LAWS 43262		Int'l Human Rights	Tom Ginsburg								
LAWS 53292		Eur. Legal History	Richard Helmholz								
LAWS 53132		Child Exploitation, Human Trafficking & the Supply Chain	Virginia Kendall								
MEDC 30009		Scholarship & Discovery: Global Public Health	Brian Callender, MD			Spr.					
MEDC 40009		Global Health: Interdisciplinary Case Studies	Brian Callender, MD								
SSAD 63800		Program Evaluation In Int'l Settings	Leyla Ismayilova			Fall					
SSAD 63300		Int'l Perspectives on Social Policy and Social Work Practice	Leyla Ismayilova								
SSAD 62812		Examining Historical Trauma: Intergenerational Responses to the Holocaust	Amelia Klein								

TABLE OF CONTENTS:

CEERES Administrative Staff

Gal, Susan	3
Peters, Esther	4
Weflen, Matthew	4

CEERES Faculty and Library Staff

Anetshofer, Helga	5	Ginsburg, Thomas	15
Arik, Kagan	5	Gorbachov, Yaroslav	16
Barker, Meghanne	6	Grenoble, Lenore	16
Baugher, Mark	6	Hall, Jonathan M.	17
Baumann, Catherine	7	Haroutunian, Hripsime	17
Bergemann, Patrick	7	Hillis, Faith	18
Bird, Robert	8	Houle, Erik	18
Bohlman, Philip	8	Ilieva, Angelina	19
Boyer, John	9	Ismayilova, Leyla	19
Burgoyne, Nicole	9	Jackson, Matthew Jesse	20
Cajkova, Irena	10	Jasarevic, Larisa	20
Christian, Ingrid	10	Karateke, Hakan T.	21
Dik, Helma	11	Kirzane, Jessica	21
Farris, June	11	Leitzel, James	22
Feldman, Leah	12	Levy, Sandra	22
Fleischer, Cornell	12	Li, Darryl	23
Franklin, Kathryn	13	Maslov, Boris	23
Gavrilov, Leonid	13	Mearsheimer, John	24
Gavrilova, Natalia	14	Mendes-Flohr, Paul	24
Giannakidou, Anastasia	14	Merchant, Jason	25
Gilburd, Eleonor	15	Nalepa, Monika	25

Nickell, William	26	Zonis, Marvin	39
Nooter, Sarah	26		
Osborne, James	27	Student Language Instructors	40
Pape, Robert	27	CEERES Associate Members	40
Petkovic, Nada	28	Position Descriptions	41
Pichugin, Valentina	18	*Language proficiency was self-reported and self-assessed	
Posner, Eric	29		
Ptaszynska, Marta	29		
Raikhel, Eugene	30		
Redfield, James	30		
Sells, Michael	31		
Shallcross, Bozena	31		
Shissler, A. Holly	32		
Solovieva, Olga	32		
Sonin, Konstantin	33		
Stephenson, Cheryl	33		
Sternstein, Malynne	34		
Tamarina, Natalie	34		
Torres, Anna Elena	35		
Tsivian, Yuri	35		
Tucker, Kaitlyn	36		
Vishny, Robert	36		
Vorderstrasse, Tasha	37		
Wood, Diane	37		
Woods, John	38		
Yu, Alan	38		
Zahra, Tara	39		

GAL, Susan. Mae and Sidney G. Metzl Distinguished Service Professor, Departments of Anthropology & Linguistics. First appointed 1994. Tenured. Director, Center for East European and Russian/Eurasian Studies.

Education: Ph.D. (Anthropology) University of California, Berkeley, 1976; M.A. University of California, Berkeley, 1971; B.A. Barnard College, 1970.

Percentage of time dedicated to CEERES area: 75%

Research interests: Linguistic nationalism; language and gender; rhetorical and symbolic aspects of political transformation in contemporary Eastern Europe; post socialism.

CEERES language(s): Hungarian (5), German (4)

Field experience: Hungary (annually); Fulbright to Hungary 1990; Austria (annually)

Courses taught or proposed (partial listing): Ethnography of Europe/Central Europe/Eastern Europe; Language in Culture; Gender Theory and Anthropology; Politics of Language, Politics of Culture in Eastern & Western Europe

Dissertation/thesis supervision (last 5 years): 27 Ph.D., 10 M.A., 6 B.A.

Distinctions: Bauman Lecture in Linguistic Anthropology, Indiana University (2017); Arany Janos Award for Lifetime Achievement in Scholarship, Hungarian Academy of Sciences (2016); Faculty Award for Graduate Teaching (2014); Iris Marion Young Distinguished Lecture, CGSS UChicago (2013); Simon Distinguished Visitor, Anthropology, University of Manchester (2010); Fellow of the American Academy of Arts and Sciences (elected 2007); Fellow, Collegium Budapest Center for Advanced Study (Summers 2004, 2005); SSRC International Scholars Fellowship (2004-2005).

Selected recent publications:

2018: "Registers in circulation: The social organization of interdiscursivity." *Signs and Society*.

2017: "Qualia as value and knowledge: Histories of European porcelain." *Signs and Society* 15(1): 128-153.

2017: "Visions and revisions of minority languages: Standardization and its dilemmas." In P. Lane and J. Costa (eds.) *Standardizing minority languages in the global periphery: competing ideologies of authority and authenticity*. Routledge. 222-242.

2016: "Language and political economy: An afterword." *HAU: A Journal of Ethnographic Theory* 6(3): 331-335.

2016: "Nyelvi sztenderdizáció: Modellek és ideológiák. IN I. Vancó (ed.)

Standard és nem standard 1: Változatok egy nyelv változataira. [Linguistic standardization: Models and ideologies. IN *Standard and non-standard: Variations of a language variety*] Bratislava.

2016: Labov in anthropology. *Journal of Sociolinguistics* 20:4:453-463.

2016: Tamás Hofer (1929-2016). *American Anthropologist* 119:1:177-180.

2016: Scale-making: Comparison and Perspective as Ideological Projects. IN S. Carr and M. Lempert (eds.) *Scale: Discourse and Dimension in Social Life*. U. of California Press. Pp. 91-111.

2016: Translation and Demarcation in Legal Worlds. IN W. Ford, G. Matoesian and E. Mertz (eds.) *Translating the Social World for Law: Linguistic Tools for a New Legal Realism*. Oxford University Press: New York.

2016: Sociolinguistic differentiation. IN N. Coupland (ed.) *Sociolinguistics: Theoretical Debates*. Cambridge University Press: New York. Pp. 115-135.

2015: Rethinking translation in feminist NGOs: Rights and empowerment across borders. *Social Politics* 22:4:610 - 35. (with Julia Kowalski and Erin Moore).

PETERS, Esther. Associate Director, Center for East European, and Russian/Eurasian Studies. First appointed 2017.

Education: Ph.D. (Slavic Languages and Literatures), University of Chicago, 2014; M.A. (Slavic Languages and Literatures), University of Chicago, 2007; B.A. (Slavic Languages and Literatures), University of Chicago, 2001.

Percentage of time dedicated to CEERES area: 100%

Relevant Experience: 2015-2017: Outreach and Campus Program Coordinator, Center for East European, and Russian/Eurasian Studies, University of Chicago.

CEERES language(s): Czech, Russian

Field experience: Czech Republic

Courses: Narratives of Suspense in European and Russian Literature and Film; Animal Stories

Distinctions: 2009 Stuart Tave Teaching Fellowship, University of Chicago; 2007 University of Chicago Provost's Summer Funding; 2005 Procházka Award for Study of Czech and Slovak, University of Chicago; 2003 Century Fellowship, University of Chicago

Selected recent publications: 2016: Review of Karel Jaromír Erben. A Bouquet of Czech Folktales. Trans. Marcela Malek Sulak. Prague: Twisted Spoon Press published in SEEJ 59.4 (Winter 2015).

2009: Review of Stones on the Prairie: Acculturation in America by Eva Eckert published in SEEJ, 53. 4

WEFLEN, Matthew T. Outreach and Campus Program Coordinator, Center for East European, and Russian/Eurasian Studies. First appointed 2018.

Education: M.A. (Philosophy), Loyola University Chicago, 2008; B.A. (Philosophy), St. Xavier University, 2005.

Percentage of time dedicated to CEERES area: 100%

Research interests: Ancient Greek Metaphysics and Ethics

Relevant Experience: 9 years of teaching at City Colleges of Chicago and St. Xavier University in Chicago.

ANETSHOFER, Helga. Lecturer, Department of Near Eastern Languages and Civilizations (Turkish and Uzbek). First appointed 2009. Untenured.

Education: Ph.D., University of Vienna, Austria, 2001; Mag.phil., University of Vienna, Austria, 1995; Undergraduate studies (Turkology and Islamic Studies), University of Vienna, Austria, 1987-1995)

Percentage of time dedicated to CEERES area: 100%

Research interests: Turkish languages and cultures (Turkish, Ottoman Turkish, Old Anatolian Turkish, Uzbek, Kyrgyz, Azeri), Ottoman studies.

CEERES language(s): Turkish (near-native); Chagatay, Azeri, Kyrgyz, Uzbek, Modern Uyghur (partial fluency); Ottoman Turkish, Persian, Russian, Classical Mongolian (reading proficiency)

Field experience: Turkey, Iran, Xinjiang (China), Kyrgyzstan, Kazakhstan, Uzbekistan, Russia

Courses: Turkish (II, III); Ottoman Turkish (I-III); Uzbek (I, II)

Distinctions: ARIT-John Freely Fellow, Istanbul (2008-09)

Selected recent publications:

2018: *Disliking Others: Alterophobia in Pre-Modern Ottoman Lands*, co-edited with Erdem H. Çıpa and Hakan T. Karateke, Indiana University Press.

2018: “The Hero Dons a Talismanic Shirt for Battle: Magic Objects Aiding the Warrior in a Turkish Epic Romance (14th and 16th Century),” *Journal of Near Eastern Studies*.

2018: ““Are You From Çorum?”: Derogatory Attitudes Toward the “Unruly Mob” of the Provinces as Reflected in a Proverbial Saying,” in *Disliking Others: Alterophobia in Pre-Modern Ottoman Lands*, edited by E. H. Çıpa, H. T. Karateke, and Helga Anetshofer, Indiana University Press

2016: “Cinsel İçerikli bir Osmanlı Kıyâfetnâme’si: Ta’rîfnâme-i Zenâne” [An Ottoman *Kıyâfetname* with Sexual Content], with N. İ. Hüner-Cora and İ. C. Schick, *Toplumsal Tarih* 270 (June 2016), 28-37.

ARIK, Kagan. Ayasli Lecturer, Department of Near Eastern Languages and Civilizations (Turkish). First appointed 2000. Untenured.

Education: Ph.D. (Anthropology), University of Washington, 1999; M.A., University of Washington, 1993; B.A., University of Pennsylvania, 1991; Diploma, Lycee St. Germain-en-Laye, France, 1980.

Percentage of time dedicated to CEERES area: 100%

Research interests: Turkic languages and cultures (Uzbek, Kazak, Kirghiz, Tatar); Anthropology of Central Asia

CEERES language(s): Turkish (5), Uzebek (5), Kazak (5), Kirghiz (5), Tatar/Bashkir (4), Azeri (4), Turkmen (4), Uyghur (4), Tuvan (3), Altay (3), Tajik (2), Russian (2)

Field experience: Xinjiang Uyghur A.R., Kazakhstan, Kirghizstan, Tatarstan, Turkey.

Courses: First and Second Year Turkish; Introduction to Old Turkic; Introduction to Middle Turkic; First, Second, and Third Year Uzbek; Turkic Peoples of Central Asia; Musical Folklore of Central Asia; Shamans and Epic Poets of Central Asia; History and Culture of Central Asia

Distinctions: FLAS Fellowships (Kazakh and Kirghiz) (1995-97); Correspondent for Radio Free Europe/Radio Liberty, Uzbek Service, Prague (2001-present)

Selected recent publications:

2012: “Using Sound in Traditional Kazak Healing”, *Oriental Medicine Journal*, Spring 2012.

2008: “The Languages of Central, Northern and Western Asia”, book chapter in the *Encyclopedia of 1000 Languages*, The Ivy Press. Lewes, United Kingdom.

BARKER, Meghanne. Collegiate Assistant Professor, Social Sciences. First appointed 2017. Untenured.

Education: Ph.D. (Anthropology) University of Michigan Ann Arbor, 2017.

Percentage of time dedicated to CEERES area: 100%

Research interests: Intersections of play, performance, materiality, and childhood in post-Soviet Kazakhstan.

CEERES language(s): Kazakh, Russian

Field experience: Kazakhstan

Courses: Self, Culture and Society;

Selected recent publications: 2018: "Dancing Dolls: Animating Childhood in a Contemporary Kazakhstani Institution," *Anthropological Quarterly*.

2018: "Belonging And Belongings: Kinship Narratives And Material Anchors at A Second Home In Kazakhstan," *Journal of the Anthropological Society of Oxford-online*.

BAUGHER, Mark. Lecturer, Department of Slavic Languages and Literatures. First appointed 2016. Untenured.

Education: Ph.D. (Russian and Second Language Acquisition), Bryn Mawr College, 2012; M.A. (Russian and Second Language Acquisition), 2007; B.A. (English Literature), Western Washington University, 1999

Percentage of time dedicated to CEERES area: 100%

Research interests: The effects of deductive and inductive learning strategies on Second Language Acquisition. Current research focuses more specifically on the emergence of aspectual morphology in L2 learner speech.

CEERES language(s): Russian

Field experience: Russia

Courses: First Year Russian; Second Year Russian

BAUMANN, Catherine C. Director, Chicago Language Center and Senior Lecturer, Department of Germanic Studies. First appointed 1999. Untenured.
Education: Ph.D. (Curriculum and Instruction), University of Minnesota, 1994; M.A. (Germanic Literature) University of Minnesota, 1987; B.S. (Elementary Education), University of Minnesota, 1979.
Percentage of time dedicated to CEERES area: 25%
Research interests: German language; language instruction; secondary language pedagogy
CEERES language(s): German (5)
Field experience: Germany
Courses: Introductory German 1-3; Intermediate German 1-3; Graduate course in Pedagogy
Distinctions: Michigan Association of Governing Boards of State Universities Distinguished Faculty Award, (1998); Wayne State University President's Excellence in Teaching Award (1997)
Selected recent publications:
2013: Review of *Teaching and Learning Second Language Listening. Metacognition in Action*, by Larry Vandergrift and Christine C. M. Goh. *Modern Language Review*, Summer 2013.
1995: VOICI: Video Oral Communication Instrument. Invited consultant to develop video-mediated test of oral proficiency under auspices of the federally funded National Foreign Language Research Center. Wrote, scripted and filmed video. San Diego, CA. July, 1995.
1990: *German Pronunciation*. With Stanley Connell. Lincolnwood, IL: National Textbook Company, 1990.

BERGEMANN, Patrick. Assistant Professor of Organizations and Strategy, Booth School of Business. First appointed 2017. Untenured.
Education: Ph.D. (Sociology), Stanford University; B.A. (Economics), University of Chicago
Percentage of time dedicated to CEERES area: 25%
Research interests: Social network analysis, economic sociology, and political sociology
CEERES language(s): Russian, German
Field experience: Russia, Germany
Courses: Strategic Leadership
Distinctions: Stanford University Humanities + Design Fellowship, (2013); NSF Fellowship, (2011); Stanford University Sociology Research Opportunity, (2009); Stanford University Richard T. LaPiere Award, (2007)
Selected recent publications:
Under contract: *Judge Thy Neighbor: Denunciations in the Spanish Inquisition, Romanov Russia and Nazi Germany*, Columbia University Press.
2017: "Denunciation and Social Control," *American Sociological Review* 82(2), 384-406.
2016: "Strange Bedfellows: Informal Relationships and Political Preference Formation Within Boardinghouses, 1825-1841," *American Journal of Sociology* 122(2), 501-531.

BIRD, Robert. Professor, Department of Slavic Language and Literatures (Russian); Associated Faculty in the Divinity School and in Cinema and Media Studies. First appointed 2001. Tenured.

Education: Ph.D. (Slavic Dept.), Yale University, 1998; B.A., University of Washington, 1991.

Percentage of time dedicated to CEERES area: 100%

Research interests: Russian modernist literature/thought; Contemporary aesthetic theory & hermeneutics; Russian Spiritual History; Russian cinema and cinema theory

CEERES language(s): Russian (5); Polish (2)

Field experience: Russia and Poland

Courses: Introduction to Russian Literature 1,2,3; Russian language all levels; Pushkin and Gogol; Dostoevsky; Russian Short Fiction: Experiments in Form; Long-Take Cinema; Revolution; The Underground: Alienation, Mobilization, Resistance; Russian Modernist Poetry; Russian Cinema

Dissertation/thesis supervision (last 5 years): 17 Ph.D., 4 M.A., 5 B.A.

Distinctions: Bogliasco Residential Fellowship (2009); NEH Summer Institute on Early Slavic Culture (2006); Franke Institute Faculty Fellow, University of Chicago (2005);

Selected recent publications:

2012: *Fyodor Dostoevsky*. London: Reaktion Books.

2011: "The Poetics of Peat in Soviet Literary and Visual Culture." *Slavic Review* 70(3): 591-614.

2011: "The Function of Poetry: TASS Windows and the Soviet Media System in Wartime" In: *Windows of the War*. New Haven: Yale University Press.

2008: *Andrei Tarkovsky: Elements of Cinema*. London: Reaktion Books, 2008

BOHLMAN, Philip. Ludwig Rosenberger Distinguished Service Professor in Jewish History, Mary Werkman Distinguished Service Professor of Music. First appointed 1987. Tenured.

Education: Ph.D. (Ethnomusicology), University of Illinois at Urbana-Champaign, 1984; M.A. University of Illinois at Urbana-Champaign; B.M. (Piano), University of WI, Madison, 1975.

Percentage of time dedicated to CEERES area: 50%

Research interests: Ethnomusicology, Music and modernity, folk and popular music in North America and Europe, Jewish music

CEERES language(s): German, Hebrew, French, Arabic, Yiddish

Field experience: Germany, Israel, Central Europe, Eastern Europe, Slovakia

Courses: Anthropology of Music and Musical Anthropology; Russian Folk Music; Music and the Holocaust; Jewish Music at the End of Centuries; The Eurovision Song Contest; Introduction to World Music;

Dissertation/thesis supervision (last 5 years): 30 Ph.D., 3 M.A., 6 B.A.

Distinctions: Koizumi Fumio Prize of the Japanese Musicological Society (2017); Ruth A. Solie Award of the American Musicological Society (2017); John Simon Guggenheim Memorial Fellowship (2013–2014); National Endowment for the Humanities and Wissenschaftskolleg zu Berlin (2013); Fellow, American Academy of Arts and Sciences (elected 2011);

Selected recent publications:

2018: *World Music: A Very Short Introduction*. 2nd Edition, revised. Oxford University Press.

2017: *Song Loves the Masses: Herder on Music and Nationalism*. Berkeley: University of California Press

2013: *Redemption and Revival: Sacred Music in the Making of European Modernity*. Lanham, MD.:Scarecrow Press

2012: *Balkan Epic: Song, History, Modernity* (co-edited with N. Petkovic), Scarecrow Press.

BOYER, John W. Martin A. Ryerson Distinguished Service Professor, Department of History (Austro-Hungarian Empire); Dean of the College since 1992. First appointed 1975. Tenured.
Education: Ph.D. (History), University of Chicago, 1975; M.A., University of Chicago, 1969; B.A., Loyola University of Chicago, 1968.

Percentage of time dedicated to CEERES area: 25%

Research interests: 19th-20th Century European Political and Cultural History, particularly Germany & the Habsburg Empire; Religion and Politics in Modern European History;

CEERES language(s): German

Field experience: Austria, Germany

Courses: Central Europe, 1740-1914; Western Civilization I; Vienna & Its Empire: The Habsburg Monarchy/Austrian Rep, 1740-1955; Sem: Religion, Society, and Politics in Mod Euro, 1740-Present;

Dissertation/thesis supervision (last 5 years): 4 Ph.D.

Distinctions: Doctorate honoris causes, University of Vienna, 2015; ACLS/SSRC Fellow, 1970-72, Ford Foundation Fellow, 1968-1970, 1972-73; Bundeskanzler Fellow, 1973-74; Co-editor: *Journal of Modern History*, 1980-

Selected recent publications:

2018 (forthcoming): "Die Gründung der Republik (1918)." In *100 Jahre Republik: Meilensteine und Wendepunkte 1918–1920*. Edited by Andreas Huber. Vienna

2016: "From an Absolutist to a Constitutional State: The Political System." In Franz Joseph 1830–1916. Edited by Karl Vocelka and Martin Mutschlechner, 34–37. Vienna: Brandstätter

BURGOYNE, Nicole. Lecturer of the Humanities and Germanic Studies. First appointed 2018. Untenured.

Education: Ph.D. (Germanic Languages and Literatures) Harvard University, 2016; B.A. (Fundamentals and Germanic Studies) University of Chicago, 2008.

Percentage of time dedicated to CEERES area: 10%

Research interests: German Democratic Republic, German Literature, Avant-Garde, Czech Literature

CEERES language(s): German, Czech

Field experience: Germany

Courses: Elementary German

Selected recent publications:

Forthcoming: "Archival Sources for the Study of Samizdat in the GDR" in *The Handbook of Cultural Opposition in the Soviet Bloc*, Edited by Balázs Apor, Budapest: Akadémiai kiadó.

Forthcoming: "What is and to What End Does One Study GDR Literature?" co-translator with Wolfgang Emmerich, in *PMLA*.

2018: Co-Editor, *The Svetlana Boym Reader* edited by Cristina Vatulescu, Tamar Abramov, Nicole G. Burgoyne, Julia Chadaga, Jacob Emery, and Julia Vaingurt, New York: Bloomsbury Publishers

2017: Art Editor, *Svetlana Boym, The Off-Modern*, New York: Bloomsbury Publishers
Commissioned to select five-dozen images to illustrate Professor Boym's posthumous book

CAJKOVA, Irena. Lecturer; Coordinator of the Spanish Language Program, Department of Romance Languages and Literatures. First appointed 2005. Untenured.

Education: M.A. (Spanish/Latin American Literature), University of Chicago (2002); B.A. (Spanish and German), DePaul University (2000); A.A. (Spanish and German), College of DuPage (1997)

Percentage of time dedicated to CEERES area: 10%

Research interests: Hispanic and Luso-Brazilian Studies

CEERES language(s): Czech

Field experience: Czech Republic

Courses: Beginning Elementary Spanish (1-3)

Selected recent publications:

2015: *Maurice Pellé and Ernest Denis*. Prague: Czech Schools Without Borders, 2015.

Lisandro venčí rybičky (from the Spanish original *Lisandro pasea peces*). Prague: Meander Publishing.

2014: *Sen kapitána Arsenia* (from the Spanish original *El sueño del capitán Arsenio*). Prague: Meander Publishing.

2014: *Matěj objevuje* (from the Spanish original *Mateo conoce*). Prague: Meander Publishing.

CHRISTIAN, M. Ingrid. Assistant Professor, Department of Germanic Studies. First appointed 2014. Untenured.

Education: Ph.D. Princeton University (German), 2012; B.A. Harvard University (German languages and literature), 2003.

Percentage of time dedicated to CEERES area: 50%

Research interests: Germanic literary and cultural history

CEERES language(s): Hungarian (native); Romanian (native); German (fluent)

Field experience: Germany; Romania

Courses: Dwelling: Literature and Architecture; Biocentrism: The Concept of Life in German Literature and Art Around 1900; Waiting; Crisis Narratives in Recent German Literature and Media.

Distinctions: Mellon Postdoctoral Scholar at the Center for the Humanities, Tufts University (2012-14); Andrew W. Mellon/American Council of Learned Societies Dissertation Completion Fellowship (2010-11).

Selected recent publications:

Wind: Turbulenzen der Zeit - Klimatographie in Robert Musils *Der Mann ohne Eigenschaften*. In: *Phänomene der Atmosphäre. Ein Kompendium Literarischer Meteorologie*. Eds. U. Büttner, I. Theilen. Stuttgart/Weimar: Metzler, 2017.

“Aer, Aerae, Venti: Philology and Physiology in Aby Warburg’s Dissertation on Botticelli.” *PMLA*. (2014)

2010: (Co-translator) *G: An Avant-Garde Journal of Art, Architecture, Design, and Film, 1923-1926*. Getty Research Press.

DIK, Helma. Associate Professor in Classics and the College. Tenured. First appointed 1997.
Education: Ph.D., March 31, 1995, University of Amsterdam. Dissertation: Word Order in Ancient Greek. A Pragmatic Account of Word Order Variation in Herodotus. Graduate studies, University of Amsterdam, 1989-1994. Degree of doctorandus in Classics, 1989 (awarded cum laude). Studied Classics at the University of Amsterdam, 1984-1989.

Percentage of time dedicated to CEERES area:50%

Research interests: Synchronic linguistics of Classical Greek, especially the interplay of syntax, semantics and pragmatics. Specific manifestations of language use ('stylistics') in particular authors, such as Herodotus, Demosthenes, and Sophocles.

CEERES language(s): Ancient Greek, Modern Greek

Field experience:

Courses: Introductory Greek, Greek Prose Composition, Accelerated Introductory Greek, Greek Prose Survey, Herodotus, Study Abroad Program in Athens

Selected recent publications:

2015: Review Essay: On First Looking into the Digital Loeb Library: CJ-Online: 2015.03.01. "

2014: 'Most likely to succeed': Degree Adverbs Specifying Probability in Classical Greek. GRBS 54 (2014): 599-616.

2007: Word Order in Greek Tragic Dialogue, Oxford University Press.

2003: On Unemphatic "Emphatic" Pronouns in Greek: Nominative pronouns in Plato and Sophocles, Mnemosyne.

2001: Rev. of Andrew M. Devine & Laurence Stephens, Discontinuous Syntax, CW 94:408-409.

1998: 'Words into Verse: The Localization of Some Metrical Word-Types in the Iambic Trimeter of Sophocles', ICS,23, pp. 47-84.

FARRIS, June Pachuta. Bibliographer for Slavic and East European Studies, The Joseph Regenstein Library, University of Chicago. First appointed 1986.

Education: B.A., Case Western Reserve, 1969; Piatigorsk State Pedagogical Institute (non-degree program to study Russian, 1970); M.A. in Russian Language and Literature, Ohio State, 1971; M.A. in Library Science, University of Denver, 1973.

Percentage of time dedicated to CEERES area: 100%

CEERES language(s): Russian (5), French (5), Czech (4); Polish, Slovak, Ukrainian, German, Romanian (all "3"); Serbian/Croatian, Slovenian, Bulgarian, Modern Greek (all "2"); Hungarian, Albanian, Georgian, Armenian, Latvian, Lithuanian, Estonian, Tajik (all "1")

Field experience: USSR and Czechoslovakia

Distinctions/Professional Involvements: Association of Women in Slavic Studies Outstanding Achievement Award (2012); Principal investigator, Title II-C grant "Improving Access to the Szathmary Hungarica Collection; Chairman, AAASS Subcommittee on ABSEES (American Bibliography of Slavic and East European Studies) (1999-2001, 2002-2004)

Selected recent publications:

2014: "Current Bibliography on Women and Gender: Russia and Eastern Europe." In: *Women East-West: Newsletter of the Association of Women in Slavic Studies*.

2013: "Current Activities of the Center for Research Library's Slavic, East European Microfilm Project (SEEMP)". In: NewsNet: News of the Association of Slavic, East European & Eurasian Studies 53, 3: 14-15.

2007: *Women and Gender in Central and Eastern Europe, Russia, and Eurasia: A Comprehensive Bibliography* (co-author). M. E. Sharpe.

FELDMAN, Leah M. Assistant Professor, Department of Comparative Literature. First appointed 2014. Untenured.

Education: Ph.D.. (Comp. Lit.) University of California, Los Angeles, 2013; C.Phil. University of California, Los Angeles, 2010; B.A.(Russian, French, Humanities) University of Texas, 2006.

Percentage of time dedicated to CEERES area: 100%

Research interests: 20th century Russophone Poetry, Theatre and Film of the Caucasus and Central Asia; 19th and 20th century Azeri Turkic Literature and Theater; Orientalism; Islam and Secular Criticism; Global South and Postcolonial Literature and Theory; Narrative Theory, Intertextuality and Semiotics; Marxist aesthetics

CEERES language(s): Russian (advanced), Azeri (advanced)

Field experience: Russia, Azerbaijan

Courses: Islams and Modernities; Nowhere Lands: Utopia, Dystopia and the Afterlife of Empire; The Politics of Hybridity: Postcolonial Theory and the Cold War; Literatures of Eurasia

Distinctions: ACLS Fellow (2017-2018); Institute for Advanced Study, Central European University (2014-2015); Princeton Institute for International and Regional Studies (PIRS), Research Fellow (2013-14)

Selected recent publications:

2018 (forthcoming): *On the Threshold of Eurasia: Revolutionary Poetics and Geopolitics*. Ithaca: Cornell University Press.

2016: "Reading Gogol in Azeri: Parodic Genealogies and the Revolutionary Geopoetics of 1905" *Slavic Review* 75(2): 256-278.

2016: "Red Jihad: Translating Communism in the Muslim Caucasus." *Boundary 2* 43(3): 221-49.

FLEISCHER, Cornell. Kanuni Süleyman Professor of Ottoman and Modern Turkish Studies, Departments of NELC and History. First appointed 1993. Tenured.

Education: Ph.D. (Near Eastern Studies), Princeton University, 1982; M.A., Princeton, 1976; B.A. Princeton, 1972.

Percentage of time dedicated to CEERES area: 75%

Research interests: Ottoman History, Age of Süleyman, Apocalypticism

CEERES language(s): Turkish (Modern & Ottoman)(4), Azeri, Chagatay, Uzbek, Russian

Field experience: Egypt, Turkey, Iran, Iraq

Courses: Seminar: Ottoman World/Süleyman 1,2; Renaissance East and West; Ottoman Diplomatics/Paleography; Ottoman Historical Texts, Ottoman Empire 1300-1750.

Dissertation/thesis supervision (last 5 years): 6 Ph.D., 3 M.A., 1 B.A.

Distinctions: Faculty Award Graduate Teaching (2010); NEH Fellowship (2004-05); Franke Institute Fellowship, U Chicago (2003-04); Member, American Academy of Arts and Sciences (1997-); Director, Center for Middle Eastern Studies, 1996-98; President, Turkish Studies Assn. (1996-98); MacArthur Prize Fellowship (1988-93); SSRC & Fulbright-Hays Fellowships (1986-87)

Selected recent publications:

Forthcoming: *A Mediterranean Apocalypse: Empire and Prophecy, 1450-1550*. Univ. of California Press.

Forthcoming: "Imperialism and Apocalypse, 1450-1550," *Annales*

2009: "Ancient Wisdom and New Sciences," in M. Farhad and S. Bagci, *Falnama: The Book of Omens*, Sackler Gallery/Thames and Hudson

FRANKLIN, Kathryn. Dumanian Visiting Professor in Armenian Studies. First appointed 2014.

Education: Ph.D.. (Anthropology, specializing in Archaeology) University of Chicago, 2014; M.Phil. (Archaeology) Cambridge University, 2006; B.A.(Archaeological Studies) Yale University, 2005.

Percentage of time dedicated to CEERES area: 100%

Research interests: Late medieval material culture, architecture, history, and literature, focusing on East/West confrontations and the greater Near East. Cosmopolitanism and the everyday: “world building,” material cosmology/cartography, landscape & perception, especially of merchants and travelers. Materiality, assemblage/assembling, performativity and subjectivity. Heritage politics and ethics, specifically connected to the Silk Road and cultural routes

CEERES language(s): Armenian, Russian

Field experience: Armenia

Courses: “Armenian Archaeology: a nation in history, material and myth.” and “Travelling through Armenia: A History of Travel and Travelers in Armenia and the Caucasus”

Selected recent publications:

2016: Miller-Bonney, E. K. Franklin, and J. Johnson (eds.). *Incomplete Archaeologies: Assembling Knowledge in the Past and Present*. Oxford: Oxbow.

2016: *Assembling subjects: Cosmopolitanism in late medieval Armenia*. In E. Miller Bonney, K. Franklin, and J. Johnson (eds.) *Incomplete Archaeologies: Assembling Knowledge in the Past and Present*. Oxford: Oxbow.

2015: Review of F. Errington, D. Gewertz, and T. Fujikura (2013) *The Noodle Narratives: The global rise of an industrial food in the twentieth century*. *American Anthropologist*, December 2015.

GAVRILOV, Leonid A. Research Associate, Center on Demography and the Economics of Aging, NORC. First appointed 1997. Full-time research position

Education: Ph.D. (Genetics), Moscow State University, 1980; M.S. (Chemistry), Moscow State Univ., 1976.

Percentage of time dedicated to CEERES area: 25%

Research interests: Biodemography of human longevity; analysis of human mortality and aging; genetics of aging and longevity

CEERES language(s): Russian (native)

Field experience: Russia

Distinctions: The European Union award (INTAS grant #93-1617)

Selected recent publications:

2017: "Mortality Trajectories at Exceptionally High Ages: A Study of Supercentenarians.", Gavrilova, N.S., Gavrilov, L.A. and Krut'ko, V.N. *Living to 100 Monograph* (1B):1-17.

2017: "Historical Evolution of Old-Age Mortality and New Approaches to Mortality Forecasting.", Gavrilov, L.A., Gavrilova, N.S. and Krut'ko, V.N. *Living to 100 Monograph* (1B):1-21.

2017: "The Future of Human Longevity.", Gavrilov, L.A., Krut'ko, V.N. and Gavrilova, N.S. *Gerontology*, 63:524-526

GAVRILOVA, Natalia. Research Associate, Center on Demography and the Economics of Aging, NORC. First appointed 1997. Full-time research position.

Education: Ph.D. (Anthropology), Moscow State University, 1982; M.S. (Chemistry), Moscow State Univ., 1977; M.S., (Computer Science), University of Chicago, 2003.

Percentage of time dedicated to CEERES area: 25%

Research interests: Biodemography of human longevity; analysis of human mortality and aging; genetics of aging and longevity

CEERES language(s): Russian (native)

Field experience: Russia

Distinctions: International Science Foundation Emergency Awards for Russian Scientists (1994); Moscow Society of Naturalists Awards for the best scientific research in 1986-88 (1989)

Selected recent publications:

2018: Gavrilova N.S., Gavrilov L.A. "Population Aging." In: *The SAGE Encyclopedia of Lifespan Human Development*. SAGE Publications, Inc. Editors: M.H. Bornstein, M.E. Arterberry, K.L. Fingerman, J.E. Lansford.

2017: Gavrilov L.A., Krut'ko, V.N., Gavrilova N.S. "The Future of Human Longevity." *Gerontology* 63(6): 524-526.

2017: Gavrilov L.A., Gavrilova N.S., Krut'ko, V.N. "New evidence that protective effects of familial longevity expire at older ages." *Innovation in Aging*, 2017, Vol. 1, No. S1, p.896.

GIANNAKIDOU, Anastasia. Professor, Department of Linguistics. First appointed 2001. Tenured.

Education: Ph.D. (Linguistics), University of Groningen, Netherlands, 1997; M.A., Aristotle University of Thessaloniki, Greece; B.A. (Greek Philology), Aristotle University of Thessaloniki.

Percentage of time dedicated to CEERES area: 25%

Research interests: Formal semantics, syntax with emphasis on Greek, Germanic & Romance

CEERES language(s): Modern Greek

Field experience: Greece

Courses: Syntax-Semantics interface; Language and the Human I-II; Seminar in Phonology; Topics in Semantics and Pragmatics

Dissertation/thesis supervision (last 5 years): 6 Ph.D., 4 M.A.

Distinctions: Visiting professor, Institut Jean Nicod, Ecole Normale Supérieure, (2013); NIH grantee (2006-present); Fellow of the Dutch Academy of Science (1999-2002); Grotius Postdoctoral Fellow, Inst for Logic, Language and Computation, U Amsterdam.

Selected recent publications:

In preparation: *Veridicality in Grammar: Modality, Attitudes, and Negation*. With Alda Mari. University of Chicago Press.

2016: *Revisiting Mood, Aspect and Modality: What is a linguistic category?* Blaszczak, J., Anastasia Giannakidou, D. Klimek-Jankowska, Krzysztof Mygdalski (eds). University of Chicago Press.

2016: Giannakidou, A. and S. Yoon. Scalar marking without scalar meaning: non-scalar, non-exhaustive NPIs in Greek and Korean. *Language* 92: 522-556.

GILBURD, Eleanor. Assistant Professor, Department of History. First appointed 2013. Untenured.

Education: Ph.D. (History), University of California, Berkeley, 2010; M.A., University of California, Berkeley (2000); B.A. (History), University of Chicago (1998).

Percentage of time dedicated to CEERES area: 100%

Research interests: Russia and the Soviet Union; modern Europe; cultural history, especially exchange and translation; the Cold War; aesthetic reception; everyday life

CEERES language(s): Russian

Field experience: Russia

Courses: Russia and the West; Introduction to Russian Civ 1-2; The Soviet Union; Introduction to European Civilization 2; Cross-cultural interactions in and beyond Europe; Renaissance to the Present; European cultural history; Stalinism; Russian Revolution; Ending Communism

Dissertation/thesis supervision (last 5 years): 6 Ph.D.; 2 M.A.; 9 B.A.

Distinctions: Franklin Grant (2017); Title VIII Research Fellowship, American Councils for International Education (2017); National Endowment for the Humanities Fellowship (2013-14);

Selected recent publications:

2018: *To See Paris and Die: The Soviet Lives of Western Culture*. Cambridge, MA: Harvard University Press.

2013: *The Thaw: Soviet Society and Culture during the 1950s and 1960s*. University of Toronto Press (Co-editor w/Denis Kozlov).

2013: "The Revival of Soviet Internationalism in the 1950s," In *The Thaw*

GINSBURG, Thomas. Spritz Professor of Law, University of Chicago Law School. First appointed 2008. Tenured.

Education: Ph.D. (Jurisprudence and Social Policy), University of California, Berkeley, 1999; J.D. University of California, Berkeley, 1997; B.A. (Asian Studies), University of California, Berkeley, 1989

Percentage of time dedicated to CEERES area: 25%

Research interests: International human rights

Field experience: Montenegro, Mongolia, Georgia, Russia

Courses: Comparative Legal Institutions, International Human Rights; Public International Law: Human Rights; International Investment Law; Law and Economic Development; Sem: Where Does the Rule of Law Come From?

Distinctions: Fulbright Award, University of Trento, Italy (2014); Best Dataset Award, American Political Science Association Section on Comparative Democratization (2013); Fellow, American Academy of Arts and Sciences (elected 2013); Best Book Award, American Political Science Association Section on Comparative Democratization (2010); Abe Fellowship, Social Science Research Program (2008-10) Herman Pritchett Award.

Selected recent publications:

2016: *Assessing Constitutional Performance*. With Aziz Huq. Cambridge University Press.

2015: *The Economics of Judicial Reputation*. With Nuno Garoupa. University of Chicago Press.

2014: *Constitutions in Authoritarian Regimes*. With Alberto Simpser. Cambridge University Press.

GORBACHOV, Yaroslav. Assistant Professor, Department of Linguistics. First appointed 2008. Untenured.

Education: Ph.D. (Linguistics), Harvard University, 2007; B.A. (Russian Language and Literature) Novosibirsk State University, 1993.

Percentage of time dedicated to CEERES area: 100%

Research interests: Slavic, Baltic, and Indo-European linguistics; History of Russian, Lithuanian, English; Slavic and Baltic accentology and aspectology; Old Russian, Modern Russian dialects.

CEERES language(s): Russian (native), German, Polish, Czech, Ukrainian, Lithuanian; old languages: Old Church Slavonic, Old Russian, Bulgarian, Bosnian/Croatian/Serbian.

Field experience: Lithuania, Germany

Courses: Old Church Slavonic; Historical Linguistics; Intro to Indo-European Ling; Indo-European Linguistic Paleontology; Topics in Grammaticalization; Intro to Slavic Linguistics

Dissertation/thesis supervision (last 5 years): 2 Ph.D.

Distinctions: 2007 LinG Award (awarded by the Harvard College Linguistics Group for excellence in undergraduate teaching); 2005 *Graduate Society Fellowship*;

Selected recent publications:

2018 (under contract): *Indo-European Origins of the Nasal Inchoative Class in Germanic, Baltic and Slavic*. Under contract with Brill

2017: The Proto-Slavic Genitive-Locative Dual (Evidence from Indo-European and West and South-West Slavic) *Journal of Slavic Linguistics* 25(1), 63-94; What Do We Know About **Čьrnobog ъ* and **Běl ъ Bog ъ*? *Russian History* 44/2-3, 209-42

GRENOBLE, Lenore A. John Matthews Manly Distinguished Service Professor, Department of Linguistics. First appointed 2007. Tenured.

Education: Ph.D. (Slavic Linguistics), University of California, Berkeley, 1986; M.A. (Slavic Linguistics), University of California, Berkeley, 1982; B.A. (Russian), Cornell University.

Percentage of time dedicated to CEERES area: 100%

Research interests: Slavic, Tungusic and languages of the North, discourse and conversation analysis, deixis, contact linguistics and language endangerment, attrition, and revitalization.

CEERES language(s): Russian(5), German(5), Serbian-Croatian(3), Siberian languages

Field experience: Russia (Siberia), Greenland

Courses: Contact and Cognition; Language and the Human II; Language Documentation: Theory and Practice

Dissertation/thesis supervision (last 5 years): 22 Ph.D., 11 M.A., 1 B.A.

Distinctions: Guggenheim Fellowship (2018); American Academy of Arts and Sciences (2017); Ken Hale Professor, LSA Institute, University of Kentucky (2017); Carl Darling Buck Professor (2007-2014); American Council of Learned Societies (2013-14);

Selected recent publications: In progress: Grenoble, Lenore A. & Jessica Kantarovich. *Methodological Issues in Documentation & Reconstruction: The Curious Case of Odessan Russian*. Amsterdam: John Benjamins Press.

In progress : Grenoble, Lenore A. *Contact, Change, and Loss: Morphosyntactic Change and the Impact of Russian*. Cambridge: Cambridge University Press.

In progress : Friedman, Victor A. & Lenore A. Grenoble, eds. *The Slavonic Languages. Second Edition*. Oxford: Routledge. (in progress).

HALL, Jonathan M. Phyllis Fay Horton Distinguished Service Prof in the Humanities, Depts of Classics, History, and Ancient Mediterranean World. First appointed 1996. Tenured.

Education: Ph.D. (Classics), King's College, University of Cambridge, 1993; M.A. University of Oxford, 1991; B.A., University of Oxford, 1988.

Percentage of time dedicated to CEERES area: 50%

Research interests: Social and cultural history/archaeology of the Early Iron Age and Archaic Greece; Ancient ethnicity and cultural identity; The Greek *polis* and Greek settlements overseas.

CEERES language(s): Greek (Modern, Ancient) (5)

Field experience: Greece, Macedonia

Courses: Ancient Mediterranean World; Archaic Greece; Who Were the Greeks?; The Ancient City: The Greek World

Dissertation/thesis supervision (last 5 years): 7 Ph.D., 1 M.A., 3 B.A.

Distinctions: Quantrell Award for Excellence in Undergraduate Teaching (2009); Laing Prize (2004); Goodwin Award (1999).

Selected recent publications:

2016: 'The determinacy of space and state formation in Archaic Greece', in M. Fernández-Götz and D. Krausse (eds), *Eurasia at the Dawn of History: Urbanization and Social Change*, 279–290. Cambridge: Cambridge University Press

2015: 'Ancient Greek ethnicities: towards a reassessment', *Bulletin of the Institute of Classical Studies* 58.2 (2015), 15–29.

2014: *Artifact and Artifice: Classical Archaeology and the Ancient Historian*. Chicago: University of Chicago Press.

2014: *A History of the Archaic Greek World*, 2nd revised edition. Chichester: Wiley-Blackwell

HAROUTUNIAN, Hripsime. Lecturer, Department of Near Eastern Languages and Civilizations (Armenian). First appointed 2001. Untenured.

Education: Ph.D. (Near Eastern Studies), Institute of Oriental Studies, Russian Academy of Sciences, Moscow, 1992; M.A., Armenian Pedagogical Institute for Foreign Languages, Yerevan, 1983.

Percentage of time dedicated to CEERES area: 100%

Research interests: Armenian linguistics and literature, Armenian art, religion, culture and traditions; Indo-European Languages/Comparative Linguistics

CEERES language(s): Armenian, Russian, Turkish

Courses: Elementary and Intermediate Modern Armenian, Contemporary Armenia; Introduction to Classical Armenian; Pre-Modern Armenian Literature; Introduction to History and Culture of Armenia; Ancient Empires-1: Hittite Kingdom

Distinctions: Fulbright Fellowship to research at the Hittite Dictionary Project, 1992-94;

Selected recent publications:

2007: Review of *N. Baratyan et al., Armenian-English Dictionary*, Erevan: Macmillan Armenia, 2004. In: *JSAS* (2007), pp. 590.

2003: "The Hittite Ritual Against a Curse (CTH 429)," in G.M. Beckman, et al, eds., *Hittite Studies in Honor of Harry A. Hoffner, Jr.*, Winona Lake, IN: Eisenbrauns.

HILLIS, Faith. Associate Professor, History (Russian). First appointed 2010. Tenured.

Education: Ph.D. Yale University 2009; M.Phil. Yale University 2006; M.A. Yale University 2005; B.A. Princeton University 2002.

Percentage of time dedicated to CEERES area: 100%

Research interests: Modern Russia; Ukrainian history; modern Europe; urban history; nationalism; borderlands; comparative empires; history of political ideas and cultures; migration and mobility

CEERES language(s): Russian; Ukrainian; Polish; Yiddish (reading)

Field experience: Russia; Ukraine

Courses: Russian Civilization 1-2; European Civilization 2; The Russian Empire, 1700—1917; Russian and the World; Imperial Europe; The Lands Between: Europe from the Black Sea to the Baltic (abroad); Nations and Nationalism in Modern Europe; Imperial Encounters

Dissertation/thesis supervision (last 5 years): 4 Ph.D., 7 M.A.

Distinctions: ACLS Fellowship (2014); Senior Fellow, Davis Center (Harvard), 2014; Social Science Division Research Grant, UChicago (2012-14); National Council for Eurasian and East European Research (NCEEER) Title VIII National Research Fellowship (2010-12).

Selected recent publications:

In progress: *Europe's Russian Colonies: Tsarist Émigrés and the Quest for Freedom in Nineteenth-Century Europe.*

2017: "Conspiracy and its Curious Afterlives: Lessons from Russia's First Hack of Liberal Democracy." Forthcoming in *Conspiracy/Theory*, ed. Joseph Masco and Lisa Wedeen.

2017: "Children of Rus': Nationalist Imaginations in Right-Bank Ukraine." *Harvard Ukrainian Studies* 34 (2017). (Reprint of contribution to *The Future of the Past: New Perspectives in Ukrainian History.*)

2017: "'The Franco-Russian Marseillaise': International Exchange and the Making of Antiliberal Politics in *Fin-de-Siècle* France." *Journal of Modern History* 89 (March 2017): 39-78.

HOULE, Erik. Lecturer, Department of Slavic Languages and Literature. First appointed 2012. Untenured.

Education: Ph.D. University of Chicago (Slavic Linguistics) 2013; M.A.. University of Chicago (Slavic Linguistics) 2004; B.A. (Russian) University of California, Riverside 1997.

Percentage of time dedicated to CEERES area: 100%

Research interests: Comparative Slavic linguistics; language pedagogy

CEERES language(s): Russian; Polish; Bulgarian; Ukrainian; Armenian; German

Field experience: Russia; Poland; Ukraine; Armenia

Courses: First Year Russian; Second Year Russian; First Year Polish; Second Year Polish; Polish Literature I-II;

Distinctions: Chicago Language Center Advisory Council Consortium Grant (2014); ACLS Grant for Summer Intensive Polish at Loyola University (2012).

Selected recent publications:

2017: "Internet-Based Cultural Enrichment in the Polish Language Classroom," *East/ West: Journal of Ukrainian Studies* 4(1).

2017: "The Rise of the Pre-posed Adnominal Genitive Constructions in Russian and Polish," *Russian History* 44(2-3).

2013: *Pre-posed Possessive Constructions in Russian and Polish*, Ph.D. dissertation.

ILIEVA, Angelina. Lecturer, Department of Slavic Languages and Literatures (Balkan and South Slavic). First appointed 2006. Untenured.

Education: Ph.D. (Slavic Dept.), Northwestern University, 2005; M.A. (Comparative Literature), Pennsylvania State University, 1996; B.A. (English) Mary Baldwin College, 1993.

Percentage of time dedicated to CEERES Area: 100%

Research interests: The relation between representation and identity, anthropological approaches to culture, and contemporary critical theory (particularly in South Slavic literature).

CEERES language(s): Bulgarian (native); Russian (near-native); reading comprehension of Macedonian, Bosnian/Croatian/Serbian.

Field experience: Bulgaria, Former Yugoslavia

Courses: Balkan Folklore; Imaginary Worlds: The Fantastic and Magic Realism in Russia and South Eastern Europe; Returning the Gaze: The Balkans and Western Europe; Gender in Balkans: Wounded Men, Sworn Virgins, Eternal Mothers; The Burden of History: The Nation and its Lost Paradise; The Shadows of Living Things: the Writings of Mikhail Bulgakov; 20th Century Russian & South East European Emigre Literature; States of Surveillance;

Dissertation/thesis supervision (last 5 years): 1 Ph.D., 3 M.A.

Distinctions: Title VIII Travel Grant “Under Western Eyes: Balkan Identities and the Western Gaze” (2009); UChicago Arts Planning Council *Curricular Innovation Grant* (2012)

Selected recent publications:

Forthcoming: “Identity Narratives Unraveled: the Bulgarian Film *Mission London*,” Conference Proceedings to the XVI International Congress of Slavists, Belgrade; “Confronting the Myth and Politics of Repetition in Manchevski’s *Before the Rain*,” under revision.

2016: “Returning the Gaze in Milcho Manchevski’s *Before the Rain*,” *Balkanistica* 2016; 29: 99-121.

ISMAYILOVA, Leyla. Assistant Professor (Social Service Administration). First appointed 2013. Untenured.

Education: Ph.D. (Social Work), Columbia University; M.A. (Social Work), Columbia University; M.A. (Psychology) Baku State University (Azerbaijan); B.A. (Psychology) Baku State University.

Percentage of time dedicated to CEERES Area: 25%

Research interests: Family-based interventions; international social work; exposure to violence among at-risk children; sexual risk behaviors and substance abuse; economic empowerment; child rights.

CEERES language(s): Azeri (native); Russian

Field experience: Azerbaijan; Kazakhstan; Uganda; Jordan.

Courses: Program Evaluation in International Settings; International Perspective on Social Policy and Social Work; Clinical Research: Using Evidence in Clinical Decision Making.

Dissertation/thesis supervision (last 5 years): 1 Ph.D., 5 M.A.

Distinctions: NIDA grant “Multi-Media Drug Use and HIV Prevention Among Youth in Kazakhstan,” (2013); (UNICEF) grant “Children and Violence in Burkina Faso.”

Selected recent publications:

2014: “Intimate partner physical and sexual violence and pregnancy outcomes in the three former Soviet Union countries: Azerbaijan, Moldova, and Ukraine.” *Violence Against Women*.

JACKSON, Matthew Jesse. Associate Professor, Department of Visual Arts, Department of Art History and the College. First appointed 2005. Tenured.

Education: Ph.D. (History of Art), UC Berkeley (2003); M.Phil. [ABD] (Russ Lit), Columbia University (1996); M.A. (Russ Lit), Columbia University (1994); B.A. (French and German), Florida State University (1992); B.A. (History and Russian), Florida State University (1991)

Percentage of time dedicated to CEERES area: 100%

Research interests: Modernism/Postmodernism/Everythingism; 20th Century Art; Performance Art; 21st Century Art

CEERES language(s): Russian(4), German(4)

Field experience: Russia

Courses: Soviet Art; Art and Spectacle: From Debord to Retort; 20th-Century Avant-Gardes.

Dissertations/thesis supervision (last 5 years): 4 Ph.D., 8 M.F.A., 9 M.A., 8 B.A.

Distinctions: Andrew W. Mellon Fellow in the Humanities (1992-1997)

Selected recent publications:

2018 (forthcoming): *Ilya Kabakov: On Art*. Chicago: University of Chicago Press

2018 (forthcoming): "If You Can Already Think It, It's Probably Not Worth Thinking About: The Art of Tania Bruguera," in *Tania Bruguera: The Francis Effect*, ed. Noah Simblist (New York: Guggenheim). Produced by Our Literal Speed

2017: "Heroes, Leaders, Gods," in *Red Horizon: Contemporary Art and Photography in the USSR and Russia, 1960-2010*. Columbus, OH: Columbus Museum of Art.

2016: "Emergencia," in *Art History and Emergency*, eds. David Breslin and Darby English. New Haven: Yale University Press. Produced by Our Literal Speed

JASAREVIC, Larisa. Senior Lecturer, Global Studies Program, University of Chicago. First appointed 2010. Untenured.

Education: Ph.D. (Anthropology Dept.), University of Chicago, 2010; M.A. (Social Science), University of Chicago, 2002; B.A. (Anthropology) The College of William and Mary, 1999.

Percentage of time dedicated to CEERES Area: 100%

Research interests: Economic and medical anthropology; political economy; postsocialism; anthropology of body and experience; local knowledge, global science and modern forms of magic; Bosnia; Former Yugoslavia; Postsocialist Europe.

CEERES language(s): Bosnian-Serbian-Croatian

Field experience: Bulgaria, Former Yugoslavia

Courses: About Nature: From Science to Sense; Global Studies I-II; The End Tales: Recounting, Retrieving the Altering Worlds; Earthbound Metaphysics: Speculations on Earths and Heavens; Contemporary Global Studies I-II;

Dissertation/thesis supervision (last 5 years): 2 Ph.D., 35 B.A.

Selected recent publications:

2017: *Intimate Debt: Health and Wealth on the Bosnian Market*. Indiana U. Press.

2017: "Excavating the Common Ground: Bosnian Pyramids and Post-National Communities," In *Negotiating Social Relations in Bosnia and Herzegovina* ed. Stef Janson, Carna Brokvoic, and Vanja Celebivic, 179-193. New York: Routledge.

2015: "The Thing in a Jar: Mushrooms and Ontological Speculations in Post-Yugoslavia." *Cultural Anthropology* 30, no. 1 (2015): 36-64.

KARATEKE, Hakan T. Professor, Dept of Near Eastern Languages and Civilizations (Ottoman and Turkish Culture, Lang and Lit). First appointed 2009. Tenured.

Education: Dr.Phil. in Ottoman and Turkish Studies, University of Bamberg, Germany, 1998; Doctoral Studeis at the University of Vienna, Institute of Oriental Studies, 1993-94; B.A. University of the Bosphorous, Istanbul, 1993.

Percentage of time devoted to CEERES area: 100%

Research interests: Ottoman and Turkish Studies

CEERES language(s): Modern Turkish (native), Ottoman Turkish

Field experience: Turkey

Courses: The Ottoman Empire; Evliya Çelebi: An Ottoman Perception; The Ottomans on Death; Modern Turkish; Ottoman Turkish; The Ottomans on Death.

Selected recent publications:

2015: “The Ottoman Official Gazette *Taqvim-i Veqayi*, 1831: An Ottoman Annal in its Own Right” *Turkish Language, Literature, and History: Travelers’ Tales, Sultans, and Scholars Since the Eighth Century*. Eds. Bill Hickmann, Gary Leiser, 191-207.

2015: “The Politics of Translation: Two Stories from the Turkish *Ferec ba’de Şidde* in *Les mille et une nuit, contes arabes*.” *The Journal of Near Eastern Studies* 74(2): 211-224.

2015” “Illuminating Ottoman Ceremonial” *God Is the Light of the Heavens and the Earth: Light in Islamic Art and Culture*. Eds. Sheila Blair, Jonathan Bloom (Yale), 282-307.

KIRZANE, Jessica. Lecturer, Dept of Germanic Studies. First appointed 2018. Untenured.

Education: Ph.D (Yiddish Studies), Columbia University (2017); M.Phil (Yiddish Studies), Columbia University (2013); M.A. (Yiddish Studies), Columbia University (2011); B.A. (English Literature and Jewish Studies), University of Virginia (2008)

Percentage of time dedicated to CEERES area: 100%

Research interests: Jewish-American literature in Yiddish and English; Jewish lit and history

CEERES language(s): Yiddish

Courses: German. Yiddih (I-III)

Distinctions: Rosalie Katchen Award of the Hadassah-Brandeis Institute (2017); Yiddish Book Center Translation Fellowship (2017); Irene C. Fromer Fellowship in Jewish Studies at Columbia University (2015-2016); Adrienne Asch Scholarship to attend the SJE Annual Meeting (2015); Hadassah-Brandeis Institute Research Award (2013); Association for Jewish Studies Women’s Caucus Travel Grant (2013)

Selected recent publications:

Forthcoming: “Afterward” (with Ellen Cassedy) to *On the Landing: Collected Stories of Yenta Mash*. Trans. Ellen Cassedy. University of New Mexico Press.

Forthcoming: “The ‘Yiddish Gaze’: American Yiddish Literary Representations of Black Bodies and their Torture.” *Race with Jewish Ethics*. Jonathan Crane, ed. Penn State University Press.

2015: “Ambivalent Attitudes Toward Intermarriage in the Forverts, 1905-1920.” *Journal of Jewish Identities* 8:1 (January 2015), pp. 23-47.

2014: “‘What Kind of a Man are You?’: The Sexualization of Race and the Trope of Alienation in Yiddish American Narratives of Interethnic Sexual Encounter.” *The Sacred Encounter: Jewish Perspectives on Sexuality*. Lisa Grushcow, ed. CCAR Press, 2014, pp. 195-208.

LEITZEL, James A. Senior Lecturer, Social Science Collegiate Division; Director, Public Policy Studies, the College. First appointed 1998. Untenured.

Education: Ph.D. (Economics), Duke University, 1986; M.A., Duke, 1983; B.S. (Mathematics), Rensselaer Polytechnic Institute, 1981.

Percentage of time devoted to CEERES: 50%

Research interests: Russia's transition from socialism to capitalism; Economics of transition, Policy Reform; Regulation of Vice

CEERES language(s): Russian (4)

Field experience: Ukraine; Visiting Professor, International School of Economics, Tbilisi, Georgia (2007, 2008); Visiting Professor, New Economic School, Moscow, 1997-98.

Courses: Economic Analysis of Law; Regulation of Vice; Policy Analysis; Policy Reform; Behavioral Economics and Policy; International Policy; Power, Identity, Resistance

Distinctions: Quantrell Award for Excellence in Undergraduate Teaching, 2004; Earhart Foundation Fellowship, 1983-84.

Selected recent publications:

forthcoming: Concepts in Law and Economics: A Guide for the Curious. Oxford U. Press.

2013: "Toward Drug Control: Exclusion and Buyer Licensing." *Criminal Law and Philosophy* 7(1):99-119.

2008: *Regulating Vice: Misguided Prohibitions and Realistic Controls*. Cambridge U. Press.

1998: "Rule Evasion in Transitional Russia," in *Economic Transformations: The Reorganization of Production, Ownership and Finance*. National Academy Press.

LEVY, Sandra L. Associate Slavic Librarian, The Joseph Regenstein Library, University of Chicago. First appointed 1989.

Education: M.S. Graduate School of Library and Information Science, Univ. of Illinois, 1989; Doctoral Candidate, Indiana University, 1979; M.A. Indiana, 1975; B.A., S. Illinois Univ, 1972

Percentage of time dedicated to CEERES area: 100%

Other Professional Activities:

Chair/commentator on panel "Gender in Pre-Modern Slavia Orthodox," Midwest Slavic Conference, May 1992, Columbus, Ohio. "Exchange Programs." Talk for the Workshop for Slavic Librarians, 1992. Member: American Association for the Advancement of Slavic Studies; Midwest Slavic Association; Early Slavic Studies Assoc.

Selected recent publications:

2009: Book review of *Slavic and Russian Books and Libraries: Occasional Essays and Notes*. Edward Kasinec and Robert H. Davis, Jr. Ross Publishing, 2007. In "Slavic and East European Information Resources". 10:1 2009, p. 107-108.

2008: Book Review in *Slavic & East European Information* 9:1, pp. 82-82 of New Media in Southeast Europe. Eds. Orlin Spassov and Christo Todorov, Sofia: Southeast European Media Centre, 2003.

2005: Book review in *Slavic & East European Information Resources*, 4:3/4, 2004; in *Russian Review* 64:4 October, pp.724-5 of *A Guide to Slavic Collections in the United States and Canada*. Allan Urbanic & Beth Feinberg, eds. Haworth Information Press: Binghamton, NY; 2005. Simultaneously co-published.

LI, Darryl. Assistant Professor, Anthropology. First appointed 2016. Untenured.
Education: Ph.D. (Anthropology) Harvard University, 2012; J.D. Yale University, 2009; M.Phil (International Studies), Cambridge University, 2003; B.A. (Social Studies), Harvard, 2001
Percentage of time dedicated to CEERES area: 50%
Research interests: Law, war, empire and colonialism, race, migration, carcerality; universalism, region-formation, violence, security, human rights; Middle East, S. Asia, Balkans.
CEERES language(s): BCS
Field experience: Former Yugoslavia
Courses: Anthropology of Law; Law and Empire; Anthropology Against the Law; Captivity; War: What is it Good for?
Dissertation/thesis supervision (last 5 years): 4 Ph.D., 1 M.A., 3 B.A.
Distinctions: UC CISSR Book Workshop Award (2017); SSRC/Mellon Post-doctoral Fellowship for Transregional Research--Inter-Asia Program (2013); Presidential Dissertation Completion Fellowship, Harvard U. (2011); Khosla Memorial Fund for Human Dignity Prize, Yale Law School (2009)
Selected recent publications:
Forthcoming: *The Universal Enemy: Jihad and Empire After the Cold War*, Stanford Univ. Press
Forthcoming: "From Exception to Empire: Sovereignty, Carceral Circulation, and the "Global War on Terror." In *Ethnographies of U.S. Empire*, eds. Carole McGranahan & John Collins, Duke Univ. Press.
2016: "Jihad in a World of Sovereigns: Law, Violence, and Islam in the Bosnia Crisis." *Law & Social Inquiry*.
2015: "Offshoring the Army: Migrant Workers and the U.S. Military." *UCLA Law Review*.

MASLOV, Boris. Associate Professor, Comparative Literature. First appointed 2009. Tenured.
Education: Ph.D. (Comparative Literature), University of California, Berkeley; B.A. (Classical Languages; Slavic Languages and Literatures), University of California, Berkeley
Percentage of time dedicated to CEERES area: 100%
Research interests: Literary theory (particularly, its history in the 19th-20th centuries), Archaic Greek poetry and its reception, imperial/Byzantine Greek and Russian literatures
CEERES language(s): Russian (5), German (5), Greek (5)
Field experience: Russia; Germany
Courses: Recovering Bakhtin; Historicism and the Comparative Method; Occidentalism: Russian Mythologies of the West; Theories of Narrative
Distinctions: Loeb Classical Library Grant for Sabbatical Subvention (2011-2012)
Selected recent publications:
2017: "How to Murder a Work of Art: Philology, Historical Poetics, and the Morphological Method." *Poetics Today* 38: 3 (2017): 485-518 (special issue "Historical Poetics in Theory").
2016: "The genealogy of the Muses: an internal reconstruction of Archaic Greek metapoetics." Forthcoming in *American Journal of Philology* 137.3
2015: *Persistent Forms: Explorations in Historical Poetics*, co-edited with Ilya Kliger. New York: Fordham University Press (Series "Verbal Arts: Studies in Poetics").

MEARSHEIMER, John J. R. Wendell Harrison Distinguished Service Professor, Department of Political Science, Co-director, Program on International Security Policy. First appointed 1982. Tenured.

Education: Ph.D. (Government), Cornell University, 1981; M.A., Cornell, 1978; M.A. (International Relations), University of Southern California, 1974; B.S. United States Military Academy at West Point, 1970.

Percentage of time dedicated to CEERES area: 30%

CEERES language(s): Russian (3)

Field experience: USSR

Courses: War and the Nation State; Nationalism in the Age of Globalization; Great Power Politics; Strategy; Seminar on Realism; Wksp: International Security Policy; Security Issues: Post Cold War Europe.

Dissertation/thesis supervision (last 5 years): 10 Ph.D.

Distinctions: Honorary Patronage of the Philosophical Society, Trinity College (2012); Distinguished Scholar Award, International Studies Assn. (2004); Am. Academy of Arts and Sciences (2003); Whitney H. Shepardson Fellowship, Council on Foreign Relations (1998-99);

Selected recent publications [CEERES related]:

2016: "Defining a New Security Architecture for Europe that Brings Russia in from the Cold" *Military Review*, Vol. 96, No. 3 (May/June 2016), pp. 27-31.

2014: "Moscow's Choice" *Foreign Affairs*, Vol. 93, No. 6 (Nov./December 2014), pp. 167-71

2014: "Why the Ukraine Crisis Is the West's Fault," *Foreign Affairs*, Vol. 93, No. 5 (September/October 2014), pp. 69-76.

MENDES-FLOHR, Paul. Dorothy Grant Maclear Professor of Modern Jewish Thought in the Divinity School; also in the Committee on Jewish Studies; Associate Faculty in the Department of History. First appointed 2000. Tenured.

Education: Ph.D, Brandeis University (1972); B.A. (History and Philosophy), Brooklyn College (1964)

Research interests: Modern Jewish intellectual history, modern Jewish philosophy and religious thought, philosophy of religion, German intellectual history, and the history and sociology of intellectuals.

Percentage of time dedicated to CEERES area: 50%

CEERES language(s): German (5)

Field experience: Germany, Israel

Courses: History and Memory in Jewish Thought; Martin Buber's I and Thou; Religion in European Enlightenment: Spinoza to Kant; Modern Jewish Intellectual History; Franz Rosenzweig's Star of Redemption; Gershom Scholem: The Theologian and Cultural Critic; Messiah and Messianism in Modern Jewish Thought; Leo Strauss and Judaism

Selected recent publications:

2018: *Martin Buber Werkausgabe*, vol. 20: *Schriften zum Judentum*. (with Michael A. Fishbane). Güterslohr.

2017: *Wissenschaft des Judentum. History and New Horizons*. (with Rachel Freudenthal). Berlin: Walter de Gruyter Verlag.

2017: Special Centenary Buber issue, *Journal of Jewish Thought and Philosophy*. Edited with San Berinn Sohnkoff).

MERCHANT, Jason. Lorna Puttkammer Straus Professor, Department of Linguistics; Vice Provost for Academic Affairs. First appointed 2001. Tenured.

Education: Ph.D. (Linguistics), UC Santa Cruz, 1999; M.A., UC Santa Cruz, 1996; B.A., Yale, 1991.

Percentage of time dedicated to CEERES area: 25%

Research interests: Syntax, Germanic languages & Greek

CEERES language(s): Modern Greek (5), Russian(3)

Field experience: Thessaloniki, Greece, 2003

Courses: Syntax I-II; Sem on Syntax-Semantics: The Syntax/Semantics Interface

Dissertation/thesis supervision (last 5 years): 12 Ph.D., 1 M.A.

Distinctions: Quantrell Award for Excellence in Undergraduate Teaching (2012); S. Onassis Public Benefit Foundation Foreigner Fellowship (2009); Franke Institute Faculty Fellow, University of Chicago (2003-04); Scheduled Fellow, Center for Advanced Study in the Behavioral Sciences, Stanford (2007-08).

Selected recent publications:

2018: *A reasonable way to proceed: Essays in honor of Jim McCloskey.* Jason Merchant, Line Mikkelsen, Deniz Rudin, and Kelsey Sasaki (eds.). University of California eScholarship Repository.

2017: The morphosyntax of the periphrastic future under negation in Cypriot Greek. Jason Merchant and Natalia Pavlou. 2017. *Journal of Greek Linguistics* 17:233-262.

2016: An embarrassment of riches? Cutting up the elliptical pie. 2016. *Theoretical Linguistics* 42.3-4: 297-304.

NALEPA, Monika A. Associate Professor, Political Science. First appointed 2014. Tenured.

Education: Ph.D. (Political Science), Columbia University, 2005; M. Phil., (Political Science), Columbia University 2003; M.A., (Political Science), Columbia University. 2001; M.A. (Sociology and Philosophy), Warsaw University, 1999.

Percentage of time devoted to CEERES: 100%

Research interests: Democratization, parliamentary behavior, transitional justice, East Central Europe

CEERES language(s): Polish (native); Russian (fluent); Czech (reading)

Field experience: Poland; Russia

Courses with CEERES component: Introduction to Comparative Politics, Formal Models in Comparative Politics

Dissertation/thesis supervision (last 5 years): 13 Ph.D., 6 M.A., 5 B.A.

Distinctions: Leon D. Epstein Outstanding Book Award, APSA (2012); Best Book Award, Comparative Democratization Section, APSA (2011); **Selected recent publications:**

2017: "Agenda Setting: the Third Pathway to Voting Unity. Evidence from the Polish Parliament" *Studies in Logic, Grammar and Rhetoric* 50(63): 181-213.

2016: "Party Institutionalization and Legislative Organization: The Evolution of Agenda Power in the Polish Parliament." *The Journal of Comparative Politics* 48(3):353-372.

2015: "The Role of Domestic Opposition and International Justice Regimes in Peaceful Transitions of Power." *Journal of Conflict Resolution* 60(7) 1191-1218.

NICKELL, William S. Associate Professor, Slavic Languages and Literature (Russian); Chair, Slavic Department. First appointed 2011. Tenured.

Education: Ph.D. (Slavic Literatures), University of California, Berkeley, 1998; M.A., University of California, Berkeley, 1992; B.A. (Russian), Washington University, 1986.

Percentage of time devoted to CEERES: 100%

Research interests: Russian Literature; Soviet culture; Cultural history; Social Aesthetics

CEERES language(s): Russian

Field experience: Russia, Bulgaria.

Courses: Media and Power in Age of Putin and Trump; Soviet Everyday Life; Literatures of Russian & African-American Soul; Jewish Writers in Russian Tradition; Revolutionary Theater; Classic Russian Novel; Medical Aesthetics in Russia and the U.S.; War and Peace; Media Aesthetics; 19th Century Russian Cultural Production; Russian Literature: Modernism to Post-Modernism; Realism in Russia.

Distinctions: Stevanovich Institute for the Study of the Formation of Knowledge (2018); Franke Center for the Humanities Grants (2013, 2016, 2017, 2018); Norman Wait Harris Fund Grant for Digital Humanities Workshop; Honorable Mention, Scaglione Prize for Studies in Slavic Languages & Literatures, Modern Language Association (2011);

Selected recent publications:

2014: "A Living Corpse as a Moving Picture." In *Tolstoy on Screen*, Northwestern U. Press.

2010: *The Death of Tolstoy. Russia on the Eve, Astapovo Station, 1910*. Cornell Univ. Press.

2010: "Tolstoy Wars." *Tolstoy Studies Journal* XXII.

NOOTER, Sarah. Associate Professor in the Department of Classics and the College. Tenured. First appointed 2008.

Education: Columbia University, PH.D. in Classics, 2008. Columbia University, M. Phil. in Classics, 2006. University of Cambridge (King's College), M. Phil. in Classics, 2002. Amherst College, B. A. in Classics and English, summa cum laude, 2001.

Percentage of time dedicated to CEERES area: 50%

Research interests: Greek poetry, particularly Attic tragedy; modern theater and adaptation; literary theory and linguistics; Greek religion.

CEERES language(s): Greek

Courses: Elegy and Iambic Poetry, Tragedy in Athens and Africa, Greek Thought and Literature, Intermediate Greek: Sophocles, Advanced Greek: Euripides, Introductory Greek, Intermediate Greek: Homer, Advanced Greek: Aristophanes' *Frogs*

Dissertation/thesis supervision (last 5 years): 5 Ph.D.

Selected recent publications:

2017: *The Mortal Voice in the Tragedies of Aeschylus* (Cambridge University Press, 2017)

2012: *When Heroes Sing: Sophocles and the Shifting Soundscape of Tragedy* (Cambridge University Press, 2012)

2016: "The loss of telos: Pasolini, Fugard, and the *Oresteia*" in *Deep Classics: Rethinking Classical Reception*, ed. Shane Butler (Bloomsbury Publishing, 2016).

2013: "Role-playing in *Antigone* and Africa: Can We Read Sophocles through Sizwe?" *Arion* 21.2 (Fall 2013) 11-47.

2013: "Reception Studies and Cultural Reinvention in Aristophanes and Tawfiq Al-Hakim." *Ramus*, vol. 42, 1 & 2, (2013) 138-61.

OSBORNE, James. Assistant Professor, Oriental Institute, Department of Near Eastern Languages and Civilizations. First appointed 2015. Untenured.

Education: Ph.D. (Archaeology), Harvard University (2011); M.A. (Archaeology), Harvard University (2008); B.A. (Ancient Near Eastern Studies), University of Toronto (2003)

Percentage of time dedicated to CEERES area: 100%

Research interests: Bronze and Iron Ages of the ancient Near East and eastern Mediterranean; urbanism; landscape archaeology, GIS and remote sensing; ceramic analysis; the built environment and architecture; forced migration; territoriality; monumentality; social and archaeological theory; cognitive archaeology; use of historical texts in archaeology

CEERES language(s): Turkish

Field experience: Turkey

Courses: The Mediterranean Sea in Antiquity: Imperial Connections between East and West; The Archaeology of Anatolia; **BIG:** Monumental Buildings and Sculptures in the Past and Present; The Neo-Hittite and Aramaean City-States; Monuments and Monumentality in the Past and Present; Migrations and Population Movements of the Ancient Near East.

Distinctions: Loeb Classical Library Foundation Fellowship (2017), Franke Institute for the Humanities Center for Disciplinary Innovation Grant (2017), Franke Institute for the Humanities Conference Award (2016)

Selected recent publications:

In preparation: *Diaspora and Mobility: The Syro-Anatolian Culture Complex*. Under contract with Oxford University Press.

2017: "Counter -Monumentality and the Vulnerability of Memory." *Journal of Social Archaeology* 17/2: 163-187.

2017: "Exploring the Lower Settlements of Iron Age Capitals in Anatolia and Syria." *Antiquity* 91 (355): 90-107

PAPE, Robert. Professor, Political Science. First appointed 1999. Tenured.

Education: Ph.D. (Political Science), University of Chicago, 1988; M.A., University of Pittsburgh, 1982; B.A. (Political Science), University of Pittsburgh, 1982.

Percentage of time devoted to CEERES: 25%

Research interests: National security affairs, theory of coercive air power, deterrence theory, economic sanctions, ethnic conflict, American grand strategy, suicide terrorism, International Relations, theory of international moral action, qualitative methods of social science.

CEERES language(s): Russian

Field experience: Russia; Caucasus

Courses: Strategy and International Politics; Case Study Methods; Seminar in IR Theory

Distinctions: DOD CPOST grant (2012-present; 2011-pres., 2008-10); Carnegie Scholar (2004); US Army research grant (2003); Earhart Foundation (1999).

Selected recent publications:

2012: "When Duty Calls: A Pragmatic Standard for Humanitarian Intervention," *International Security* 37(1): 41-80.

2010: *Cutting the Fuse: The Explosion of Global Suicide Terrorism and How to Stop It*, with James K. Feldman. University of Chicago Press.

2003: "The Strategic Logic of Suicide Terrorism," *American Political Science Review* 73(3): 343-361.

PETKOVIĆ, Nada. Lecturer, Department of Slavic Languages and Literatures (Bosnian/Croatian/Serbian). First appointed 2000 (1986-94). Untenured.

Education: Graduate courses in Linguistics/South Slavic Languages, University of Chicago, 1987-1993; B.A/M.A., Comparative Literature/History, University of Belgrade, 1978; B.A. Yugoslav Literature & Serbo-Croatian Language, University of Belgrade, 1974.

Percentage of time dedicated to CEERES area: 100%

Research interests: Post-war development of the Serbo-Croatian Language; Serbian literature/folklore.

CEERES language(s): Bosnian/Croatian/Serbian (native); Russian (3), Ukrainian (3), Bulgarian (3), Macedonian (3), Slovene (3), Czech & Slovak (2)

Field experience: Serbia, Croatia

Courses: Elementary, Intermediate, and Advanced Bosnia, Croatian, Serbian; The History of Yugoslav Conflict; Burden of the Balkans: A Journey through History, Religion, and Culture; (Re)Branding the Balkan City: Comtemp Belgrade/Sarajevo/Zagreb

Distinctions: The Consortium for Language Teaching and Learning Grant (2015); Grants from the Consortium for Language Teaching and Learning (2001, 2002, 2005; 2013); University of Chicago Arts Council, (2013); University of Chicago Studies Program, Chicago Course Connection Grant (2013); Project director, “Aspectual Pairs of Croatian and Serbian Verbs” Consortium for Language Teaching and Learning Grant (2005-2008) and CEERES (2008/2009).

Selected recent publications:

Forthcoming: *Stories from around the World*. Translation of short stories by Vladimir Pištalo.
2016: *Solace of the Night Sky* by Bosnian writer Dževad Karahasan, under consideration for translation and inclusion in Margellos World Republic of Letters series, Yale University Press.
2012: *Balkan Epic: Song, History, Modernity*. (co-editor and co-author w/Philip V. Bohlman). Lanham, MD: Scarecrow Press.

PICHUGIN, Valentina. Senior Lecturer, Department of Slavic Languages and Literatures (Russian). First appointed 2001. Untenured.

Education: Ph.D., Russian Language Institute, Russian Academy of Sciences, Moscow, 1990

Percentage of time dedicated to CEERES area: 100%

Research interests: Russian linguistics, Old Russian literature (11th-17th centuries), Russian folklore, Tyutchev, semiotic analysis of Russian love incantations

CEERES language(s): Russian (native), Old Church Slavonic; Ukrainian, Belorussian, Polish, Czech, Serbo-Croatian, Bulgarian, Slovak, Macedonian.

Field experience: Russia

Courses: 3rd Year Russian 1-3; 3rd Year Russian: Culture 1-3; Advanced Russian 1-3; Advanced Russian through Media 1-3; Special Topics in Advanced Russian

Dissertation/thesis supervision (last 5 years): 5 B.A.

Distinctions: Quantrell Award for Undergraduate Teaching (2011); College Teaching Innovation Grant (2010, 2008); Consortium for Language Teaching and Learning Award (2014, 2013, 2007, 2002).

Selected recent publications:

2017: *On the Institutional Base for Medieval Slavic Studies in Russia*. Forthcoming in *Russian History* 44(2-3): 172-180.

2017: *Twenty Years of the Midwest Medieval Slavic Workshop* (co-authored with Christian Raffensperger). Forthcoming in *Russian History* 44(2-3): 133-134.

POSNER, Eric. Kirkland & Ellis Professor of Law and Member, Committee on International Relations. First appointed 1998. Tenured.

Education: Harvard Law School. J.D., magna cum laude, 1991 Yale University. B.A., M.A. in philosophy, summa cum laude, 1988

Percentage of time dedicated to CEERES area: 25%

CEERES language(s): Russian (2)

Research interests: International Law, Foreign Relations Law

Courses: Contracts; Judicial Behavior; The Roberts Court; Judicial Opinions and Judicial Opinion Writing; Advanced Topics in Financial Regulation

Distinction: Fellow, American Academy of Arts and Sciences (elected 2010); Sloan Grant for Conference on Benefit-Cost Analysis and Financial Regulation (2013).

Selected recent publications (CEERES related):

2018 (forthcoming): *Radical Markets: Uprooting Property and Democracy for a Just Society* (with E. Glen Weyl): Princeton University Press.

2014: *The Twilight of Human Rights Law*: Oxford University.

2013: *Economic Foundations of International Law* (w/Alan Sykes): Harvard University Press.

2011: *Contract Law and Theory*: Aspen.

PTASZYNSKA, Marta. Helen B. & Frank L. Sulzberger Professor of Music and the Humanities. First appointed 1998. Tenured.

Education: Artist Diploma Degree (Percussion Performance) The Cleveland Institute of Music, 1974; Paris Conservatory and Centre Bordan; Academies of Music (Music Theory), Poland.

Percentage of time dedicated to CEERES area: 100%

Research interests: composition; percussion; opera.

CEERES language(s): Polish (native)

Field experience: Poland

Courses: Introduction to Composition; Composition; Contemporary Opera; 18th Century Couterpoint; Musical Language of Olivier Messiaen.

Distinctions: Distinguished Alumni Award, Cleveland Institute of Music (2014); Lifetime Achievement Award by the Union of Polish Composers (2011); Simon Guggenheim Award (2010); Benjamin H. Danks Award of the American Academy of Arts and Letter (2006); The Fromm Music Foundation Award; First Prize at the International Rostrum of Composers in Paris; ASCAP Awards; “Officer Cross of Merit” of the Republic of Poland (1995).

Selected recent works:

2010: *Of Time & Space*, a Concerto for Percussion Solo with Electronic Tape and Orchestra, commissioned by the National Chopin Institute for the Chopin Bicentennial.

2008-10: *The Lovers from the Cloister of Valldemosa*, opera in two acts.

2005: *Elegia* in memoriam of John Paul II, for Viola, 2005.

1992: *Holocaust Memorial Cantata* for 3 Soloists, Choir, and Orchestra.

RAIKHEL, Eugene. Associate Professor, Department of Comparative Human Development. First appointed 2010. Tenured.

Education: Ph.D. (Anthropology), Princeton University (2006); M.A. (Anthropology) Princeton University (2002); B.A. (Anthropology; Creative Writing) University of Michigan (1997).

Percentage of time dedicated to CEERES area: 100%

Research interests: Biomedicine, science and society; Culture and mental health; Clinical ethnography; Alcoholism, addiction and public health; Globalization, capitalism and postsocialism; Russia, Eurasia and Europe.

CEERES language(s): Russian (5)

Field experience: Russia

Courses: Medical Anthropology; Culture, mental health and psychiatry; Assembling the Biosocial; Concepts in the Anthropology of Medicine; Psychiatry and Society.

Dissertation/thesis supervision (last 5 years): 20 Ph.D., 9 M.A., 8 B.A.

Distinctions: Excellence in Graduate Teaching and Mentoring (2013); Postdoctoral Fellowship, Harriman Institute for Russian, Columbia University (2006-07).

Selected recent publications:

2017: "Environmental epigenetics and suicide risk at a molecular scale." (with Stephanie Lloyd) In *Handbook of Genomics, Health and Society*, eds. S. Hilgartner, S. Gibbon, B. Prainsack, J. Lamoreaux. Routledge.

2016: "Post-socialism, the psy-ences, and mental health." (with Dörte Bemme) *Transcultural Psychiatry* 53(2): 151-175

2016: *Governing Habits: Treating Alcoholism in the Post-Soviet Clinic*. Cornell University Press.

REDFIELD, James. Edward Olson Distinguished Service Professor of Classical Languages and Literatures, of Social Thought, Committee on the Ancient Mediterranean World, and in the College. Tenured. First appointed 1976.

Education: A.B. University of Chicago, 1954. Studied at New College Oxford 1956-1958. Ph.D. University of Chicago 1961.

Percentage of time dedicated to CEERES area: 50%

Research interests: Greek language, literature, and social history as they can be understood in the light of theory drawn from modern linguistics and anthropology.

CEERES language(s): Greek

Field experience: Greece, Italy, France, England

Courses: Accelerated Introduction to Greek, Herodotus, Homer, Plato, Sophocles, Undergraduate Program in Rome, Early Colonies in the Western Mediterranean, Culture and History, Greek Institutions, Archaic Archaeology

Selected recent publications:

2004: *The Locrian Maidens: Love and Death in Greek Italy*.

1990: "Drama and Community: Aristophanes and Some of His Rivals," in *Nothing to Do with Dionysus*, ed. Winkler and Zeitlin.

1990: "From Sex to Politics: The Rites of Artemis Triklaria and Dionysus Aisymnetes at Patras," in *Before Sexuality*, ed. Halperin, Winkler, and Zeitlin.

1986: "The Development of the Market in Archaic Greece," in *The Market in History*, ed. Anderson and Latham.

1984: "Herodotus the Tourist," *Classical Philology*.

SELLS, Michael. John Henry Barrows Professor of the History and Literature of Islam, Professor of Comparative Literature (Divinity School). First appointed 2005. Tenured.
Education: Ph.D. U. Chicago (1982); M.A. U. Chicago (1977); B.A. Gonzaga University (1971)
Percentage of time dedicated to CEERES area: 25%
Research interests: Qur'an; comparative lyric poetry; mystical philosophy in Arabic, Greek, Latin, and medieval European languages; religion and violence
CEERES language(s): Bosnian/Croatian/Serbian(4); Greek (4)
Field experience: Bosnia-Herzegovina
Courses: Islamic Love Poetry; Comparative Mysticism; Readings in the Qur'an; Religion and Violence; Sacred Texts and Religious Traditions; Cultural Identity in Third World Literatures
Dissertation/thesis supervision (last 5 years): 10 Ph.D., 15 M.A.
Distinctions: Election to the American Academy of Arts and Sciences (2016); Choice "Academic Book of the Year" for *The New Crusades: Constructing the Muslim Enemy* (2004); Andrew Mellon *New Directions* Fellowship for work on Religion and Conflict in Bosnia-Herzegovina (2003).
Selected recent publications:
2016: *Qur'anic Studies Today*. Co-edited with Angelika Neuwirth. Abingdon, Oxon: Routledge.
2012: "'Armageddon' in Christian, Sunni, and Shia traditions." In *Oxford Handbook of Religion and Violence*, 467-495. Oxford University Press.
2012: "Finhas of Medina: Islam, 'the Jews', and the Construction of Militancy." In *Religion, Violence, and the Interpretation of Sacred Texts*, 101-134. U. of California Press.

SHALLCROSS, Bożena. Professor, Department of Slavic Languages and Literatures (Polish). First appointed 2001. Tenured.
Education: Ph.D., Polish Academy of Sciences and Letters, Institute for Literary Research, Warsaw, 1983; M.A., Jagiellonian University, Cracow, 1976; B.A., Jagiellonian Univ., 1978
Percentage of time dedicated to CEERES area: 100%
Research interests: Polish literature/poetry/cinema; everyday life; material culture
CEERES language(s): Polish, Russian
Field experience: Poland
Courses: Narratives of Assimilation; Kieslowski: The Decalogue; Joseph Conrad's *The Secret Agent*: (In)action, Surveillance, Terrorism; Gombrowicz: The Writers as Philosopher; Kieslowski's French Cinema; Holocaust Object;
Dissertation/thesis supervision (last 5 years): 7 Ph.D., 3 M.A., 3 B.A.,
Distinctions: The ASEEES Kulczycki Book Prize, Honorable Mention (2011); Most influential teacher, graduating class 2008; Franke Institute Faculty Fellowship, U Chicago (2003-04); ACLS Postdoctoral Fellowship (1998-99); Teaching Excellence Award (1997).
Selected recent publications:
Forthcoming: "The Adventures of Mr. Nicholas Wisdom: Reading Krasicki with Kant," for *Światowa historia literatury polskiej. Interpretacje*, [World History of Polish Literature. Interpretations], bilingual anthology, Magdalena Popiel and Tomasz Bilczewski eds.
2016: "Odzyskać walizkę" [To Rescue a Suitcase], in *Projekt na daleką metę. Prace ofiarowane Ryszardowi Nyczowi* (Warsaw: Instytut Badań Literackich PAN), 353-357.
2014: "Efekt niesprzątniętego pokoju," in *(Nie)przezroczyście normalności. Obrazy ładu, porządku w literaturze polskiej XIX i XX wieku*, Hanna Gosk and Bożena Karwowska, eds. (Warsaw: Dom Wydawniczy Elipsa), 244-263.

SHISSLER, A. Holly. Associate Professor of Ottoman and Modern Turkish History, NELC. First appointed 1999. Tenured.

Education: Ph.D. (History), UCLA, 1995; M.A., UCLA, 1989; B.A., Vassar College, 1983.

Percentage of time dedicated to CEERES area: 50%

Research interests: Ottoman History, History of the Early Turkish Republic, Nationalism, Intellectual History, The Woman Question in Ottoman Thought, 1870-1919

CEERES language(s): Turkish (4), Azerbaijani (2)

Field experience: Turkey

Courses: Islamic History and Society 3; Introduction to the Ottoman Press; History of Turkey and Iran in the 20th Century; Woman Question/Reform/Ottoman; Late Ottoman Empire; Early Turkish Republic

Distinctions: Keddie-Balzan Fellow, Department of History, UCLA (2005-6); The American Research Institute in Turkey/National Endowment for the Humanities Fellowship for Research in Turkey (2003); Franke Institute Faculty Fellowship, U Chicago (2002-03).

Selected recent publications:

2006: "The Turkish World," translation and brief introduction to the article by Ahmet Aghayev. In *The Modern Middle East Source Book*. Oxford University Press.

2002: *Between Two Empires-Ahmet Ağaoğlu and the New Turkey*. New York: I.B. Tauris.

SOLOVIEVA, Olga. Assistant Professor, Department of Comparative Literature, First appointed 2011. Untenured.

Education: Ph.D. in Comparative Literature and Film Studies, Yale University, 2006; M.A. in Modern German Literature, Medieval German Literature & Language, and Russian, Freie Universität Berlin, 1997.

Percentage of time devoted to CEERES area: 50%

Research interests: Interdisciplinary and diachronic methodology of comparative literature; interdisciplinary rhetoric and narratology; literary and media theory; East West comparison

CEERES language(s): Russian, German

Field experience: Russian, Germany

Courses: Kurosawa and His Sources; Comparative Methods in the Humanities; Intercultural Adaptation: Kurosawa and his Russian Sources; The Novel-Essay and Its Past: From Artsybashev's Sanin to Musil's Man Without Qualities.

Distinctions: Postdoctoral Fellowship in the Committee on Social Thought, The University of Chicago, 2012-2015; Postdoctoral Fellowship in the Department of Germanic Studies, The University of Chicago, 2011-2012; Ralph Gregory Elliot Memorial Scholarship, UConn, School of Law, 2010-2011.

Selected recent publications:

2017: *Christ's Subversive Body: Practices of Religious Rhetoric in Culture and Politics*. Evanston, IL: Northwestern University Press.

2016: "Rebellion: A Note on Agamben's Reception of Dostoevsky in *The Open*." *Canadian Review of Comparative Literature/Revue Canadienne de Littérature Comparée*, 43.4: 520-530.

SONIN, Konstantin. John Dewey Distinguished Service Professor, Harris School of Public Policy. First appointed 2016. Tenured.

Education: Ph.D. (Mathematics), Moscow State University (1998); M.Sc. (Mathematics), Moscow State University (1995); MA (Economics), New Economic School (1998)

Percentage of time dedicated to CEERES area: 25%

Research interests: political economics, development, economic theory

CEERES language(s): Russian

Field experience: Russia

Courses: Political Economy 1: Introduction to Applied Game Theory; Principles of Microeconomics and Public Policy 2

Distinctions: Prime-Minister Award for Excellence in Teaching and Research, Russia (2012); Achievement of the Year, NES Alumni Association (2011); Best Professor Award, NES Alumni Assoc. (2008); Boris Ovsievich Prize in Mathematical Economics (2008)

Selected recent publications:

Forthcoming: Social Mobility and Stability of Democracy: Re-evaluating De Tocqueville: (with Daron Acemoglu and Georgy Egorov), *Quarterly Journal of Economics*.

Forthcoming: Social Media and Corruption (with Ruben Enikolopov and Maria Petrova), *American Economic Journal: Applied Economics*.

2017: Political Economy of Redistribution (with Daniel Diermeier and Georgy Egorov), *Econometrica*, 85(3), 851–870.

2016: Political Economy in a Changing World (with Daron Acemoglu and Georgy Egorov), *Journal of Political Economy*, 123 (5), 1038-1086.

STEPHENSON, Cheryl. Lecturer, Humanities Teaching Fellow (2018)

Education: Ph.D., University of Chicago (2018); MA, University of Chicago (2013); MA, University of Washington, 2010; BA, Portland State University (2007)

Percentage of time dedicated to CEERES area: 60%

Research interests: Central and E. European theater; Central European lit.; Central and E. European social history; Russian lit.; Czech & Russian language; Slavic language pedagogy;

CEERES language(s): Czech, Russian, Polish, Slovak

Field experience: 3 years in Prague, Czech Republic conducting archival and field research

Courses: Beginning Czech, Beginning Russian, Eastern Bloc Animation, Puppet Theory

Dissertation/thesis supervision: 1 B.A.

Distinctions: Mellon Foundation-University of Chicago Dissertation Completion Fellowship (2016); Procházka Foundation Grant for Czech and Slovak Studies Summer Research Travel Grant (2012, 2013, 2014, 2015); Foreign Language and Area Studies (FLAS) Summer Fellowship - Czech Republic (2012, 2013);

Selected recent publications:

2018: “Vadí/Nevadí: Puppet Play in Věra Chytilová’s *Daisies*.” *Studies in E. European Cinema*.

2018: “Josef Skupa’s seditious heroes: Kasperek, Spejbl, and the struggle for Czech sovereignty.” Forthcoming, 2018, *Puppets and Power/Marionettes et Pouvoir*, Union Internationale de la Marionette.

2015: “The Body and the Self: Trnka’s puppets in Old Czech Legends” in *Staré pověsti české*, edited by Lucie Česálková, 120-133. Prague: Národní filmový archive.

STERNSTEIN, Malynne M. Associate Professor, Department of Slavic Languages and Literatures (Czech/ Russian). Associate in Germanic Studies; CMS. Chair, Fundamentals: Issues and Texts (2014-2020). First appointed 1996. Tenured.

Education: Ph.D. (Slavic), U Chicago, 1996; M.A., U Chicago, 1991; B.A., U Chicago, 1987.

Percentage of time dedicated to CEERES area: 100%

Research interests: Czech Lit and Culture; Russian Lit and culture; Avant-Garde studies; Central European Studies; Psychoanalytic and Cultural Theory; Media Studies; Psychoanalytic and Marxist Theory; Central European Film; Horror Film; Film Theory

CEERES language(s): Czech (4), Russian (4), German (2)

Field experience: Czechoslovakia/Czech Republic, USSR/Russia

Courses: Foundations of Interpretive Theory; Kafka: The Trial; First-Year Czech I-III; Pale Fire; Anxiety; Nabokov: Lolita; The Tale of Genji; Milan Kundera

Dissertation/thesis supervision (last 5 years): 9 Ph.D., 11 M.A., 41 B.A.

Distinctions: Chicago Studies Curricular Grant (2018); Humanities Visiting Committee Grant, (2013); Center for Disciplinary Innovation Grant (2013); Quantrell Award for Excellence in Undergraduate Teaching (2009);

Selected recent publications:

2014: "Laughter, Gesture, and Flesh," *Short Story Criticism*, Gale.

2012: Czech Poetry. *Princeton Encyclopedia of Poetry and Poetics*. Princeton University Press.

2011: "Christ's Trial of NATO. The Palimpsests of Prague's Stations of the Cross." In *The Effect of Palimpsests*. Peter Lang.

TAMARINA, Natalia. Research Associate and Assistant Professor, Department of Medicine (Endocrinology, Diabetes and Metabolism). Untenured.

Education: Ph.D. (Genetics), Koltzov's Institute of Developmental Biology, 1990;

M.S. (Molecular Biology), Moscow State University, 1980.

Percentage of time dedicated to CEERES area: 10%

Research interests: Potassium channel expression in pancreatic cells; diabetes; genetics; molecular biology.

CEERES language(s): Russian (native)

Field experience: Russia

Distinctions: Fellowship in Vascular Surgery, Northwestern University (1997).

Selected recent publications:

2003: (co-author) Modeling Ca²⁺ flux in pancreatic beta-cells: Role of the plasma membrane and intracellular stores. *American Journal of Physical Endocrinol Metabolism* 285:E138-54.

2000: (co-author) Small-conductance calcium-activated K⁺ channels are expressed in pancreatic islets and regulate glucose responses. *Diabetes* 52:2000-6.

2000: (co-author) Related Articles, Links Baculovirus-mediated gene transfer into pancreatic islet cells. *Diabetes* 49:1986-91.

1998: (co-author): Related Articles, Links Characterization of a Ca²⁺ release-activated nonselective cation current regulating membrane potential and [Ca²⁺]_i oscillations in transgenically derived beta-cells. *Journal of Biological Chemistry* 273:10402-10.

TORRES, Anna Elena. Provost's Postdoctoral Scholar, Department of Comparative Literature. First appointed 2017. Untenured.

Education: Ph.D. (Jewish Studies), University of California, Berkeley, 2015; Master's in Theological Studies (Jewish Studies), Harvard Divinity School, 2010; B.A. (Religion), Swarthmore College, 2007.

Percentage of time dedicated to CEERES area: 100%

Research interests: Modernist poetry in Yiddish, English, and Hebrew; disability studies; Romani studies, gender theory, and comparative religion

CEERES language(s): Yiddish, Polish

Courses: Language is Migrant: Yiddish Poetics of the Border

TSIVIAN, Yuri. William Colvin Professor, Departments of Art History, Slavic Languages and Literatures, Comparative Literature, and Cinema/Media Studies. First appointed 1996. Tenured.

Education: Ph.D. (Film studies) Institute of Theater, Music and Cinema, Leningrad, 1984; Institute of Art History, Moscow, 1972-75; M.A. (English), State University of Latvia, 1972.

Percentage of time dedicated to CEERES area: 100%

Research interests: History of film and film styles; film and Russian/Soviet art; filmmakers Dziga Vertov; Sergei Eisenstein; old versus new media; gesture and performance; film editing: history, theory and practice

CEERES language(s): Russian, Latvian, Polish.

Field experience: Russia, Latvia

Courses: The Cinema of Charlie Chaplin; Style and Performance from Stage to Screen; History of International Cinema II: Sound Era to 1960

Dissertation/thesis supervision (last 5 years): 10 Ph.D.

Distinctions: Member, International Committee for the Centenary of Eisenstein (NYU) (1995-98); Consultant Curator, Riga Film Museum, 1987-93; Member, International Advisory Board of Eisenstein Center of Film Culture Studies, Moscow (1993-present).

Selected recent publications:

2010: Approaches to Carpalistics: Movement and Gesture in Art, Literature and Film. *Novoe literaturnoe obozrenie*. (in Russian).

2009: "What Can We Do in Films that They Cannot on Stage? Film Style and Medium Specificity in the Cinema of the 1910s." *Theater and Film Studies* 1:3-50.

2008: "Robespierre Has Been Lost: Griffith's Movies and the Soviet Twenties." In *The Griffith Project* 12. London: BFI.

2005: *Lines of Resistance: Dziga Vertov and the Twenties*, Indiana University Press

2002: *Ivan the Terrible*. London: British Film Institute Publishing.

TUCKER, Kaitlyn. Lecturer, Humanities Teaching Fellow (2018)

Education: Ph.D., University of Chicago (2018); M.A., University of Chicago (2013); B.A., University of Chicago (2011)

Percentage of time dedicated to CEERES area: 60%

Research interests: Yugoslav and South Slavic intellectual history; Russian literature; Central European history; Slavic critical theory; East and Central European dissent and dissidence

CEERES language(s): Slovene, Croatian, Serbian, Russian

Field experience: 2 yrs. in Ljubljana, Slovenia and Zagreb, Croatia - archival and field research

Courses: The Intelligentsia: On Slavic Social Thought; Russian Short Fiction: Experiments in Form; The Interrupted Word: Photographs in Central European Witness Literature

Distinctions: Mellon Humanities Dissertation Completion Fellowship (2017); Rado L. Lencek Graduate Student Prize (Society for Slovene Studies) (2016); ASEEES Dissertation Research Grant (2016); Title VIII Research Scholar Program, Advanced Research Fellowship (2016); Jana Zemljarič Miklavčič Scholarship Trust (University of Ljubljana) (2014); FLAS (Foreign Language and Area Studies) Fellowship (2010, 2012, 2013, 2014)

Selected recent publications:

2017: "Experience as Device: Traces of Russian Formalism in the Ljubljana School of the 1970s" in *Russian Literature* (forthcoming)

Written on Site: Solovki, Aleš Šteger, (Beletrina: Ljubljana, 2017) (Translation from Slovene to English)

VISHNY, Robert W. Myron S. Scholes Distinguished Service Professor of Finance, Booth School of Business. First appointed 1985. Tenured.

Education: M.A., (Counseling Psychology) Northwestern University, 2008; Ph.D., (Economics), MIT, 1985; B.A., University of Michigan, 1981.

Percentage of time dedicated to CEERES area: 25%

Research interests: The market for corporate control; corporate governance around the world; privatization and the role of government in the economy; the economics of corruption.

CEERES language(s): Russian (4)

Field experience: Advisor, Russian Privatization Ministry, 1992-94.

Courses: Behavioral and Institutional Finance

Distinctions: Member, American Academy of Arts and Sciences (2002); Trustee, College Retirement Equities Fund (CREF); Director, Program in Corporate Finance, National Bureau of Economic Research, 1991-98; Director, American Finance Association, 1993-95

Selected recent publications (CEERES related):

2013: (co-author) "A Model of Shadow Banking." *Journal of Finance*.

1995: *Privatizing Russia* (co-author), MIT Press

1994: "The Politics of Market Socialism." (co-author) *Journal of Economic Perspectives*. Spring.

1992: "The Transition to a Market Economy: Pitfalls of Partial Reform" (co-author), *Quarterly Journal of Economics*.

1992: "Pervasive Shortages under Socialism" (with A. Shleifer), *The Rand Journal of Economics*, 23(2):237-46.

1991: "Reversing the Soviet Economic Collapse" (with A. Shleifer), *Brookings Papers on Economic Activity*, 2.

VORDERSTRASSE, Tasha. Research Associate (Islamic Archaeology), Oriental Institute. First appointed 2011. Untenured.

Education: Ph.D. (Near Eastern Languages and Civilizations), U Chicago, 2004; M.A., U Chicago, 1998; B.A., Washington University in St. Louis, 1995.

Percentage of time dedicated to CEERES area: 75%

Research interests: Classical and Medieval Archaeology, Byzantine Empire, Ottoman Empire, the Caucasus.

CEERES language(s): Armenian; Turkish

Field experience: Armenia; Turkey

Courses: Armenian Art and Material Culture

Distinctions: Dumanian Visiting Lecturer, University of Chicago (2012); Barakat Trust Travel Grant, Smarakand (2008); ASOR Platt Fellowship (2008); Chitjian Foundation Grant (2008); UChicago Library Special Collections Research Grant, Armenian Manuscripts (2006).

Selected recent publications:

2013: “Medieval Encounters between China, Mongolia, Antioch, and Cilicia” In *East and West in the Medieval Eastern Mediterranean II. Antioch from the Byzantine Reconquest until the End of the Crusader Principality*, OLA 199. Peeters.

2010: (co-author) “Medieval Remains at the Site of Ziyaret Tepe (Diyarbakır) in Southeast Turkey.” In *Proceedings of 6th ICAANE Conference, Rome, May 2008. Volume 3. Islamic Studies*. Harrassowitz.

2009: (co-editor) *Archaeology of the Countryside in Medieval Anatolia*. PIHANS 113. NINO.

WOOD, Diane P. Circuit Judge, U.S. Court of Appeals for the Seventh Circuit, and Senior Lecturer in Law, The University of Chicago Law School. First appointed 1981. Tenured.

Education B.A. with highest honors, special honors in English, The University of Texas at Austin, 1971. J.D. with high honors, The University of Texas Law School, Austin, Texas 1975. Order of the Coif; Friar Society (in first group of women to be admitted)..

Percentage of time dedicated to CEERES area: 25%

Research interests: Antitrust law, international trade and business, federal civil procedure

CEERES language(s): Russian(4)

Distinctions: October 9, 2004: American Academy of Arts and Sciences, Induction Speaker for Class III (Social Sciences), “Law in a Global Community.” April 2004: Named by the Chicago Sun-Times as one of Chicago’s 100 most powerful women.

Selected recent publications:

2014: “Enhanced International Cooperation in Competition Cases: The Role of the Courts,” for the Hearing on Enhanced Enforcement Co-operation, Organization for Economic Co-operation and Development

2012: “Affirmative Action in Higher Education: The Ambivalent Experience of the United States in Equalizing Access.” In *Affirmative Action in Higher Education in India, United States, and South Africa*. Oxford University Press.

2010: *Trade Regulation: Cases and Materials*, 6th ed. University Casebook Series. West Group.

2010: “Antitrust Settlements in the United States.” In *European Competition Law Annual 2008: Antitrust Settlements under EC Competition Law*. Hart Publishing.

WOODS, John. Professor, Departments of History and Near Eastern Languages and Civilizations (Iran & Central Asia). First appointed 1970. Tenured.

Education: Ph.D. (Near Eastern Studies), Princeton, 1974; Tehran University, 1964-69; M.A. Princeton, 1965; Cairo University & American University in Cairo, 1960-61; B.A. University of Texas, Austin, 1960.

Percentage of time dedicated to CEERES area: 50%

Research interests: History of Turkey, Iran, and Central Asia 13th-18th Centuries; encounters between sedentary and nomadic peoples; age of Chinggis Khan and Timur (Tamerlane)

CEERES language(s): Persian(4), Turkish (Modern, Ottoman, Chaghatay)(3); Russian (2); Mongolian (2)

Field experience: Iran, Egypt, Turkey, Uzbekistan, Mongolia

Courses: Seminar: Iran and Central Asia 1-2; Persian Historical Texts; Islamic History and Society 2; Sources for the Study of Islamic History;

Dissertation/thesis supervision (last 5 years): 17 Ph.D.

Distinctions: Farabi International Award, Humanities and Islamic Studies, Tehran, (2009); Faculty Award for Excellence in Graduate Teaching (2007); American Research Institute in Turkey (1987-88); US Academic Director, Chinggis Khan Geo-Historical Expedition, 2001. Director, Center for Middle Eastern Studies, 1985-1991, 1996-2004.

Selected recent publications:

1999: *The Aqquyunlu: Clan, Confederation, Empire*. revised and expanded edition. Salt Lake City: University of Utah Press

1990: *The Timurid Dynasty*, Papers on Inner Asia No. 14, Research Institute for Inner Asian Studies, Indiana University, Bloomington.

YU, Alan C.L. Professor, Department of Linguistics. First appointed 2003. Tenured.

Education: Ph.D. (Linguistics), University of California, Berkeley, 2003; M.A. University of California, Berkeley, 1999; B.A., University of California, Berkeley, 1998.

Percentage of time dedicated to CEERES area: 25%.

Research interests (CEERES related): Phonological theory, prosodic morphology, phonetics-phonology interface; linguistic typology; historical linguistics; phonetics-morphology interface

CEERES language(s): Lezgian, Chechen

Field experience: Russia, the Caucasus

Courses: Sociophonetics; Experimental Methods 2; Phonology; Phonological Analysis; Laboratory Phonology

Distinctions: Franke Institute of the Humanities Residential Faculty Fellowship (2007-2008); National Science Foundation Graduate Research Fellowship (1999-2003).

Selected recent publications:

2013: (ed) *Origins of sound change: Approaches to phonologization*. Oxford University Press.

2013: (co-author) "Morpheme-like prosodic functions: Evidence from acoustic analysis and computational modeling." *Journal of Speech Sciences* 3:85-140.

2007: *A natural history of infixation*. 2007. Oxford: The Oxford University Press.

2004: "Explaining Final Obstruent Voicing in Lezgian: Phonetics and History," *Language*, 80(1):73-97.

2003: "Pluractionality in Chechen," *Natural Language Semantics*, 11(3):289-321.

ZAHRA, Tara. Professor, Department of History (Modern East European). First appointed 2007. Tenured.

Education: Ph.D. (History), University of Michigan (2005); M.A. (History), University of Michigan (2002); B.A. (History and Economics), Swarthmore College (1998)

Percentage of time dedicated to CEERES area: 100%

Research interests: Modern Eastern and Central Europe; Transnational & Comparative History of Modern Europe; Nationalism; Gender, Childhood & Family History; Migration

CEERES language(s): German(5), Czech(5), Polish(4)

Field experience: Czech Republic, Germany, Poland

Courses: Nation and Empire: Europe and Beyond; Europe, 1914-Present; Transnational Europe: Twentieth Century; Gender and Sexuality in World Civilizations 2;

Distinctions: Member of American Academy of Arts and Sciences (2017); Macarthur Fellowship (2014-2019); NEH Fellowship (2013-14); ACLS Fellowship (2013-14); Berlin Prize, American Academy in Berlin (2013-14); George Louis Beer Prize (2012); Laura Shannon Book Prize (2011); ACLA Charles A. Ryskamp Fellowship (2009-10); Junior Fellow, Harvard Society of Fellows (2005-07).

Selected recent publications:

Under contract: *Against the World: Deglobalization and the Decline of Democracy in Interwar Europe.* New York: W.W. Norton.

Under contract: *The Great War and the Transformation of Habsburg Central Europe.* Co-authored with Pieter Judson. Oxford University Press.

2016: *The Great Departure: Mass Migration from Eastern Europe and the Making of the 'Free World.'* New York: W.W. Norton. Paperback, 2017.

ZONIS, Marvin. Professor Emeritus of Business Administration (still teaching), Booth School of Business. First appointed 1966. Tenured.

Education: Ph.D. (Political Science), MIT, 1968; Analytic Candidate, Institute for Psychoanalysis, Chicago, 1976-1985; B.A., Yale (Political & Economic Institutions), 1958.

Percentage of time dedicated to CEERES area: 30%

Research interests: Global political and economic development; political development in emerging markets; Russian domestic politics and economics and consequences for Russian foreign policy; US- Russian strategic Relations.

CEERES language(s): Persian(4)

Field experience: Iran, Israel, Russia, China.

Courses: Theories of Leadership; Global Political Risk; Geo-Politics of the Global Economy; The Rise of Emerging Markets; Economics and Politics of the BRICs.

Distinctions: Chair, ACLS/SSRC Joint Committee on the Near & Middle East (1969-76); Quantrell Award for Grad Teaching (1979); Pres, Marvin Zonis & Associates, Inc (1989-present)

Selected (CEERES related) publications:

2009: "The Mind of a Mullah" *The Global Post*, June 17, 2009.

1999: "The Balkan War's High Cost," *The Boston Globe*, July 23, 1999.

1998: "The Decade to Come," *World Trade Magazine*, December.

1992: *The East European Opportunity: The Complete Business Guide and Sourcebook* (with D. Semler). New York: Wiley.

1987: "Afghanistan and the USSR: Middle East Responses," *Orbis*, 30:609-35.

Graduate Student Instructors in Language and Area Studies:

This is a list of graduate students that have taught CEERES languages in Slavic L&L or NELC and/or area studies courses in Anthropology, Music, NELC, Political Science, and Slavic L&L.

Michael Bechtel
Theodore Beers
Christy Brandly
Natalja Czarnecki
Ekin Enacar
Erin Franklin
Zachary King
Bronwyn Koehl
Owen Kohl
Zdenko Mandusic
Antje Postema
August Samie
Cheryl Stephenson
Oya Topcuoglu
Miriam Tripaldi
Theodore Trotman
Kaitlyn Tucker

CEERES Associate Members (Scholars from regional institutions or independent researchers, some of whom have taught content courses at UofC (Zanca; Khodarkovsky) and all of whom have participated in CEERES outreach endeavors).

Maria-Sabina Draga Alexandru (University of Bucharest)
Mariya A. Bobina (University of Iowa)
Andy Bruno (Northern Illinois University)
Irina Del Genio (Elgin Community College)
Elisabeth Elliott (Northwestern University)
Mikhail Grachev (University of Iowa)
Dennis Grammenos (Northeastern Illinois University)
Jessica Greenberg (Northwestern University)
Yuson Jung (Independent Researcher, works on cultures and societies of the Balkans)
Ian C. Kelly (U.S. Ambassador to Georgia)
Michael Khodarkovsky (Loyola University Chicago)
Petia Kostadinova (University of Illinois at Chicago)
Kelly Lynne Maynard (Independent scholar)
Motoki Nomachi (Hokkaido University Graduate School of Letters)
Madhaven Palat (Jawaharlal Nehru University)
Elena Pavlova (Independent Scholar)
Ronald Pope (Illinois State University)
Perry Sherous (University of Chicago)
Tamara Sivertsevs (Independent Researcher, works on cultures and societies of the Caucasus)
Matthew Spence (Lawyer, works on policy issues in Russia and the former Soviet Union)

Charles R. Steinwedel (Northeastern Illinois University)
Elena Stephens (Goode Capital Investments LLC)
Natasha Todorovich (Wilbur Wright College)
William Veder (Independent Scholar)
Jelena Vujic (Belgrade University)
Susanne Wengle (University of Notre Dame)
William B. Whisenhunt (College of DuPage)
Russell Zanca (Northeastern Illinois University)

Position Descriptions

Visiting Lecturer in CEERES Area Studies (see Project Narrative §A.1 and Budget Narrative A.3.c)

In collaboration with a degree granting department, CEERES will invite a visiting faculty member from another university to teach one course with regionally relevant content during one academic quarter. Invitation will be based on proposals from CEERES affiliated faculty and vetted by the CEERES Executive Committee. Visiting Lecturers will be appointed in the co-sponsoring unit. These visiting appointments are intended to give students and faculty the opportunity to work with and learn from important scholars in the field, thereby adding to the diversity of perspectives on campus. Special consideration given to visiting lecturers that focus on Central Asian or Caucasian history or culture; courses on East European and Russian literature, history, and culture will also be considered.

CEERES Graduate Student Teaching Fellowship (see Project Narrative §A.1 and Budget Narrative A.3.d)

Recipients of the CEERES Graduate Student Teaching Fellowship will design and teach a one-quarter undergraduate course. The course will be taught in the department that is sponsoring their project. The courses should reflect the graduate student's research interests. The course must provide engaging and interesting content for undergraduates and must meet or enhance the sponsoring department's undergraduate curriculum. The CEERES Executive Committee will review proposals by graduate students to ensure the intellectual and curricular suitability of the course.

Project Goal Statement 1: Improve international curricular and co-curricular opportunities within City Colleges of Chicago (CCC)									
2. Performance Measures	3. Activities	4. Data/Indicators	5. Frequency	6. Data Source	7. Baseline and Targets				
					BL	T1	T2	T3	T4
A) Support accreditable co-curricular programming on CCC campuses (at least 400% increase between years 1 and 4)	A.1 Advisory committee meets with prospective leaders of co-curricular programming among CCC faculty members.	Meetings convened with CCC faculty	Annual	Center/CCC records	0	2	4	6	8
	A.2 Organize co-curricular programming on CCC campuses	Number of events	Annual	Center/CCC records	0	1	2	3	4
	A.3 Organize accessible co-curricular programming on University of Chicago campus	Number of events	Annual	Center/CCC records	0	1	2	3	4
B) Support internationalization efforts within "Human Diversity"* curricular requirement at CCC (at least 200% increase between years 1 and 4)	B.1 Arrange guest presentations in Human Diversity courses	Number of presentations	Annual	Center/CCC records	0	2	2	3	3
	B.1 Organize professional development events targeted to Human Diversity faculty	Number of professional development events	Annual	Center/CCC records	2	2	3	3	4
	B.3 Offer course development grants to Human Diversity faculty (across all regions)	Number of applications received	Annual	Center/CCC records	0	5	8	11	14
C) Enhance CCC-UC partnership with the Pulitzer Center on Crisis Reporting (events by 200% between years 1 and 4)	C.1 Conduct events on CCC or UC campus featuring Pulitzer experts	Number of events	Annual	Center/CCC records	2	2	3	3	4
		Attendance	Annual	Center/CCC records	100	125	150	175	200

* For an Associate Degree, CCC requires one general education course that fulfills the State of Illinois Human Diversity (HD) requirement

Project Goal Statement 2: Increase and improve the availability of CEERES related on-line materials for teachers.									
2. Performance Measures	3. Activities	4. Data/Indicators	5. Frequency	6. Data Source	7. Baseline and Targets				
					BL	T1	T2	T3	T4
A) Increase the number of videos available on CEERES and Educator Outreach YouTube Channels	A1. Record interviews with authors participating in CEERES of Voices and scholars invited to give lectures and present at conferences.	Number of interviews uploaded to YouTube	Annual	YouTube and Center Records	6	8	10	12	14
	A2. Record lectures, roundtables, and presentations given at IEC, SIE, conferences, and other events on campus	Number of interviews uploaded to YouTube	Annual	YouTube and Center Records	1	3	5	5	5
B) Provide syllabi, classroom activities, and general resources on CEERES-related topics on CEERES and Educator Outreach Websites	B1. Upload materials (syllabi, activities, handouts) from recipients of curriculum development grants	Number of materials uploaded	Annual	Website and center records	0	3	5	5	7
	B2. Upload materials from presentations at IEC, SIE, and Pulitzer Center campus visits	Number of materials uploaded	Annual	Website and center records	0	5	5	7	10
C) Increase the number and type of posts on the East from Chicago Blog	C1. Post event recaps, book reviews, interviews, essays on the East from Chicago Blog	Number of posts made to blog	Annual	Blog and center records	0	10	15	15	20
	C2. Increase the variety of types of posts on blog	Types of posts made to blog	Annual	Blog and center records	0	3	5	5	7

Project Goal Statement 3: Strengthen and expand CEERES's role as a hub of interdisciplinary research and engagement on campus.									
2. Performance Measures	3. Activities	4. Data/Indicators	5. Frequency	6. Data Source	7. Baseline and Targets				
					BL	T1	T2	T3	T4
A) Outreach to new and less active CEERES affiliated faculty	A1. Contact from Center staff to affiliated faculty	Meetings with new faculty	Annual	Center records	0	2	2	2	2
	A2. First time collaboration on events between CEERES and new faculty	Number of events	Annual	Center records	0	1	2	2	2
B) Increase the interdisciplinary nature of CEERES events	B1. Support co-sponsorship of events by faculty from different departments and divisions	Number of events	Annual	Center records	0	1	2	2	2
C) Support faculty research	C1. Provide logistical resources for book workshops for young faculty	Number of events	Annual	Center records	0	1	1	1	1
	C2. Arrange events directly related to faculty research	Number of events	Annual	Center records	0	1	2	2	1

U.S. Department of Education
International and Foreign Language Education
National Resource Centers/
Foreign Language and Area Studies Fellowships
1990 K Street, NW, Suite 6083
Washington, DC 20006

June 14, 2018

To the Review Committee,

I gladly write in my role as director of the Chicago Language Center (CLC) at the University of Chicago to again support the proposals submitted for funding as NRCs for Foreign Language and Area Studies by the following University of Chicago area centers: the Center for East Asian Studies (CEAS), the Center for East European and Russian/Eurasian Studies (CEERES), the Center for Latin American Studies (CLAS), and the Center for Middle Eastern Studies (CMES).

For the past 8 years, through 2 funding cycles, the CLC has worked in close cooperation with these centers. The funding they write into their proposals support and in some cases, makes possible work we do in the CLC. In turn, we have programs and initiatives in place that broaden the outreach and impact of our Title VI partners.

We intend to again cooperate closely on the following initiatives:

- Advanced proficiency testing, especially for graduate students; this program has been widened considerably and will be available to PhD, Masters, and undergraduate students
- outreach to establish our new Practical Proficiency assessment, created to assess proficiency outcomes at the end of 2 years of instruction, also available to the groups named above
- continued outreach and support for the Language Pedagogy Certificate
- additional ACTFL OPI workshops
- shared expenses to support the Summer Language Institute, now in its fifth year
- shared expenses for pedagogy workshops, offered to our instructors and grad students, as well as to City Colleges of Chicago faculty and Chicago Public School teachers

As I mentioned, being able to collaborate and cooperate enables all of us to strengthen our programs and broaden our outreach. Our Title VI colleagues are an integral part of the programming undertaken by the CLC.

Sincerely,



Catherine C. Baumann
Director, Chicago Language Center



U.S. Department of Education
International and Foreign Language Education
National Resource Centers
1900 K Street, NW., Suite 6083
Washington, DC, 20006-8521

Wednesday, June 13, 2018

Dear NRC Reviewer,

I write this letter on behalf of the City Colleges of Chicago (CCC) in support of the University of Chicago proposal for funding through the Title VI National Resource Center program. The university currently supports the following area centers:

- Center for East Asia Studies (CEAS)
- Center for Latin American Studies (CLAS)
- Center for East European and Russian/Eurasian Studies (CEERES)
- Center for Middle Eastern Studies (CMES)

CCC represents the largest community college district in Illinois. Included in our district are the following minority serving institutions as recognized by the Department of Education:

Hispanic Serving Institutions	Predominantly Black Institutions
Harold Washington College	Kennedy-King College
Harry S. Truman College	Malcolm X College
Richard J. Daley	Olive-Harvey College
Wilbur Wright College	

Our faculty and staff work with an exceptionally diverse population of students to give them access to resources, which will prepare them to succeed in the workforce or in the pursuit of higher education. We are looking forward to collaborating with the area centers at the University of Chicago to continue and expand our schedule of activities, to take place over the next four years. We plan to continue with the following shared programming:

- Access to Library Databases and Resource Materials
- Oral Proficiency Interview Preparation
- Pulitzer Center for Crisis Reporting Events
 - All-college lecture series
 - College and community partners presentations
 - Faculty development listening sessions
 - In-class visits
 - Student Reporting Fellowship competition
- Summer Teaching Institute

As we continue to expand our partnership with the university, we will look to implement the following collaborative efforts:

- Co-Curricular Outreach Activities
- Global and Local Assessment Design support
- Internationalizing Curriculum Design support
 - Course creation and revision to support CCC program general education and core requirements
- Student Ambassador Program

CCC looks forward to continuing the cooperative work and resources that the area centers at the University of Chicago can provide to our faculty and students.

Sincerely,

Brandon Nichols, Ed.D.
District Director, Accreditation, Assessment, and Educational Development

June 12, 2018

To Whom It May Concern:

I am writing on behalf of the Pulitzer Center on Crisis Reporting to describe the strong impact of our partnership with City Colleges of Chicago and with the four University of Chicago National Resource Centers (East Asian Studies, East European and Russian/Eurasian Studies, Latin American Studies and Middle Eastern Studies).

The Pulitzer Center is an innovative award-winning non-profit journalism organization dedicated to supporting in-depth engagement with underreported global affairs through international journalism across all media platforms and K-16 educational programming. Since 2006, we've worked with hundreds of journalists to support their reporting and with thousands of students to increase their global awareness.

The Pulitzer Center has a long history of collaboration with educational institutions in Chicago including with the University of Chicago. In 2015, for example, the Pulitzer Center and the University of Chicago NRCs began to work on a mutual priority: to develop partnerships with community colleges. The NRCs brought us into their conversations with City Colleges, the largest community college district in Illinois. Out of those initial conversations, we organized two information sessions, three classroom visits, three professional development workshops, and six public presentations on four campuses.

We then formalized our partnership through a Memorandum of Understanding with the City Colleges of Chicago designating them as a Campus Consortium Partner. For the academic years 2016-17 and 2017-18, we planned a robust series of events, organized and funded primarily by the National Resource Centers. The programming included two multi-day Summer Institute for Educators at the University of Chicago and visits by Pulitzer Center journalists to six City Colleges campuses, some campuses several times, during the two-year period.

Visits brought journalists and Pulitzer Center staff into contact with students and faculty in the humanities and sciences including culinary arts, microbiology, news literacy, and race and ethnic relations. The sessions ranged from community forum to classroom visits to more informal conversations between journalists, students and faculty. Journalists and their topic areas included:

Filmmaker Karim Chrobog on global food waste (October 2016)

Photographer Misha Friedman on HIV/AIDS (April 2017)

Photographer Sean Gallagher on biodiversity (September 2017).

Radio and multimedia journalists Rolando Arrieta and Luis Trelles on Cuba (March 2018).

In addition, two students received international reporting fellowships supported by Pulitzer Center donors. The students develop their own projects under the guidance of Pulitzer Center and City Colleges mentors, gaining valuable field experience while completing publishable articles.

This three-way partnership has had rapid growth. We at the Pulitzer Center—as well as the faculty and students we have connected with through these programs—have benefited from the relationship with the National Resource Centers at the University of Chicago.

We strongly support Title VI initiatives and urge you to continue funding support of these excellent, internationally-focused activities that benefit community college faculty and students. We are looking forward to planning for the 2018-2019 academic year.

Sincerely,

A handwritten signature in black ink, appearing to read 'Ann Peters', with a long horizontal flourish extending to the right.

Ann Peters
University and Community Outreach Director

Budget Narrative File(s)

* **Mandatory Budget Narrative Filename:**

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

The University of Chicago CEERES NRC and FLAS Proposal 2018-2021
Susan Gal, Director/PI - NRC and FLAS Budget

Category and Explanation	Salary % paid with federal funds	Rate	Title VI Funds			
			2018/2019	2019/2020	2020/2021	2021/2022
A. Salaries						
1. Administrative						
a. Associate Director, Esther Peters	50% effort	\$66,788	\$33,394	\$34,396	\$35,428	\$36,491
b. Outreach Coordinator, Matthew Weflen	50% effort	\$36,990	\$18,495	\$19,050	\$19,621	\$20,210
c. Student Communications Assistant, John Al Haddad	100% effort	\$15.00/hr	\$7,425	\$7,425	\$7,425	\$7,425
Subtotal of Administration			\$59,314	\$60,871	\$62,474	\$64,126
2. Language Instruction						
a. Bosnian, Croatian, Serbian Lecturer, Nada Petkovic	5%	\$48,883	\$2,444	\$2,517	\$2,593	\$2,671
b. Central Eurasian Turkic Lecturer Helga Anetshofer	7%	\$47,870	\$3,351	\$3,451	\$3,555	\$3,662
Subtotal of Language Instruction			\$5,795	\$5,969	\$6,148	\$6,332
3. Area Studies Instruction						
a. Balkan/Southeast European Literature Lecturer, Angelina Ilieva	50%	\$71,314	\$35,657	\$36,727	\$37,829	\$38,963
b. Visiting Lecturer	100%	\$7000/course	\$7,000	\$14,000	\$14,000	\$14,000
c. CEERES Graduate Student Teaching Fellowship	100%	\$6000/course	\$6,000	\$12,000	\$12,000	\$12,000
Subtotal of Area Studies Instruction			\$48,657	\$62,727	\$63,829	\$64,963
Subtotal for Salaries			\$ 113,766	\$ 129,566	\$ 132,451	\$ 135,421
B. Fringes						
Professional Salaries		21.20%				
1.a. Associate Director, Esther Peters			\$ 7,079.53	\$ 7,291.91	\$ 7,510.67	\$ 7,735.99
1.b. Outreach Coordinator, Matthew Weflen			\$ 3,920.94	\$ 4,038.57	\$ 4,159.73	\$ 4,284.52

The University of Chicago CEERES NRC and FLAS Proposal 2018-2021
Susan Gal, Director/PI - NRC and FLAS Budget

2.a. BCS Lecturer, Nada Petkovic	\$	518.16	\$	533.70	\$	549.72	\$	566.21
2.b. Central Eurasian Turkic Lecturer, Helga Anetshofer	\$	710.39	\$	731.70	\$	753.65	\$	776.26
3.a. Balkan/SE European Literature Lecturer, Angelina Ilieva	\$	7,559.28	\$	7,786.06	\$	8,019.64	\$	8,260.23

Registered Students	0.00%
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1c. John Al Haddad, Student Communications Assistant	\$	-	\$	-	\$	-	\$	-
3c. Graduate student teaching	\$	-	\$	-	\$	-	\$	-

Visiting Positions	7.20%
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3b. Visiting lecturer	\$	504.00	\$	1,008.00	\$	1,008.00	\$	1,008.00
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Subtotal for Fringes	\$	20,292.30	\$	21,389.95	\$	22,001.41	\$	22,631.21
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C. Travel

1. CEERES Administrative Travel For CEERES staff to travel to USED conferences	\$3,000	\$3,000	\$3,000	\$3,000
2. Outreach Travel 10 x \$100 per trip	\$1,000	\$1,000	\$1,000	\$1,000
3. Travel and lodging for visiting lecturer	\$5,500	\$11,000	\$11,000	\$11,000
4. Travel grants for CEERES Core Lecture Faculty	\$5,250	\$5,250	\$5,250	\$5,250

Subtotal for Travel	\$	14,750	\$	20,250	\$	20,250	\$	20,250
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D. Supplies

1. Printing and postage	\$1,000	\$1,000	\$1,000	\$1,000
2. CEERES of Voices				
a. Books	\$500	\$500	\$500	\$500
b. Recording equipment	\$500	\$500	\$500	\$500
3. Computing services	\$5,000	\$5,000	\$5,000	\$5,000
4. Library Acquisitions	\$10,000	\$10,000	\$10,000	\$10,000

Subtotal for Supplies	\$17,000	\$17,000	\$17,000	\$17,000
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The University of Chicago CEERES NRC and FLAS Proposal 2018-2021
Susan Gal, Director/PI - NRC and FLAS Budget

E. Other

1. Curriculum enrichment and language development				
a. Curriculum and Assessment Development Award (open to MSI/CC educators, K-12 teachers, or UC instructors)	\$6,000	\$6,000	\$6,000	\$6,000
b. Pedagogy Workshops for Language Instructors, including ACTFL OPI (open to MSI/CC educators, K-12 teachers, or UC instructors)	\$2,000	\$2,000	\$2,000	\$2,000
c. Support for CEERES LCTLs (SLI, Shared Curricula, CEERES specific pedagogy workshops)	\$5,000	\$5,000	\$5,000	\$5,000
2. Outreach and Training				
a. Invited Speaker Program	\$5,000	\$5,000	\$5,000	\$5,000
b. Lecture series				
i. UC/UIUC Distinguished Lecture Series	\$1,500	\$1,500	\$1,500	\$1,500
ii. CEERES' Director Lecture Series	\$1,500	\$1,500	\$1,500	\$1,500
iii. CCES/Silk Road Lecture Series	\$2,500	\$2,500	\$2,500	\$2,500
iv. CEERES of Voices	\$3,000	\$3,000	\$3,000	\$3,000
c. Conferences	\$15,000	\$15,000	\$15,000	\$15,000
d. Film screenings/ Performances/ Exhibits	\$5,000	\$5,000	\$5,000	\$5,000
e. K-16 Teacher Student Development				
i. IL Olympiada	\$2,000	\$2,000	\$2,000	\$2,000
ii. Internationalizing the Curriculum Workshops (IEC, SIE, etc.)	\$5,000	\$5,000	\$5,000	\$5,000
iii. Career preparation workshops	\$5,000	\$5,000	\$5,000	\$5,000

The University of Chicago CEERES NRC and FLAS Proposal 2018-2021
Susan Gal, Director/PI - NRC and FLAS Budget

3. Linkages with Community and Research Organizations				
a. Institutional Membership to American Research Center in the Southern Caucasus (ARISC)	\$1,000	\$1,000	\$1,000	\$1,000
b. Community based activities	\$1,000	\$1,000	\$1,000	\$1,000
4. Summer Language Consortia				
a. SWSEEL (Indiana U)	\$1,000	\$1,000	\$1,000	\$1,000
b. CESSI (UW-Madison)	\$1,000	\$1,000	\$1,000	\$1,000
c. BALSSI	\$1,000	\$1,000	\$1,000	\$1,000
d. SLI (Pittsburgh)	\$1,000	\$1,000	\$1,000	\$1,000
e. ASU-CLI (Arizona State U)	\$1,000	\$1,000	\$1,000	\$1,000
5. Evaluations				
a. Collaborative Evaluation with CEMSE/Outlier	\$5,000	\$5,000	\$5,000	\$5,000
b. OPI, Practical and Advanced Proficiency Evaluations	\$1,500	\$1,500	\$1,500	\$1,500
Subtotal for Other	\$ 72,000	\$ 72,000	\$ 72,000	\$ 72,000
F. Total Direct Costs	\$ 237,808.35	\$ 260,206.23	\$ 263,701.93	\$ 267,302.50
G. Indirect Costs (8%)	\$ 19,024.67	\$ 20,816.50	\$ 21,096.15	\$ 21,384.20
F. Total NRC Costs	\$ 256,833.02	\$ 281,022.73	\$ 284,798.08	\$ 288,686.70
H. Training Stipends (FLAS - 7 AY, 5 Summer)	\$268,500.00	\$268,500.00	\$268,500.00	\$268,500.00
Total NRC and FLAS Budget Request	\$525,333.02	\$549,522.73	\$553,298.08	\$557,186.70

The University of Chicago CEERES NRC and FLAS Proposal 2018-2021
Susan Gal, Director/PI - Budget Narrative

Narrative Budget Narrative - NRC/FLAS Proposal 2018-21

The budget demonstrates the University of Chicago's commitment to engage in the priority activities requested by the U.S. Department of Education under the National Resource Center (NRC) and Foreign Language and Area Studies (FLAS) Programs. All of the activities in the NRC budget meet the Absolute Priorities for diverse perspectives, national needs, and teacher training. We have annotated those which address the NRC and FLAS Competitive Preference Priorities.

National Resource Center Program

A. Salaries

Salaries are projected to increase by 3% each year. Fringe benefits are calculated @ 21.2% for benefits-eligible and 7.2% for benefits ineligible employees.

1. Administrative

a. Associate Director, Esther Peters. Funds are requested for 50% salary recovery @ \$66,788. All of the time paid by USED is for coordinating outreach endeavors (including teacher training), managing evaluation, collecting data and preparing IRIS reports, and managing FLAS Fellowships.

b. Outreach Coordinator, Matthew Weflen. Funds are requested for 50% salary recovery @ \$36,990. All of the time paid by USED is for coordinating outreach events, including teacher training.

c. Student Communications Assistant, John Al-Haddad. Funds are requested for 100% salary recovery @ \$7,425. This employee will publish our weekly electronic bulletin, assist in maintaining our Center's website, collect data for IRIS reporting, and other office projects as needed.

2. Language Instruction

a. Bosnian/Croatian/Serbian (BCS) Language Instructor, Nada Petkovic. Funds are requested for 5% salary recovery @ \$48,883. She will teach 3 classes per quarter in beginning, intermediate, and advanced BCS in project years 1-4.

b. Central Asian Turkic Languages Instructor, Helga Anetshofer-Karateke. Funds are requested for 7% salary recovery @ \$47,870. She will teach 1 class per quarter in beginning, intermediate, and/or advanced Turkish or Uzbek in project years 1-4.

3. Area Studies Instruction

a. Balkan/Southeast European Literature Lecturer, Angelina Ilieva. Funds are requested for 50% salary recovery @ \$71,314. She will teach two classes of Balkan/Southeast European literature and culture each quarter in project years 1-4.

b. Visiting Lecturer. In Year 1 CEERES will collaborate with a degree granting department to invite a Visiting Lecturer to teach a CEERES-focused content course. In Years 2-4 CEERES will invite two visiting lecturers, each teaching one CEERES-focused content-course. Invitations will be based on proposals vetted by our Executive Committee with special consideration given to courses that focus on Central Asian or Caucasian history or culture; courses on East European and Russian literature, history, and culture will also be welcomed. Funds are requested for 100% of salary recovery @ \$7,000 per course.

Color Coding for Priority Activities:

NRC Competitive Preference: blue shading; FLAS Competitive Preference: green shading

The University of Chicago CEERES NRC and FLAS Proposal 2018-2021
Susan Gal, Director/PI - Budget Narrative

c. CEERES Graduate Student Teaching Fellowship. In Year 1 CEERES will award one graduate teaching fellowship and in Years 2-4 CEERES will award two teaching fellowships. Teaching fellowships will provide support for CEERES-focused graduate students to design an area studies course related to their research interests in preparation for the job market and will introduce undergraduate students to cutting edge research on the CEERES region. Proposals will be vetted by the CEERES Executive Committee. Funds are requested for 100% of the salary at @ \$6,000 per fellowship.

B. Fringes

Fringe benefits on salaries are based on the University's negotiated rates for Federal grants. Those rates are 21.2% for professional salaries, 7.2% for visiting faculty and unregistered students, and 0% for registered students.

C. Travel

1. CEERES Administrative Travel

Funds are requested to cover travel for CEERES staff to attend Title VI annual meetings or other professional development conferences. 2 travelers @ \$1,500 each: airfare @ \$400 each; 3 nights in hotel @ \$250 per night; taxi fares @ \$140; per diem, 3 days @ \$70/day (each traveler).

2. Outreach Travel

Funds are requested to cover travel costs for CEERES faculty, students, associates, and staff to attend, lead, or participate in off campus Outreach Events (e.g. taxis to CCC campuses or K-12 schools). 10 visits per year @ \$100 each visit.

3. Travel and lodging for visiting lecturers

Funds will be used to reimburse airfare of up to \$1000 and to reimburse 3 months of rent of up to \$1500 a month.

4. Travel Grants for CEERES Core Language Faculty

Grants will cover airfare and hotel costs for language faculty to travel to professional development conferences. 7 core language faculty grants per year @ \$750 per grant.

D. Supplies

1. Printing

Brochure printing: \$750 and Posters: \$250

2. CEERES of Voices

a. Books: Funds will be used to purchase the books presented at the author series, CEERES of Voices. These books will be added to our Outreach Library and made available to students, faculty, and K-12 and CCC students and faculty.

b. Recording supplies: Funds will be used to buy batteries, SD cards, gaffer tape, light bulbs, replacement cords so we can continue recording our interview series with the authors that present in CEERES of Voices and can continue to post them to YouTube and on our East from Chicago blog.

3. Computing Services

Funds are requested to cover the redesign and migration of old content for the CEERES website @ \$4,000 per year and for hosting services with Humanities computing @ \$1,000/year.

Color Coding for Priority Activities:

NRC Competitive Preference: blue shading; FLAS Competitive Preference: green shading

The University of Chicago CEERES NRC and FLAS Proposal 2018-2021
Susan Gal, Director/PI - Budget Narrative

4. Library Acquisitions

Acquisition of books, journals, microfiche, newspapers, and electronic/multimedia resources for CEERES region.

E. Other

1. Curriculum enrichment and language development

a. Curriculum Development Grants

Funds are requested to purchase materials (books, software, DVDs) and to provide a small stipend for the development and enhancement of courses and/or to create pedagogical materials and/or assessments for language/area studies instruction. These grants will be advertised and available to Chicago area K-12 and MSI/community college instructors - priority will be given to our CCC partners and UChicago faculty and graduate students, especially those students with a CEERES teaching fellowship. (In some cases, UChicago faculty may use these grant funds to hire students to assist in the creation of pedagogical materials). 6 awards @ \$1,000

**b. Pedagogy Workshops for Language Instructors, including ACTFL OPI
(open to MSI/CC educators, K-12 educators, UC faculty and graduate students)**

The University of Chicago CLC regularly hosts workshops on aspects of and best practices in language pedagogy. These workshops are open to the university community, as well as K-12 language teachers and instructors from MSIs/CCs and other 4-year colleges. Funds will pay travel expenses and professional service fees for invited speakers and registration fees for K-12 and CC instructors. Workshops will be open to the public and advertised widely on regional college campuses and to K-12 teachers. CLC plans to offer ACTFL OPI Workshops in English each year of the grant. These workshops serve as gateways to OPI training in other languages.

c. Support for CEERES LCTLs (SLI, Shared Curricula, CEERES specific pedagogy workshops)

Funds to be used to support resources and programming that addresses needs specific to CEERES LCTLs. We have budgeted \$1,500 to support cultural activities and film screenings for CEERES languages at the SLI, \$500 to support professional development expenses for teachers who are planning to teach their languages via CourseShare and \$3,000 for CEERES specific language pedagogy workshops that will address issues specific to the teaching of Slavic and Central Eurasian Languages.

2. Outreach and Training

a. Invited Speaker Program

These public lectures will be co-sponsored with various departments on our campus, Council on Advanced Studies Workshops, and Chicago cultural organizations. Funds will be used to cover travel expenses or speaker fees (10 speakers at \$500 each).

Color Coding for Priority Activities:

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The University of Chicago CEERES NRC and FLAS Proposal 2018-2021
Susan Gal, Director/PI - Budget Narrative

b. Lecture Series

i. UC/UIUC Distinguished Lecture Series

UC and UIUC will formally collaborate on a Distinguished Lecture Series, in which faculty on the two campuses will select one senior scholar per year to visit both campuses to give at least one public lecture on each campus and to meet with interested faculty and students in relevant departments and programs. Travel expenses will be shared, reducing the cost for each campus. (1 speaker/year @ \$1,500)

ii. CEERES Director's Lecture

The CEERES Director, in consultation with the CEERES Executive Committee, will invite a major scholar to speak on a significant issue in Central East Europe, Russia or Eurasia. One speaker/year @ \$1,500.

iii. CCES/Silk Road Lecture Series

This collaboration with CEAS and CMES will support the CCES Silk Road Lecture series, which demonstrates the diversity of the field of Central Eurasian studies by inviting high-profile specialists to present on campus and convening workshops on the major issues of the field. CEERES will fund the travel expenses of 2 domestic speakers @ \$500 and one international speaker @ \$1,500.

iv. CEERES of Voices

This is a collaboration with the Seminary Co-op Bookstore to bring authors who have recently published books about the CEERES region to the bookstore to speak to a local audience about their book. Funds will be used for the travel expenses of 1 author per quarter @ \$1,000/author.

c. Conferences

CEERES plans to co-sponsor several interdisciplinary conferences during the four year grant cycle. Each of these conferences will involve financial and logistical collaboration with other departments on our campus or other NRCs. NRC funds will support travel expenses for invited speakers, venue rental, speaker fees. All events will be open to the public.

Project Year 1 (2018-2019) [Total Conference Budget Line: \$15,000]

1. Czech Centennial Conference [Fall 2018] [5 speakers @ \$1,000]
2. Minorities in Danger: Central and East Europe [Spring 2019] [5 speakers @ \$1,000]
3. The Rise and Fall of the Marxist Academy: The Production of Knowledge under and after Socialism [Spring 2019] [3 speakers @ \$1,000]
4. Chicagoland Russian History Kruzok [throughout academic year] [2 speakers @ \$1,000]

Project Year 2 (2019-2020) [Total Conference Budget Line: \$15,000]

1. Family and Gender Issues in Central/East Europe [Fall 2019] [5 speakers at \$1,000]
2. The Post-Human and Eco-Archeology of Death Camps [Winter 2020] [5 speakers @ \$1,000]
3. Race in the Former Soviet Union [Spring 2020] [3 speaker @ \$1,000]
4. Chicagoland Russian History Kruzok [throughout academic year] [2 speakers @ \$1,000]

Project Year 3 (2020-2021) [Total Conference Budget Line: \$15,000]

1. Russia in the World [Fall 2020] [5 speakers @ \$1,000]

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The University of Chicago CEERES NRC and FLAS Proposal 2018-2021
Susan Gal, Director/PI - Budget Narrative

2. Disability in the Global East [Spring 2021] [5 speakers @ \$1,000]
3. The New Film History in Russia and Eastern Europe [Spring 2020] [3 speaker @ \$1,000]
4. Chicagoland Russian History Kruzok [throughout academic year] [2 speakers @ \$1,000]

Project Year 4 (2021-2022) [Total Conference Budget Line: \$15,000]

1. Balkan History Conference [Fall 2021] [5 speakers @ \$1,000]
2. Living the Good Life? Language Vitality, Urbanization, and Well-Being in Eurasia [Winter 2022] [5 speakers @ \$1,000]
3. Symbolism West and East [Winter 2022] [3 speakers @ \$1,000]
4. Chicagoland Russian History Kruzok [throughout academic year] [2 speakers @ \$1,000]

d. Film screenings/ Performances/ Exhibits

CEERES regularly collaborates with other organizations on campus and in the community on film screenings and festivals, as well as artistic exhibits and musical and artistic performances. These are not planned out for each of the 4 years with the exception of the events listed below. Funds will cover speaker/artist travel; costs of mounting an exhibit; shipping fees for reels of film; rental of venue for an event; screening rights. [5 events per year @ \$1,000].

1. Jan Švankmajer, "Insects" [Fall 2018] [\$1,000]
2. Milos Forman Retrospective [Fall 2018] [\$1,000]
3. Andrei Tarkovsky Film Retrospective [Winter 2019] [\$1,000]

e. K-16 Teacher/Student Development

1. Annual IL Olympiada of Spoken Russian

CEERES will continue to partner with UIUC on this event. We will alternate campuses and share the financial and logistical tasks associated with the event. Funds will pay for rental of venue; travel expenses for teachers and students to get to Chicago or Urbana; fees for judges; expenses associated with cultural activities for the students and a teacher training workshop during the Olympiada. [\$2,000 per year].

2. Internationalizing the Curriculum Workshops

CEERES will collaborate with the other UC NRCs on the annual International Education Conference (IEC) and Summer Institute for Educators (SIE) to be held in the Fall and Summer respectively. These teacher training workshops are open to K-12, MSI/CC, and other regional educator and administrators. We will continue to partner with Pulitzer Center on Crisis Reporting for the SIE and we will continue to fund separate visits by Pulitzer Center to different CCC campuses each year. [IEC @ \$1,500; SIE @ \$1,500. Pulitzer Visits @ \$2,000]

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The University of Chicago CEERES NRC and FLAS Proposal 2018-2021
Susan Gal, Director/PI - Budget Narrative

3. Career preparation workshops

CEERES and other area centers will work with UC units already offering teacher training and career preparation activities to ensure and expand international content in their programming. Specifically for this grant cycle we will expand our work with the CCT. We will partner with other NRCs to fund a CCT Fellow dedicated to area studies [\$1,000]. We will also fund workshops each year on how to teach survey and introduction to area studies courses [\$2,000]. We will support the certificate program, enhancement of the course design and teaching portfolio workshops and seminars, along with the Course Design and College Teaching program [\$2,000].

3. Linkages with Community and Research Organizations

a. Institutional Membership to the American Research Institute in the Southern Caucasus (ARISC)

ARISC is an American Overseas Research Center that encourages and supports scholarly study of the Southern Caucasus states (Armenia, Azerbaijan, and Georgia). ARISC provides a stable American presence in each country in order to facilitate research and to establish and nurture ties among institutions and individuals.

b. Community Organizations

CEERES will continue to strengthen and support ties and collaboration with local organizations with international interests in the CEERES Region, such as the Masaryk Club and other groups representing the CEERES diaspora communities, and the International Sister City Committees.

4. Summer Language Consortia

These summer programs complement the University of Chicago's academic year language offerings and will enable students to achieve greater proficiency in our LCTLs. We will contribute \$1,000 per year to each of these institutions (University of Pittsburgh SLI; Indiana University Summer Language Workshop; ASU-CLI; UW-Wisconsin's BALSSI; and the Central Eurasian Studies Summer Institute, also at UW-Madison). We will also identify appropriate summer FLAS applicants for these programs.

5. Center Evaluations

a. Collaborative Evaluation with Outlier

All international and area centers at UC will engage experts at Outlier, a research and evaluation unit on campus, to assist in developing tools with which to evaluate our programs and analyze the impact of our programming. Total costs will be \$5,000 per year (per Center).

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The University of Chicago CEERES NRC and FLAS Proposal 2018-2021
Susan Gal, Director/PI - Budget Narrative

b. OPI, Practical and Advanced Proficiency Evaluations

In tandem with the evaluation of student language proficiency, CEERES will work with the CLC on their initiatives to offer Advanced Proficiency Testing and Practical Proficiency testing to graduate students. We will also continue to provide OPI testing for students who take CEERES languages at the Summer Language Institute and in this grant cycle we plan to make this available to students who have completed Advanced levels of CEERES language courses during the academic year. Our goal is to fund 10 students a year at for the Practical and Advanced Proficiency Tests @ \$50 a test and 5 OPI tests a year @ \$100 a test.

Foreign Language and Area Studies Fellowship

H. Training Stipends (FLAS - 7 AY, 5 Summer)

We are requesting 7 Academic Year FLAS Awards for each year of the grant cycle. Each award included a stipend @ \$15,000 per award and a tuition grant @ \$18,000 per award for a total of \$231,000 per year. We are also requesting 5 Summer FLAS Awards for each year of the grant cycle. Each award includes with a stipend of \$2,500 per award and a tuition grant @ \$5,000 per award for a total of \$37,500. Our total Academic Year and Summer FLAS request is \$268,500 per year.

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