

**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 # P015A180142**

**Grants.gov Tracking#: GRANT12660051**

OMB No. , Expiration Date:

Closing Date: Jun 25, 2018

PR/Award # P015A180142

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

Application for Federal Assistance SF-424		
* 1. Type of Submission: <input type="checkbox"/> Preapplication <input checked="" type="checkbox"/> Application <input type="checkbox"/> Changed/Corrected Application	* 2. Type of Application: <input checked="" type="checkbox"/> New <input type="checkbox"/> Continuation <input type="checkbox"/> Revision	* If Revision, select appropriate letter(s): <input type="text"/> * Other (Specify): <input type="text"/>
* 3. Date Received: <input type="text" value="06/25/2018"/>	4. Applicant Identifier: <input type="text"/>	
5a. Federal Entity Identifier: <input type="text"/>	5b. Federal Award Identifier: <input type="text"/>	
<b>State Use Only:</b>		
6. Date Received by State: <input type="text"/>	7. State Application Identifier: <input type="text"/>	
<b>8. APPLICANT INFORMATION:</b>		
* a. Legal Name: <input type="text" value="Trustees of Indiana University"/>		
* b. Employer/Taxpayer Identification Number (EIN/TIN): <input type="text" value="356001673"/>	* c. Organizational DUNS: <input type="text" value="0060467000000"/>	
<b>d. Address:</b>		
* Street1: <input type="text" value="509 E. 3rd Street"/>	Street2: <input type="text"/>	
* City: <input type="text" value="Bloomington"/>	County/Parish: <input type="text" value="Monroe"/>	
* State: <input type="text" value="IN: Indiana"/>	Province: <input type="text"/>	
* Country: <input type="text" value="USA: UNITED STATES"/>	* Zip / Postal Code: <input type="text" value="474013654"/>	
<b>e. Organizational Unit:</b>		
Department Name: <input type="text" value="EURO"/>	Division Name: <input type="text" value="SGIS"/>	
<b>f. Name and contact information of person to be contacted on matters involving this application:</b>		
Prefix: <input type="text"/>	* First Name: <input type="text" value="Steven"/>	
Middle Name: <input type="text" value="Allen"/>		
* Last Name: <input type="text" value="Martin"/>		
Suffix: <input type="text"/>		
Title: <input type="text" value="Associate VP for Research Administration"/>		
Organizational Affiliation: <input type="text" value="Indiana University"/>		
* Telephone Number: <input type="text" value="812-855-0516"/>	Fax Number: <input type="text" value="812-855-9943"/>	
* Email: <input type="text" value="rugs@indiana.edu"/>		

**Application for Federal Assistance SF-424**

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

H: Public/State Controlled Institution of Higher Education

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

\* Other (specify):

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

Department of Education

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

84.015

CFDA Title:

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

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

ED-GRANTS-052518-001

\* Title:

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

**13. Competition Identification Number:**

84-015A2018-1

Title:

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

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

Add Attachment

Delete Attachment

View Attachment

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

Title VI: Indiana University Institute for European Studies National Resource Center Program and Foreign Language and Area Studies Fellowship Program

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="541,917.00"/>
* b. Applicant	<input type="text" value="0.00"/>
* c. State	<input type="text" value="0.00"/>
* d. Local	<input type="text" value="0.00"/>
* e. Other	<input type="text" value="0.00"/>
* f. Program Income	<input type="text" value="0.00"/>
* g. TOTAL	<input type="text" value="541,917.00"/>

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

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

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

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

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

Yes  No

If "Yes", provide explanation and attach

Add Attachment

Delete Attachment

View Attachment

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

\*\* I AGREE

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

**Authorized Representative:**

Prefix:  \* First Name:

Middle Name:

\* Last Name:

Suffix:

\* Title:

\* Telephone Number:

Fax Number:

\* Email:

\* Signature of Authorized Representative:

\* Date Signed:

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

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

Name of Institution/Organization

Trustees of Indiana University

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

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

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	113,286.00	110,489.00	112,759.00	114,603.00		451,137.00
2. Fringe Benefits	17,447.00	17,277.00	18,328.00	19,434.00		72,486.00
3. Travel	13,000.00	12,500.00	11,500.00	15,500.00		52,500.00
4. Equipment	0.00	0.00	0.00	0.00		0.00
5. Supplies	5,200.00	7,200.00	5,200.00	5,200.00		22,800.00
6. Contractual	0.00	0.00	0.00	0.00		0.00
7. Construction	0.00	0.00	0.00	0.00		0.00
8. Other	48,898.00	47,998.00	52,188.00	45,922.00		195,006.00
9. Total Direct Costs (lines 1-8)	197,831.00	195,464.00	199,975.00	200,659.00		793,929.00
10. Indirect Costs*	15,586.00	15,397.00	15,758.00	15,813.00		62,554.00
11. Training Stipends	328,500.00	328,500.00	328,500.00	328,500.00		1,314,000.00
12. Total Costs (lines 9-11)	541,917.00	539,361.00	544,233.00	544,972.00		2,170,483.00

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

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

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

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

Period Covered by the Indirect Cost Rate Agreement: From: 07/01/2015 To: 06/30/2019 (mm/dd/yyyy)

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

The Indirect Cost Rate is 32.00%.

(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 # P015A180142

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

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	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	0.00	0.00	0.00	0.00		0.00
5. Supplies	0.00	0.00	0.00	0.00		0.00
6. Contractual	0.00	0.00	0.00	0.00		0.00
7. Construction	0.00	0.00	0.00	0.00		0.00
8. Other	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>Lindsey Kent Fullerton</p>	<p>TITLE</p> <p>Associate VP for Research Administration</p>
<p>APPLICANT ORGANIZATION</p> <p>Trustees of Indiana University</p>	<p>DATE SUBMITTED</p> <p>06/25/2018</p>

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

# DISCLOSURE OF LOBBYING ACTIVITIES

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

Approved by OMB  
4040-0013

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

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

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

Prefix  \* First Name  Middle Name

\* Last Name  Suffix

\* Street 1:     Street 2:

\* City:     State:     Zip:

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

Prefix  \* First Name  Middle Name

\* Last Name  Suffix

\* Street 1:     Street 2:

\* City:     State:     Zip:

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

\* Signature:

\* Name: Prefix  \* First Name  Middle Name

\* Last Name  Suffix

Title:     Telephone No.:     Date:

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## NOTICE TO ALL APPLICANTS

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

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

### To Whom Does This Provision Apply?

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

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

### What Does This Provision Require?

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

be discussed in connection with related topics in the application.

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

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

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

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

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

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

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

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

### Estimated Burden Statement for GEPA Requirements

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

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

1235-EURO\_GEPA\_final.pdf

Add Attachment

Delete Attachment

View Attachment

## **Plan for Ensuring Equity of Access and Participation in Grant Activities General Education Provisions Act (GEPA) Section 427**

The fundamental principles of academic freedom, equality of opportunity, and human dignity are at the core of Indiana University's mission. These values are embodied in the university's firm commitment to provide a learning and working environment that is free from invidious discrimination in all its forms. These principles extend across all the University's practices and programs and to its engagement with the American society as a whole.

Indiana University Bloomington is a culturally rich and ethnically diverse campus, which strives to be fully inclusive with all faculty, staff, students, and visitors. Furthermore, IU Bloomington not only received an award in 2017 for excellence in diversity from the National Association of Diversity Officers in Higher Education, but also was honored for the third year in a row with the Higher Education Excellence in Diversity Award.

Support for a diverse faculty and student climate is diligently advocated through the numerous program offerings, offices and services available to the University community. The Office of Diversity, Equity, and Multicultural Affairs oversees a vast range of university-wide programs, services, and activities for underrepresented students, faculty, and staff. These programs include the Hudson & Holland Scholars Program, which recruits and supports high-achieving students from underrepresented populations, and the Groups Scholars Program, which supports, retains, and increases the graduation rates of first-generation, low-income, and disabled students. The Faculty and Staff for Student Excellence Mentoring Program provides faculty, staff, and peer mentors for students from underrepresented minorities. The Office of Mentoring Services and Leadership Development supports the personal, academic, social, cultural, leadership, and professional development of students, with special emphasis in working on behalf of underrepresented or minority populations. Disability Services for Students specializes in assisting students with physical, learning, and temporary disabilities, including resources for veterans with service-connected disabilities. ADA@IU ensures that all aspects of Indiana University provide equal access to students, faculty, and staff with or without disabilities in compliance with the Americans with Disabilities Act (ADA). In compliance with the ADA, all Indiana University programs and facilities are accessible to the disabled, and the university provides alternative accommodations for students and staff as needed. Gender-inclusive bathrooms are available in all Residence Halls, prayer rooms are available for Muslim students and staff, and lactation rooms are available for nursing mothers. IU offers training workshops on Diversity in the Workplace, which is required for all administrators and supervisors, Americans with Disabilities (ADA) Compliance Issues, Equal Opportunity Employment and Affirmative Action, and Preventing Sexual Harassment. The campus works diligently to live up to its mission by creating a fully accessible and non-discriminatory environment for learning and working.

The Institute for European Studies (EURO) adheres to these principles and makes every effort to assure equal access to and participation in its programs by all persons regardless of arbitrary and discriminatory considerations of age, color, disability, ethnicity, gender, marital status, national origin, race, religion, sexual orientation, or veteran status. The EURO is proud to be housed in the new Global and International Studies Building, which is fully handicapped accessible, and the Center's website is designed to be ADA compliant. Many of the outreach projects described in this application will serve traditionally underserved populations, and FLAS award selection is free from discriminatory bias. Programmatic and employment advertising and marketing includes information to assure accessibility for, and the diversity of, participants and applicants.

We proactively strive to maximize inclusivity by complying with the following practices:

1. All individuals who would like to participate in the EURO events will not be turned away from attendance for any economic reason, nor for any other reason that would relate to the six types of barriers that could obstruct access to our programming.
2. All programming will be respectful of issues of gender, race, national origins, color, disability, or age in order to meet the needs of all audience members.
3. Specific needs of attendees at events will be accommodated through visual, auditory, and physical needs.
4. Timely notification of events will be updated and available to all various interested community to enable participation in our endeavors on a regular basis.
5. The EURO will also host events outside of campus to reach other communities in Indiana and with MSI partners out-of-state for a broader audience.

The EURO and Indiana University are committed to diversity in all aspects. As reaffirmed by the Bloomington Faculty Council's Statement on Diversity in 2017:

“Diversity is a central component of our academic mission at Indiana University Bloomington; our teaching, learning, scholarship, research, and creativity are immeasurably enriched by students, faculty, and staff with diverse experiences. We at Indiana University Bloomington understand diversity as the experiences, values, practices, and worldviews stemming from varied cultures and circumstances (including, but not limited to, those from historically underrepresented groups). Furthermore, in our educational mission to enrich understandings of community, citizenship, nationhood, and global relationships, we also believe it is important to recognize and remedy historic imbalances in allocation of resources to teaching, research, service, and campus culture. In doing so, we strive to teach our students to value the inclusion of people from groups that experience discrimination and underrepresentation and, ultimately, to respect, explore, and celebrate differences. This endeavor prepares our students to participate in national and global communities that require them to embrace and understand differences in order to foster fruitful relationships. Indiana University Bloomington's educational mission and its status as an international institution mandate the centrality of diversity to our campus.”

IU has reinforced these values by implementing the following policies with procedures to ensure the protection of all members of the University community:

ACA-32, Academic Freedom: Academic freedom, accompanied by responsibility, attaches to all aspects of a teacher's and librarian's professional conduct. The teacher and librarian shall have full freedom of investigation, subject to adequate fulfillment of other academic duties. No limitation shall be placed upon the teacher's and librarian's freedom of exposition of the subject in the classroom, or library, or on the expression of it outside. The teacher or librarian should recognize that a professional position in the community involves the obligation to be accurate, to exercise appropriate restraint, and to show respect for the right of others to express their views.

ACA-59, Accommodation for Religious Observances: IU respects the right of all students to observe their religious holidays. Accordingly, course directors are to make reasonable accommodation, upon request, for such observances. It is the responsibility of the students involved to notify their course directors in a timely manner concerning their need for such accommodation.

UA-02, Americans with Disabilities Act (ADA) Policy: The Americans with Disabilities Act (ADA), the Indiana Civil Rights Act, and Indiana University policy prohibit discrimination in employment and educational programs against qualified individuals with disabilities. University websites must be accessible so that students, prospective students, employees, guests and visitors with disabilities have equivalent access to the information and functionality provided to individuals without disabilities. It is the policy of Indiana University to provide reasonable accommodations or academic adjustments when

necessary. These accommodations and adjustments must be made in a timely manner and on an individualized and flexible basis.

UA-07, Anti-Trafficking Policy: Indiana University has a zero tolerance policy on trafficking in persons. Forms of trafficking includes the recruitment, harboring, transportation, provision, or obtaining of a person for labor or services, through the use of force, fraud, or coercion, for the purpose of subjection to involuntary servitude, peonage, debt bondage, or slavery. It also includes sex trafficking in which a commercial sex act is induced by force, fraud, or coercion, or in which the person induced to perform such act has not attained 18 years of age.

ACA-33, Code of Academic Ethics: The central functions of an academic community are learning, teaching, and scholarship. They must be characterized by reasoned discourse, intellectual honesty, mutual respect, and openness to constructive change. By accepting membership in this community, an individual neither surrenders rights nor escapes fundamental responsibilities as a citizen, but acquires additional rights as well as responsibilities to the entire University community. They do not require the individual to be passive and silent. They do require recognition of how easily an academic community can be violated.

HR-08-10, Compliance Training (Joint procedure effort among the offices of Affirmative Action, University Human Resources, Office of Insurance, Loss Control & Claims, and Environmental Health and Safety): The goal of compliance training is to ensure that all Indiana University employees are afforded the protection of employment laws, regulations, and policies, and in so doing, ensure fairness and equality in the workplace.

UA-01, Non-Discrimination/Equal Opportunity/Affirmative Action: Indiana University pledges itself to continue its commitment (policy first established in 1969) to the achievement of equal opportunity within the University and throughout American society as a whole. In this regard, Indiana University will recruit, hire, promote, educate, and provide services to persons based upon their individual qualifications. Indiana University prohibits discrimination based on arbitrary considerations of such characteristics as age, color, disability, ethnicity, sex, gender identity, marital status, national origin, race, religion, sexual orientation, or veteran status.

HR-11-50, Provisions for Lactating Mothers: The policy provisions are to support mothers who want to express breast milk at work. This policy is also intended to comply with a related Indiana Code. Departments are to provide a location, to the extent reasonably possible, where an employee can express breast milk in private. Departments are to ensure, to the extent reasonably possible, the availability of cold storage space.

UA-03, Sex Misconduct: Indiana University prohibits discrimination on the basis of sex or gender in its educational programs and activities. Discrimination on the basis of sex or gender is also prohibited by federal laws, including Title VII and Title IX. This policy governs the University's response to discrimination based on sex or gender, and all forms of sexual misconduct (which includes sexual harassment, sexual assault, other forms of sexual violence, dating violence, domestic violence, sexual exploitation and stalking. Such behaviors are against the law and are unacceptable behaviors under Indiana University policy.

HR-02-130, Statement on Fair Treatment in the Workplace (CWA, Local 7430): The Indiana University administration, all employees, and the CWA pledge to promote a work environment based on mutual trust and respect for the dignity of every member of the university community. As a community, we are committed to opposing and constraining behavior that detracts from the ability of each employee to perform at his/her highest level and to fulfill the educational mission of the university.

## CERTIFICATION REGARDING LOBBYING

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

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

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

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

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

### Statement for Loan Guarantees and Loan Insurance

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

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

<b>* APPLICANT'S ORGANIZATION</b> Trustees of Indiana University	
<b>* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE</b>	
Prefix: <input type="text"/>	* First Name: <input type="text" value="Steven"/> Middle Name: <input type="text" value="Allen"/>
* Last Name: <input type="text" value="Martin"/>	Suffix: <input type="text"/>
* Title: <input type="text" value="Associate VP for Research Administration"/>	
<b>* SIGNATURE:</b> <input type="text" value="Lindsey Kent Fullerton"/>	<b>* DATE:</b> <input type="text" value="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.	Brett		Bowles	

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County:	Monroe
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Country:	USA: UNITED STATES

Phone Number (give area code)	Fax Number (give area code)
812-855-3280	812-855-7695

Email Address:

bowlesb@indiana.edu

**2. Novice Applicant:**

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

Yes  No  Not applicable to this program

**3. Human Subjects Research:**

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

Yes  No

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

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

No Provide Assurance #, if available:

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

	Add Attachment	Delete Attachment	View Attachment
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## Abstract

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

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

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

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## You may now Close the Form

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

\* Attachment:

## Abstract

Institute for European Studies at Indiana University, Bloomington

Over the past fifteen years, Europe has experienced change on a scale not seen since the end of the Second World War, including substantial expansion of the European Union (EU) and the Euro currency zone into the former Soviet bloc; unprecedented migration both within the Schengen Area and to Europe from the Middle East and Africa; and increasingly serious challenges to the European social democratic model, the EU's political institutions, and its policies as a whole, including pending exit of the United Kingdom from the EU and a wave of Euroskepticism that has generated strong right-wing populist movements in numerous countries.

The Institute for European Studies (EURO) at Indiana University, Bloomington (IUB) is uniquely positioned to address Europe's status as a volatile global crossroads by training specialists of the region, facilitating integration of European languages and cultural content into K-16 curricula, and enhancing the American public's understanding of Europe as a basis for reflecting critically on US domestic and international policies. EURO is currently pursuing these goals as a hub of programming and outreach within IUB's School of Global and International Studies (SGIS), which was founded in 2013 specifically to develop global and area studies within the College of Arts & Sciences (COAS). Europe occupies a central place in SGIS and COAS, which together house a broad range of interdisciplinary units offering all common and many less-commonly-taught European languages (LCTLs) unavailable at most other American universities, as well as courses in English focused on European political, social and cultural content: the Department of French & Italian; the Department of Germanic Studies; the Department of Slavic Languages and Cultures; the Department of Spanish & Portuguese; the Department of Central Eurasian and Uralic Studies; the Russian and East European Institute; and the Polish Study Center. In all, EURO benefits from 170 affiliated faculty at IUB and the seven other IU campuses.

Addressing the announced absolute and competitive preference priorities, EURO is requesting comprehensive NRC and FLAS funds for three specific initiatives: 1) to increase access to less-commonly-taught European languages and lesser-studied cultures, emphasizing Dutch, Modern Greek, and Norwegian; 2) to promote exposure of European content to K-12 and pre- or in-service teachers, as a means of fostering diverse perspectives on global issues such as democracy, human rights, and migration; 3) to promote availability of European content in the higher-education curricula statewide, regionally, and nationally, with an emphasis on minority-serving institutions (particularly IU South Bend and IU East) and community colleges (the Ivy Tech network of 31 campuses across Indiana). Specifically, the proposal requests support for LCTL and European content development by hiring teaching assistants from Europe; by funding collaborative programs targeting K-16 teachers and students, particularly students enrolled in Education, Business, and other professional schools, as well as undergraduate and graduate students in COAS and SGIS with majors leading directly to international careers with governmental or non-governmental agencies.

As demonstrated in the attached documentation, the activities are of high quality and leverage IU's unique curricular strengths, personnel assets, and institutional resources. By proposing culture- and language-focused activities for the 2018-22 grant cycle that place Europe in a global context, EURO seeks to move beyond the narrowly political and / or geographically circumscribed focus (France, Germany, Ireland, Italy, United Kingdom, Spain) that often characterizes American centers and institutes devoted to Western Europe and the European Union. Our proposed activities

balance politics with linguistic proficiency, social and cultural content in order to foster a broad, holistic, and comparative perspective on Europe. To address diversity in particular, we are requesting funds to co-host research symposia on Islam in Europe (with IUB's Islamic Studies Program) and African Migration to Europe (with IUB's African Studies Program) at IU's Global Gateway in Berlin. We anticipate that these events will bring together scholars from the United States and Europe, providing innovative perspectives on the highly contentious issues of religion, race, ethnicity, civil rights, and migration policy in Europe.

## Project Narrative File(s)

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    Letter 1: From Lee Feinstein, Founding Dean of Indiana University’s School of Global and International Studies

    Letter 2: From Stefany Deckard, Director of Career & Technical Education at Indiana Department of Education

    Letter 3: From Russell Baker, Vice President of Ivy Tech Community College

    Letter 4: From Terrence Mason, Dean of Indiana University’s School of Education

## **List of Acronyms**

<b>ADA</b>	Americans with Disabilities Act
<b>ACTFL</b>	American Council on the Teaching of Foreign Languages
<b>AP</b>	Absolute Priority
<b>ASP</b>	African Studies Program
<b>AY</b>	Academic Year
<b>BCS</b>	Bosnian/Croatian/Serbian
<b>BTAA</b>	Big Ten Academic Alliance
<b>BIG</b>	Business is Global
<b>CC</b>	Community College
<b>CeLT</b>	Center for Language Technology
<b>CGC</b>	Center for Study of Global Change
<b>CIBER</b>	Center for International Business Education & Research
<b>CIC</b>	Committee for Institutional Cooperation
<b>CIEDR</b>	Center for International Education, Development & Research
<b>CILC</b>	Center for Interactive Learning and Collaboration
<b>CLACS</b>	Center for Latin American and Caribbean Studies
<b>CLE</b>	Center for Language Excellence
<b>COAS</b>	College of Arts and Sciences
<b>CPP</b>	Competitive Preference Priority
<b>CRL</b>	Center for Research Libraries
<b>CSME</b>	Center for the Study of the Middle East
<b>CTE</b>	Career and Technical Education
<b>DEMA</b>	Diversity, Equity, and Multicultural Affairs
<b>DOE</b>	Department of Education
<b>EASC</b>	East Asian Studies Center
<b>EU</b>	European Union
<b>EURO</b>	Institute for European Studies
<b>FAFSA</b>	Free Application for Federal Student Aid
<b>FERPA</b>	Family Educational Rights and Privacy Act
<b>FLAC</b>	Foreign Language Across the Curriculum
<b>FLAS</b>	Foreign Language and Area Studies
<b>GA</b>	Graduate Assistant
<b>GEI</b>	Global Employability Initiative
<b>GEIC</b>	Global Employability Initiative Coordinator
<b>GEID</b>	Global Education Initiatives Director
<b>GGT</b>	Global Gateway for Teachers
<b>IASI</b>	Internationalizing the Academic Standards: Indiana
<b>IAUNRC</b>	Inner Asian and Uralic National Resource Center
<b>ICAB</b>	Internationalization Collaborative Across Bloomington
<b>ICCI</b>	Institute for Curriculum and Campus Internationalization
<b>ICSS</b>	Indiana Council for the Social Studies
<b>IDOE</b>	Indiana Department of Education
<b>IFLTA</b>	Indiana Foreign Language Teachers Association
<b>IIE</b>	Institute for International Education
<b>INDIGO</b>	Indiana Networking for Documents and Information of Government Organizations
<b>IOC</b>	International Outreach Council

<b>IU</b>	Indiana University
<b>IUB</b>	Indiana University Bloomington
<b>IUCAT</b>	Indiana University Online Library Catalog
<b>LCM</b>	Language and Culture Module
<b>LCTL</b>	Less Commonly Taught Languages
<b>MGSA</b>	Modern Greek Studies Association
<b>MMEU</b>	Midwest Model European Union
<b>MSI</b>	Minority Serving Institution
<b>NALRC</b>	National African Language Resource Center
<b>NRC</b>	Comprehensive National Resource Center
<b>OPI</b>	Oral Proficiency Exams
<b>OVPIA</b>	Office of the Vice President for International Affairs
<b>PMF</b>	Performance Measure Form
<b>SGIS</b>	School of Global and International Studies
<b>SOE</b>	School of Education
<b>SPEA</b>	School of Public and Environmental Affairs
<b>IU SLW</b>	IU Summer Language Workshop
<b>TA</b>	Teaching Assistant
<b>TPMA</b>	Thomas P. Miller& Associates
<b>UK</b>	United Kingdom

The Indiana University (IU) Institute for European Studies (EURO) is applying for Comprehensive National Resource Center (NRC) and Foreign Language and Area Studies (FLAS) funds for 2018-2022 as part of our mission to advance the training of European specialists, increase public understanding of the region, and facilitate integration of European language as well as cultural, social, and political content into K-16 curricula. IU is already well positioned to help students and faculty make sense of Europe today thanks to institutional reorganization and EURO's securing of two other grant initiatives that are directly relevant to our NRC application. In 2013 EURO was integrated into IU's new School of Global and International Studies (SGIS) in the College of Liberal Arts and Sciences. Drawing on IU's longstanding commitment to international engagement, SGIS is devoted specifically to global and area studies. The school houses a broad range of language units, including many less-commonly-taught European languages (LCTLs), as well as complementary area studies centers and institutes, which together provide new opportunities for collaboration across programs. Under the leadership of Founding Dean Lee Feinstein, former U.S. Ambassador to Poland, Europe occupies a central place in the new school. EURO is already a hub of programming and outreach for the IU-Bloomington (flagship) campus and the seven other four-year campuses in the IU system.

EURO's capacity in that regard was recently enhanced by securing a 2016 Jean Monnet Center of Excellence grant funded by the EU's Erasmus + program. In 2018 EURO received a three-year Monnet Network Grant in partnership with Australian National University (Canberra), the University of Canterbury (Christchurch, NZ), and the University of Singapore for a project on "Migration: Politics, Policies, and Culture." Beyond bringing considerable faculty expertise to the project, IU and EURO are hosting a summer school and conference at our Global Gateway Center in Berlin. These initiatives, and the influx of resources that they provide, put EURO in an excellent position to advance scholarship on language acquisition, classroom learning, and global competen

-cy. They also directly channel toward our 2018-22 theme, Europe as a Global Crossroads. With NRC and FLAS funds, EURO will be able to expand our programming, scholarship, and outreach activities to serve educators at all levels: in Indiana, in the Midwest region, nationally, and internationally.

### **A. Program Planning and Budget**

**A(1). Quality of Activities & Relevance to Program.** EURO proposes a variety of activities that are directly related to the purpose of the center and that meet three specific goals: 1) to increase access to and participation in European languages, particularly LCTLs; 2) to promote availability and use of European content for K-12 and pre- or in-service teachers, with an emphasis on fostering culturally diverse perspectives on global issues; 3) to promote access to and use of European content for institutions of higher education, particularly minority serving institutions and community colleges in the state of Indiana. As outlined in the following development plan and timeline below, the activities are of high quality and leverage IU's unique curricular foundations, personnel assets, and institutional resources. By proposing culture- and language-focused activities for the 2018-22 grant cycle that place Europe in a global context, EURO seeks to move beyond the narrowly regional and political focus that sometimes characterizes centers and institutes devoted to the EU. Our proposed activities balance politics with social and cultural content, as well as training in less-commonly-taught languages, in order to develop broad global competency among students, teachers, and the public. NRC priorities are annotated throughout, with AP1 and AP2 for absolute priorities and CPP1 and CCP2 for competitive priorities (for FLAS, see section J).

**A(2). Development Plan** Drawing on IU's existing resources in language instruction, EURO proposes a range of activities to increase access to three key European LCTLs: Dutch, Modern Greek and Norwegian. The plan incorporates support for instruction, development of new curricular resources, pedagogical training, and collaborative programs to reach K-12 learners (AP2).

<b>Table A.1: Institute for European Studies Program Plan and Timeline for highlighted initiatives</b>				
<b>Activity/Program</b>	<b>Y1 (18-19)</b>	<b>Y2 (19-20)</b>	<b>Y3 (20-21)</b>	<b>Y4 (21-22)</b>
<b>LCTL: Dutch</b>	TA		TA	
Online materials	Enhance BEG level	Enhance INT level	Enhance ADV level	3 levels enhanced
<b>LCTL: Modern Greek</b>	TA	TA	TA	TA
Online materials	Launch BEG level Develop INT level	Enhance BEG level Launch INT level	2 levels offered Develop ADV level	3 levels offered online
<b>LCTL: Norwegian</b>		TA		TA
Online materials	Develop BEG level	Launch BEG level	Develop INT level	Launch INT level
Summer program Norway	Develop Course	Offer Course		
CIBER Business Modules			<b>DUTCH</b>	<b>GREEK</b>
BIG Institute L&C units	<b>DUTCH</b>		<b>GREEK</b>	<b>NORWEGIAN</b>
BILLP&T Workshops	1 PhD sponsorship	1 PhD sponsorship	1 PhD sponsorship	1 PhD sponsorship
Language Pedagogy CLE	2 workshops	2 workshops	2 workshops	2 workshops
Multilingual Proficiency	10 exams	10 exams	10 exams	10 exams
Bridges Program courses	1 Fall/1 Spring	1 Fall/1 Spring	1 Fall/1 Spring	1 Fall/1 Spring
GGT Program Orientation	Develop Modules	Orientations	Revise Modules	Orientations
GGTP recruitment events	multiple annually	multiple annually	multiple annually	multiple annually
GGTP site development		France	Germany	Norway
Globally Ready Digital Toolbox	Recruit faculty content specialists	Identify + digitize primary objects	Develop knowledge content	Fully on line and ac- cessible (12 units)
Social Studies Workshops	4 annually	4 annually	4 annually	4 annually
Islam in Europe	Lecture	Lecture	Lecture	Lecture
MMEU - annually	2 MSI delegations	2 MSI delegations	2 MSI delegations	2 MSI delegations
Conferences/Symposia	Poland Centenary	Modern Greek	Displaced Africans	Berlin Gateway
ICAB III - annually	2 courses/faculty	2 courses/faculty	2 courses/faculty	2 courses/faculty
ICCI - annually	2 MSI/CC faculty	2 MSI/CC faculty	2 MSI/CC faculty	2 MSI/CC faculty

First, EURO requests support to enhance course instruction in Dutch, Modern Greek, and Norwegian, all of which are available at IU as undergraduate minors and (in the case of Dutch) an undergraduate certificate. Among the fourteen Big Ten Academic Alliance (BTAA) institutions, IU is only one of three that currently offers a minor and / or certificate in Dutch; one of only five that offer a minor in Modern Greek; and one of only two that offer courses in Norwegian. Funds are sought to provide 1) teaching assistants who will work under the supervision of full-time faculty members (one in Dutch, one in Greek, one in Norwegian) at IU-Bloomington teaching these languages; 2) development of new online teaching materials for courses offered at IU-Bloomington; and 3) a LCTL instructional support coordinator to develop and broaden online course delivery to reach learners beyond the IU-Bloomington campus. The requested teaching assistants (TAs) for Modern Greek, Dutch, and Norwegian will provide instructional support in courses at all levels

and collaborate with the full-time faculty to develop new learning modules or update existing modules for hybrid online courses. Our objective in prioritizing on-line content is to make the languages more readily available not only to students at IU, but to those at other institutions—especially MSIs, community colleges, and other BTAA institutions—which do not offer the languages at all.

At IU Elementary Dutch has been taught in traditional format for seven years, with intermediate and advanced levels recently over the past three years. These materials, particularly the older content for elementary Dutch, need to be updated regularly and calibrated to an online environment. The Dutch TA will focus on reworking existing materials and developing entirely new content for all levels. Our first online hybrid course in Modern Greek (offered at the elementary level) is scheduled for fall 2018, with tentative plans to begin offering a hybrid course at the intermediate level in fall 2019. The TA in Modern Greek will adapt and create materials for both those levels as needed. Funds of \$6,000 are requested to fund the development of pedagogical materials for the three languages. Another \$3,000 per year is sought to enhance IU library collections in Dutch, Modern Greek, and Norwegian, with an emphasis on materials that will specifically support language instruction (films, graphic novels, subscriptions to online audiovisual resources) rather than facilitating faculty research.

EURO also requests NRC support for an hourly LCTL Instructional Support Coordinator (\$20,300/year). Working with the Senior Lecturer / Director of the Dutch Program (Ham), the Senior Lecturer / Director of the Modern Greek Program (Hess) and the Senior Lecturer in Norwegian (May), the LCTL Coordinator's central task will be to provide technical and administrative assistance in support of two critical goals: reaching a greater number of students and sustaining course offerings over the medium- to long-term. The Dutch program at IU (G.1.a) has already excelled in broadening its reach through an interactive, online learning platform incorporating both

asynchronous and synchronous components of instructor-student interaction. This format will facilitate students from other institutions, particularly the two MSI campuses in the IU system (South Bend and Richmond) as well as other members of the BTAA, to enroll in Dutch courses—a critical step in light of cutbacks in other institutions. The LCTL Coordinator will assist in the needs of current Dutch course delivery while supporting the learning platform for use in teaching Modern Greek and Norwegian.

To reach this goal, EURO will partner with IU's Center for International Business and Education Research (CIBER), along with the Center for Language Technology (CeLT) to expand their current Language and Culture Module (LCM) project to include two new introductory modules that will serve as a resource to faculty in other parts of IU-Bloomington and other schools throughout the country. EURO's contribution, consisting of modules on Greece and the Netherlands will build on the successful LCM project piloted in a 2011 Business School course that included short-term travel to Croatia and Hungary. Faculty and graduate students will be involved in the development of these modules, particularly from the School of Education (SOE), to ensure the final product will be relevant to both higher education and K-12 environments and will be useful in both a classroom setting and for independent learners who are preparing for careers in international education or business (AP1 & 2). Modules will also be made available to business professionals.

NRC funds of \$4,000 are requested to support the creation of a Greek module in Year 3 and a Dutch module in Year 4. Each module will comprise 8-10 web-based components and introduce the language and culture of the target country. The modules will be made freely available online and can be used in K-12 classrooms as well as by general public. EURO will also use these introductory modules as an opportunity to recruit students for our online courses in elementary Greek and Dutch, and as complementing our proposal to develop a Globally Ready Digital Toolbox delivering content knowledge modules (see p. 10 below for details).

To support Norwegian language initiatives, \$4,000 in Y1 will facilitate development of a new online course, as well as an overseas summer study course in Norway for summer 2020, the latter as part of IU's Bicentennial Initiative highlighting the university's international character. IU has already committed summer 2018 travel funds for Senior lecturer May to lay the groundwork for the study abroad course; she will prepare the syllabus and course materials in summer 2019. EURO is requesting additional travel support of \$1500 for her to confirm partner arrangements.

Additional support is solicited for a number of teacher training activities throughout the grant period (AP1 & 2, CPP2). Consistent with our goals of increasing assessment training and development for European languages in the higher education community, EURO will support the initiatives of the Center for Language Excellence (CLE); specifically, a series of CLE-administered professional development workshops. The CLE promotes, supports, and enhances the learning and teaching of languages at IU-Bloomington by promoting proficiency-based and standards-based instruction, as well as best practices in curriculum development, planning, assessment, and language teaching across all university language programs and departments. Since its inception, CLE has offered professional development workshops, institutes, and panels devoted to foreign language instructors, including those who teach less commonly taught languages. The average attendance per workshop during the 2017-18 academic year was 25 persons, serving a total of approximately 200 language instructors. EURO is requesting \$250 for one professional development workshop per semester during the grant cycle. The primary workshop goal is to set proficiency targets for languages without existing national standards. Subsequent workshops will be devoted to designing curricular pathways to follow to reach each proficiency target at each level.

Additionally, EURO will partner with CIBER, the National African Language Resource Center (NALRC), African Studies Program (ASP), Center for Latin American and Caribbean Studies (CLACS), Center for the Study of the Middle East (CSME), East Asian Studies Center

(EASC), and Inner Asian and Uralic National Resource Center (IAUNRC) to host the Business in Language Learning Plan Workshops and Scenarios, a two-week training workshop for language instructors on implementing our World Language Curriculum Framework that Incorporates Business. Its focus is developing practices for incorporating business content into all levels of language learning, regardless of the target language. The workshop will culminate with participants creating and implementing learning plans based on the World Language Curriculum Framework that Incorporates Business publications (created by CIBER & NALRC under the current grant), which outline concrete practices for incorporating business content into all levels of language learning, regardless of the target language. Each center will sponsor the attendance of one PhD student from its area of study. EURO is requesting \$1,000 per year of the grant for this purpose.

Language faculty and PhD students trained at the workshops will be compensated for each learning plan they create. In addition to creating activities that integrate business content into all levels of language learning, these learning plans will include assessment guides. The final learning plans produced under this project will provide ready-to-implement examples in multiple languages and across all four levels of the framework.

To further enhance training in business applications of foreign language, EURO is requesting \$1,000 in Y2 and Y4 to help send an IU faculty member or PhD student to the biennial Languages for Specific Purposes Conference, an event co-sponsored by CIBER. The 2020 conference will be held at the University of North Carolina, Charlotte, with the 2022 conference site to be determined.

Finally, EURO is requesting support for a workshop on language pedagogy for instructors of Modern Greek (at IUB, other IU campuses and other BTAA institutions) to be held in conjunction with the Modern Greek Studies Association biennial conference hosted at IU in spring 2020.

Because Modern Greek is a LCTL, instructors at US colleges and universities often work individually, with few opportunities to convene and share best practices. The language pedagogy workshop will encourage collaboration and discussion, laying the foundation for enhanced sharing of curricular resources, creation of best practices, integration of study abroad, and addressing the particular need of Greek-American heritage learners of the language. Funds of \$3,500 are requested for travel stipends, materials, and supplies.

Additionally, EURO will participate in three collaborative programs to reach K-12 learners at the regional and national levels. The first in partnership with CIBER and other IU area studies centers is the Business is Global (BIG) program. BIG introduces high school students from across the country to three LCTLs each summer as part of the program's language and culture component. The program seeks to broaden student horizons and increase their familiarity and interest in critical languages while helping them explore career options. BIG offers some basic language training, but focuses on introducing students to concepts of cultural proficiency, as well as the importance of cross-cultural awareness and diversity in business. The BIG program also aims to help students develop public speaking and networking skills and to expose them to international opportunities that will help them become culturally sensitive and internationally responsible citizens. EURO's specific contribution will create three-day language and culture components to introduce high school students across the country to Dutch and Modern Greek culture and language, supplemented by a one-day showcase of Norwegian.

EURO will also support students obtaining the Certificate of Multilingual Proficiency, an initiative piloted by the Indiana Department of Education in 2017 to encourage and increase language learning for high school students. Students are responsible for the cost of their language proficiency evaluations. Funds of \$1,200 (the rough equivalent of 10 test fees) are requested to offset the costs of LCTL proficiency testing for European languages.

Finally, EURO will provide support for Bridges: Children, Languages, World (Bridges). Winner of the 2014 Paul Simon Award, Bridges collaborates with an extensive network of campus and community partners to bring LCTLs to young learners in Monroe County, IN, whose public elementary schools currently offer no exposure to any languages other than English and Spanish, the latter of a very limited scale. To help fill this gap, Bridges provides language and culture instruction to young learners in community settings, while also offering professional development opportunities for IU language students of LCTLs who serve as volunteer instructors. In a lively, interactive environment, Bridges participants acquire new skills and gain confidence in their ability to engage in foreign language learning/teaching, in the process becoming internationally-minded citizens sensitive to the increasingly diverse and interconnected world.

Each semester, approximately 15 IU student volunteers will be trained in communicative language teaching by IU School of Education (SOE) experts (Dimitriessk and others). These volunteers teach an average of 50 students per week in five different community locations, including one European LCTL per semester (AP1 & 2 and CPP2). EURO is proposing to contribute \$3,000 per year toward a collaborative graduate student hourly who will coordinate the program.

EURO proposes several activities to promote access to and use of European studies content for pre-service and K-12 teachers. These include a series of language and culture modules for pre-service teachers; the development of a Digital Toolbox of online classroom resources; continuing an in-depth partnership with IU's School of Education; and a workshop series for teachers of grades 6-12 designed increase the proportion of Europe- and global-based content in courses statewide.

First, EURO is requesting \$2,000 to develop a series of Language and Culture Orientation

Modules for pre-service student teachers going abroad through the Global Gateway for Teachers at IU's School of Education (AP1, AP2, CPP2). For pre-service student teachers, EURO will develop content modules and deliver orientation sessions. Global Gateway has more programs in Europe than any other region, including Greece, Ireland, Italy, Norway, Spain, and the United Kingdom. While overseas instructional experience is invaluable for teachers-in-training, students in schools of education often lack the cultural and linguistic background needed to fully take advantage of this unique experience. Standardized orientation packages created through this initiative will be sustained into the future through modest updating. Modules will be developed in Y1 and revised/updated in Y3 based on feedback from student teachers and from the Global Gateway's Director (Stachowski). After Y3, internal funding can be leveraged to sustain the modules beyond the grant cycle. Funds of \$250 annually are requested to support recruitment events. Participant surveys identify France and Germany as most desirable for future programs. Travel funds of \$1,500 for Director Stachowski are requested in Y2 and Y3 to research and establish in country contacts for those new programs and to expand Norway's offerings to include Oslo.

Second, EURO will partner with the Center for Latin American and Caribbean Studies (CLACS) and the African Studies Program (ASP) to develop an innovative digital resource for delivering content modules in our respective regions (AP1, AP2). CLACS and ASP each plan to roll out this Digital Toolbox on a two-year cycle. In Y1, CLACS digital image content will be developed; Y2 will be devoted to development of written knowledge content and teacher training to follow. In Y2 ASP will develop digital image content, with Y3 devoted to written knowledge content and teacher training. EURO will begin its implementation in Y2 directed by the Area Studies Content Coordinator. Faculty consultants will be recruited and cultural artifacts and source materials identified to be digitized; interpretative content will be developed, edited and published online in Y3. Our goal is to make four artifacts (broadly defined as a signifying object, event,

institution, practice, etc.) available in Y2, Y3, and Y4 (twelve total), with each accompanied by three supporting pedagogical components (a study guide for a reading or film; a recorded lecture; a powerpoint; etc.), yielding 12 components per year and 36 over the entirety of the grant.

Third, as a part of the IU area studies centers' combined efforts to internationalize K-12 education in Indiana and beyond, as well as to support teacher training (AP2, AP2) in partnership with the IU School of Education (CPP2), EURO proposes to jointly fund (\$4,500/year) a Global Education Initiatives Director (GEID). In addition to continuing the initiatives begun in the previous grant cycle, the director will develop a Global Competencies Certificate, expanding the world languages education programs and coordinate and deliver Teacher Training workshops (\$500 per year).

Fourth, EURO requests support for workshops for middle and high school teachers. With the objective of increasing knowledge of European cultures and histories, we will partner with five other NRCs to deliver History and Geography of the World workshops to social studies teacher in grades 6-12. Expert partners on this initiative include the Indiana Council for Economic Education; the Geography Educators' Network of Indiana; and Indiana University's Center for International Education, Development & Research (CIEDR) under the IU SOE (CPP2). In addition to outreach to teachers, officials from the Indiana Department of Education will be invited, and IU SOE students will be strongly encouraged to attend (AP1, AP2). Workshop topics address Indiana Standards for History and Geography of the World from their respective area perspectives. Funds of \$2,700 annually are requested. Teachers will be required to complete pre- and post-surveys to assess increased understanding of Europe. Participants will receive a follow-up survey, administered six months following the event, designed to measure perceived learning and evidence of utility of the information presented.

Fifth, as noted above, EURO will partner with CIBER in the BIG program to prepare culture content modules on the Netherlands, Greece and Norway, to introduce high school students to concepts of cultural proficiency, as well as the importance of cultural awareness in business. Since its inception in summer 2013 as a CIBER program, BIG has reached 143 alumni from 20 states.

Sixth, EURO and the other IU area studies centers will fund an International Outreach Coordinator position (\$1,000/year) in Y1 to complete the *Internationalizing the Academic Standards: Indiana* (IASI), five e-booklets which provide curriculum internationalization for secondary education teachers. These open source materials will be hosted online by IUB's Center for Teaching Excellence and the Indiana Department of Education.

EURO proposes activities to promote the access to and use of Europe-related content by post-secondary institutions as a means of creating and expanding partnerships with minority serving institutions (MSIs) and community colleges (CPP1). Here our focus will be the MSI campuses in IU's system (South Bend and Richmond), as well as Ivy Tech, the statewide network of community colleges.

First, EURO will participate in the Internationalization Collaborative Across Bloomington III (ICAB III), a collaboration between IU-Bloomington and Ivy Tech (AP 1 & 2, CPP1). The next four years will expand internationalization efforts with faculty members in the disciplines of Political Science, History, and World Languages who wish to incorporate more European content in their courses using digital technology and online resources. The Area Studies Content Coordinator will link faculty with IU resources in their respective disciplines and provide specific pedagogical tools that can be employed to promote understanding of Europe (AP1). We are requesting \$2,000 per year for participating faculty. Through this faculty collaboration the number of courses with European content in the community college system will be increased, as will opportunities for IU-Ivy Tech collaboration.

ICAB I 2010-2014 brought together faculty and staff from Indiana University Bloomington and Ivy Tech Bloomington in learning communities to design global learning experiences for all students. ICAB II partnered area studies centers with the Ivy Tech Global Studies Committee to offer individualized support during different semesters. This iteration will also include formally separate initiatives of local outreach including Great Decisions with Bloomington's Meadowood Retirement Community, participation in Lotus Blossoms' World Bazaar, and other specific requests for internationalization. All centers will also participate in Ivy Tech's annual Diversity Day celebration.

Second, addressing the Absolute Priorities, EURO will provide support for the Institute for Curriculum and Campus Internationalization (ICCI). Since its inception in 2011, ICCI has filled a niche for institutions of higher education interested in internationalizing their campuses, curriculum, and courses. Recent years have seen an increased presence of MSIs, Historically Black Colleges and Universities, and Community College representatives at the 4-day institutes. ICCI will respond to this recognizable need by crafting its programming to emphasize teams from minority-serving and two-year institutions (AP 1 & 2, CPP1). To this end, EURO will offer two travel stipends annually to offset costs for MSIs or CCs wishing to attend the institute (\$1,800/year).

Third, EURO requests support for hosting the Midwest Model European Union (MMEU). Held at IU-Bloomington since 2013, the MMEU is a three-day simulation in which undergraduate and high school students from a wide range of institutions come together to take on the roles of key actors in the now 28-member EU. Annual attendance at MMEU has grown to over 150 students, making it the largest such simulation in the United States. NRC funding would enable Indiana University to sustain and expand the MMEU over the four years of the grant cycle. Funds, which vary by year, would be used 1) to offset travel expenses for out-of-town teams; 2) to contribute to keynote speaker costs; 3) to rent facilities; and 4) to make it possible for one or both of IU's MSIs

(South Bend and Richmond) to participate in the simulation annually (CPP1). Program evaluation will occur in three forms: 1) student surveys immediately following the event; 2) follow-up surveys 8 months on, in which students reflect on how participation in the simulation aided their academic and career preparedness; and 3) regular consultation with the MMEU advisory board composed of experienced faculty from participating institutions.

Fourth, EURO and the other IU area studies centers will fund an International Outreach Coordinator position (IOC, \$1,200/year) in Y1 whose duties will transition to the SGIS-funded International Outreach Administrator position. The IOC will contribute to increased awareness of Europe's role in the world and will organize events which facilitate a deeper understanding of the languages, cultures, and history of Europe to stakeholders in education and the general public both locally and nationally (AP1). The coordinator will facilitate joint outreach activities for all IUB world area studies and international centers, projects, and initiatives. Additionally, s/he chairs monthly IOC meetings and analyzes data related to internationalizing Indiana academic standards.

Fifth, EURO will join other IU area studies centers to support the Global Employability Initiative (GEI) by contributing \$2,150 to hire a coordinator. This project aims to strengthen the Indiana and U.S. workforce by integrating global skills and competencies across the technical education and career pipeline of Indiana. The core of this initiative involves 1) developing a new Global Workforce Skills certificate at Ivy Tech Community College of Indiana and 2) integrating global skills in the curriculum of Indiana's Career and Technical Education (CTE) high school programs by providing professional development support for CTE faculty and internationalizing CTE career fairs. Collectively this initiative will better prepare Indiana and the U.S. citizens for the global world. Funds for a part-time coordinator (\$2,500 per year) and support for a summer workshop (\$500) are requested.

Sixth, EURO is requesting \$6,000 to sponsor a lecture series on Islam in Europe (Y1-4) in partnership with IU's Islamic Studies Program. The series will complement the EURO's Jean Monnet Network grant activities on migration, adding depth and diversity to the topic through the inclusion of a non-European cultural and social perspective that links migration from the Middle East and Sub-Saharan Africa to issues of civil rights, socioeconomic inclusion / exclusion, and the political agency of Muslim communities already established in most European countries by bringing guest speakers annually to IUB.

Seventh, EURO is requesting \$8,750 in NRC funds to host a conference jointly with IU's Polish Study Center on Poland and Its Centenary (Y1): that will reflect on the tumultuous history of Polish society, politics, and culture since its independence at the end of World War, focusing on the lasting effects of its long membership in the Soviet bloc and its difficult transition to democracy in the 1990s, the impact of its entry into the EU, and its recent reaction against the EU from within. The requested funds will be used to subsidize bringing specialists of Poland to IU (travel, honoraria, local arrangements) from Europe and across the US to interact with IU faculty whose research and teaching encompasses Poland.

Eighth, one additional workshop and one additional conference, both devoted to African Migration to Europe, are planned for Y3 and Y4, respectively. The Y3 event will convene a working group of faculty / graduate students from IU and elsewhere to prepare for the Y4 conference at IU's Global Gateway in Berlin. EURO is requesting \$3,500 to bring two non-IU scholars to the Y3 event and \$2,000 to bring two additional non-IU scholars to the Y4 conference. These events will have the value of bringing IU faculty and graduate students into contact with scholars working on related topics from other institutions in the US and abroad. Additionally, these events have the potential to link additional scholars to the Jean Monnet network grant on Migration to Europe being pursued by EURO with Australian National University, Canberra, and other partners.

Ninth, EURO requests funds for professional development activities for IU faculty and graduate students, especially travel for conference presentations or research purposes (16 trips @ \$750 each) and faculty international travel stipends to develop international linkages (16 trips @ \$1,500 each). Both are crucial for disseminating IU personnel's research on Europe and to expand IU's international scholarly partnerships (AP1, AP2).

Finally, NRC funds will facilitate project goals of promoting awareness of Europe by supporting Lotus World Music and Arts Festival (\$1,000/year). In order to support projects through outreach, public relations, media and publications, and web skills, EURO will fund two half-time graduate assistants (\$16,000/year). Modest support is requested for office supplies (\$1,200/year). All told, this combination of programming will increase opportunities for collaboration among area studies centers and professional schools as well as facilitate a deeper understanding of Europe's history and impact to business and government, higher education, and the general public.

**A(3). Costs are reasonable.** The costs are reasonable in relation to the objectives of the program, with substantial savings achieved through collaborative programming with other centers and professional schools. Requested funds are budgeted effectively between years 1 through 4, with evaluation costs at approximately 10 percent of the total direct costs. See budget narrative and appendix for specific detail. In addition, our total administrative costs (\$68,000) represent less than 9% of the total funding (\$793,929) requested.

**A(4a). Long-Term Institutional Impact.** The proposed initiatives will expand on IU's strong tradition of promoting proficiency in foreign languages and international area studies by offering IU and non-IU students broader access to languages and cultures not widely offered elsewhere in the US. By focusing on the Netherlands, Greece, and Norway, EURO aims to expand students' knowledge of Europe beyond the traditional core of France-Germany-Italy-Spain as a means of promoting new and diverse perspectives on a region already familiar to most educated Americans.

In so doing, EURO's proposed activities offer a means for students to engage with less-well-known parts of the continent. As the epicenter of economic turmoil within the Euro zone, an ongoing international migration crisis, and skepticism about the EU's ability to fulfill its political and social missions, Greece has recently stimulated growing interest among students in a variety of undergraduate and graduate degree programs at IU, including Law, Humanitarianism, International Organizations, and International Development. Today any student studying these fields benefits enormously from knowledge of Greek language and culture. By seeking to foster curiosity and engagement among future teachers in a variety of fields, EURO's joint programming with the School of Education is especially well positioned to sustain and increase engagement with lesser-studied languages and cultures, both now and for years to come as K-12 students progress toward university study. EURO also expects that the proposed programming will enhance our already strong study abroad opportunities but encouraging more students to participate in either short-term or long-term stays in Greece, the Netherlands (or Flemish-speaking Belgium) and Norway.

### **B. Quality of Staff Resources**

**B(1a). Qualifications of Teaching Faculty & Professional Staff.** Approximately 170 faculty are affiliated with EURO, drawn from a wide range of departments and schools of high distinction at IU Bloomington as well as IU's regional campuses throughout Indiana (Appendix 2). In its College of Arts and Sciences, IU Bloomington has particular strengths related to Europe in its modern language, literature and culture departments (French and Italian, Germanic Studies, Slavic Studies, Spanish and Portuguese; Political Science, Anthropology; and International Studies).

EURO's director (Bowles) is a professor of French studies specializing in the ethics and politics of mass-media representation, particularly their impact on politics, policy, and social life of ethnic and racial minorities. Assistant Director (Hilgeman) holds an MA, specializing in contemporary issues of public life, civil society and global cultural concerns. She has extensive experience

in grants management as well as outreach, and oversees the center's administrative staff. Languages of our staff include Dutch, French, German, and Spanish.

**B(1b). Professional Development Opportunities.** IU tenured and tenure-track faculty are eligible for a semester of paid research leave every seventh year. Faculty members normally receive a minimum of one annual conference travel grant from their home departments. Additionally, competitive funds for overseas travel are available to faculty from all IU campuses (including TIII/V eligible institutions) through the Office of the Vice-Provost for International Affairs (OVPIA), the College Arts & Humanities Institute, and various other grant programs. EURO is currently able to fund a handful of faculty and graduate student research and travel through competitive Jean Monnet European Center of Excellence grants of \$500 to \$2,500. Other competitive IU grants fund other type of professional development opportunities for faculty, librarians, and professional staff, ranging from short-term overseas exchanges and international research to support for educational and training. For example, OVPIA provided \$127,226 in funding for 86 IUB faculty travel grants to European countries in 2017-2018.

**B(1c). Teaching, Supervision, and Advising of Students.** Full-time faculty normally teach four classes per year and designate at least four hours per week as office hours. The EURO director teaches three courses per year and advises EURO graduate students. Tenured faculty comprise the IU Graduate School and direct dissertation and thesis committees, resulting in extensive collaboration between faculty and students. Faculty typically devote 50% of their time to teaching, supervision, and advising. EURO offers a yearly orientation for incoming MA candidates.

**B(2a). EURO Governance, Staffing and Oversight Plans.** EURO is governed by an advisory board consisting of five to seven faculty of different ranks and both tenure and non-tenure track appointments. Recent board members come from nine different units across the university (six

departments in the College of Arts & Sciences, plus three professional schools). EURO staff regularly report to the Advisory Board, which meets several times annually to review program goals, provide advice and guidance on policy and program affairs, and review and comment on the performance of the academic and outreach programs. Faculty committees drawn from the board are charged with curriculum review, graduate admissions, ranking of competitive faculty and student awards, and the review and ranking of FLAS applicants.

**B(3). Equal Opportunity Statement.** IU and EURO are committed to promoting equal opportunity and diversity in the delivery of programs and activities. Our new website is fully compatible with the Americans with Disabilities Act (ADA). The university pursues a policy of non-discrimination in employment and an aggressive policy for recruiting members of underserved populations into our student body and courses. Of the EURO tenured faculty, just under half are women, and historically, a majority of EURO Advisory Board members have been women. EURO-affiliated senior female professors hold chairs, endowed chairs, directorships, and associate deanships. The Office of Affirmative Action provides leadership for IU's commitment and efforts to promote institutional equity and a diverse community. The Office of IU Strategic Hiring and Support assists units in reaching the goal of recruiting, retaining, and promoting faculty of color and senior women and provides funding support for all or part of the salary of strategic hires.

### **C. Impact and Evaluation**

**C(1). Impact on the university, community, region, and nation.** EURO's impact is felt through its wide-ranging initiatives pertaining to research, teaching, and outreach in language and area studies. To meet student demand, EURO offers certificate programs for undergraduate and graduate students, an updated undergraduate minor, a new minor in Modern Greek to take effect in fall 2018, and a pair of Masters' degree programs offered jointly with the Law School and the School of Public Health. Statistics collected by EURO demonstrates that since 2005 over 90% of our M.A.

or joint degree recipients are either employed full-time or are currently enrolled in PhD programs, with the vast majority drawing directly on their content knowledge of Europe and / or foreign-language skills. A 2017 survey of EURO M.A. holders found that 80% of respondents had jobs or internships in which they used their EURO training, with 54% of full-time employed respondents indicating they used their language, cultural, and area studies knowledge every day in the workplace.

At the undergraduate level, EURO typically has a small number of minors and certificate students (12 to 15 total), but the impact of its affiliated teaching faculty is much broader and deeper, spanning the entire university. In 2016-17, 425 semester-long courses focused entirely on European language or area studies content; 323 other courses had at least 25% European content; between the two, the total student enrollments were nearly 26,000.

In AY 2016-17 alone, EURO delivered over 70 lectures, workshops, and videoconferences to IU faculty and students, community members, and K-12 teachers around the country. EURO also participated in public community events and festivals, reaching out to more than 1,600 students and community members in the region. In a recent outreach survey of K-12 teachers, faculty, and other professionals, all survey participants reported sharing knowledge gained from EURO events with others, and 86% reported incorporating this knowledge into their teaching or work. With NRC support, EURO plans to create and support future networks for best practices locally (i.e. ICAB III, Global Education Initiatives Director, Bridges), regionally (BIG), and nationally (IOC, ICCI, MMEU, CLE, Greek Language Workshop, Global Gateway for Teachers [GGT]).

**C(2). National Needs and Public Dissemination.** Under the current political climate promoting knowledge of and engagement with Europe is arguably more important than ever among American policy makers, business leaders, and the general public, if the United States is to maintain its global leadership role and defend the core values of peace, democracy, and prosperity. The entirety of

EURO's programming is animated by the belief that national policies serving American interests and values can be generated through dialogue that is broadly comparative, relational, and international in nature—a dialogue in which Europe must be viewed not as an antagonist, but rather as an ally offering productive differences that facilitate critical evaluation and recalibration of American policies. The activities that we are proposing speak to this goal by integrating knowledge of cultural, social, and political content with proficiency in European languages, especially LCTLs. The online implementation of these activities, whether through online language courses in Dutch, Modern Greek and Norwegian or the digital toolbox of area studies modules, creates the potential to reach a broader audience than ever, reaching well beyond the borders of IUB to serve K-12, undergraduate, and graduate students.

Doing so will build on our current engagement with students, educators, business and government, and the public through our strong social media presence. In the last five years (from January 2013 until May 2018) EURO's "Across the Pond" blog had over 105,473 visits from 84,030 visitors representing more than 185 countries. Our archive of podcasts, webinars, and presentations – available via EURO's newly revamped website – had more than 7,000 downloads in 2017-18, with 1119 unique page views since its launch in June 2016. Since its inception, there have been 567 direct interactions with the EURO Facebook account through "likes" or other methods. EURO maintains Twitter and Instagram accounts and tracks alumni on Linked IN. These resources allow constituents outside the local area to benefit from EURO programming and expertise.

**C(3). Equal Access.** EURO pursues policies and practices to assure equal access to services and activities regardless of physical ability, age, color, ethnicity, gender, marital status, national origin, race, religion, sexual orientation, or veteran status. All IU facilities and the EURO website comply with the ADA and arrangements are made for attendees with special needs at EURO events. IU

has a long success record of retention and programs to support minority, first-generation, low-income, and disabled students, such as the Intensive Freshman Seminars that provide a transition from high school to university before the fall term. EURO regularly participates in outreach activities to less represented groups. By developing and continuing relationships with the Office of the Vice President for Diversity, Equity, and Multicultural Affairs (DEMA); minority serving institutions; and community colleges, our proposal puts emphasis on expanding access to EURO programming and reaching underrepresented populations.

**C(4). Evaluation Plan.** The proposed evaluation plan below will allow The Institute for European Studies (EURO) to use the data from the evaluation for continuous improvement of its programs. Data from student, K-12 teacher, and alumni surveys and annual outcomes review will provide valuable insight into key grant funded programming and feedback from relevant stakeholders regarding their satisfaction, reasons for participation, and suggestions for improvement with grant-funded activities (e.g., online LCTL courses, toolbox materials) to better serve the needs of multiple users.

Thomas P. Miller & Associates (TPMA), a nationally recognized independent external evaluator, has been selected by Indiana University to serve as the third-party evaluator for Title VI applications submitted by the IU NRCs. TPMA's recent evaluation experience includes conducting more than 20 large-scale, multi-year, and/or multi-site evaluations throughout the country over the past five years. This includes U.S. Department of Education grants (Title III, Teacher Quality Partnership, and Hispanic Serving Institutions Science, Technology, Engineering and Math grants) and U.S. Department of Labor multi-year grants, many of which are multi-site consortia grants. TPMA is well versed in tracking performance measurement, progress towards outcomes, implementation of grant activities, and fidelity to program models. By leveraging a single evaluation

team for all funded centers, TPMA will be able to efficiently gather high-quality data across centers and measure progress towards grant goals, while also considering evaluation findings that apply to multiple centers. As such, TPMA is well-suited to serve as the evaluator for EURO, and for the University’s portfolio of Title VI funded initiatives across IU NRCs.

For the evaluation, EURO will measure progress toward key goals by using Performance Measures that are specific, measurable, and time-bound. The table below summarizes EURO’s goals, performance measures, activities, and data indicators. The complete Performance Measure Form, available as Appendix 3, includes frequencies, data sources, baselines, and targets for each indicator.

<b>Table C.1 EURO NRC Performance Measure Form (PMF) Overview</b>	
<b>Goal 1:</b> Increase access to and participation in European languages, particularly for LCTLs for higher education and K-12 communities.	
<b>Performance Measure 1:</b> Increase the number of enhanced online language courses in priority LCTLs by 12 courses by the end of the grant period	
<b>Activities:</b> 1a. Collaborate with IU faculty to develop or enhance online courses for Greek, Dutch, and Norwegian 1b. Hire LCTL Coordinator for online instruction support and to increase student enrollment from other IU campuses 1c. Hire teaching assistants for Dutch, Greek, or Norwegian	<b>Data Indicators:</b> 1ai. # of online courses developed or enhanced (per LCTL) 1aii. # of online course components developed or enhanced (per LCTL) 1bi. # of LCTL Teaching Assistants 1bii. # of IU-Bloomington students enrolled & # of students enrolled total 1ci. # of courses supported by instructional assistants
<b>Performance Measure 2:</b> Increase IU faculty’s training on proficiency assessment tools for European languages to 80 faculty trained over the course of the grant.	
<b>Activities:</b> 2a. IU faculty trained to use proficiency assessment tools	<b>Data Indicators:</b> 2ai. # of new IU faculty trained 2aii. # of teachers completing multiple workshops
<b>Performance Measure 3:</b> Provide opportunities for young language learners to participate in European language learning by offering 8 Bridges sessions by the end of the grant period	
<b>Activities:</b> 3a. Train undergraduate advanced language learners to conduct Bridges language sessions 3b. Offer Bridges language sessions to young language learners	<b>Data Indicators:</b> 3ai. # of undergraduate advanced language learners trained 3bi. # of Bridges sessions offered 3bii. # of young learners reached
<b>Goal 2:</b> Promote access to and use of European content for K-12 and pre-/in-service teachers	
<b>Performance Measure 1:</b> Increase European content available for use in K-12 classrooms by 48 digital resources by the end of the grant period	
<b>Activities:</b> 1a. Create European digital toolbox resources	<b>Data Indicators:</b> 1ai. # of European artifacts available via the digital toolbox

	1aii. # of artifact supplementary teaching materials for digital toolbox 1aii. # of European content downloads from toolbox website
<b>Performance Measure 2:</b> Increase pathways for European teaching opportunities for pre-service teachers by 12 modules by the end of the grant.	
Activities: 2a. Develop language and culture orientation modules for Global Gateway for Teachers Program	Data Indicators: 2ai. # of modules developed 2aii. # of students participating in modules
<b>Performance Measure 3:</b> Increase in-service teacher knowledge of European culture through 16 European culture workshops by the end of the grant.	
Activities: 3a. Offer European culture workshops for in-service teachers in collaboration with the IU School of Education	Data Indicators: 3ai. # of workshops offered 3aii. # of in-service teachers attended workshops
<b>Goal 3:</b> Promote access to and use of European content for higher education including MSIs.	
<b>Performance Measure 1:</b> Increase integration of European content into Indiana’s higher education curriculum by 12 courses by the end of the grant period.	
Activities: 1a. Partner with faculty members at Ivy Tech Bloomington to integrate European curricular support 1b. Partner with faculty members at IU South Bend (MSI) and/or IU Richmond (MSI) to integrate European curricular support into at least 4 courses 1c. Create cultural, social, or political content for culture courses taught in English	Data Indicators: 1a/bi. # of courses at Ivy Tech Bloomington/IU South Bend/Richmond with new integrated European content 1a/bii. # of Ivy Tech Bloomington/IU South Bend/Richmond faculty who incorporated European content into their teaching 1a/biii. # of students reached (enrolled in the courses, at each institution) 1ci. # of culture components courses created (including syllabus, materials, etc) 1cii. # of total students in enhanced culture courses
<b>Performance Measure 2:</b> Collaborate with partner institutions to increase European experiential learning and information sharing opportunities via 12 events, simulations, or symposiums by the end of the grant.	
Activities: 2a. Increase the number of colleges and universities participating in the Midwest Model European Union Simulation at IU Bloomington, which offers experiential learning opportunities for collegiate students on the workings of the European Union 2b. Collaborate with Ivy Tech Bloomington on Diversity Day and Taste of the World events (2 annually)	Data Indicators: 2ai. # of colleges and universities and universities that participate 2aii. # of students who attend the simulation 2bi. # of events 2bii. # of people in attendance

TPMA’s approach to answering primary evaluation questions through data collection, analysis, and reporting on key pieces of EURO’s NRC application and PMF activities is included in the evaluation plan below. The evaluation will include analysis that is both formative and summative in nature. In addition to the primary Evaluation Questions provided below, EURO will partner with the CGC to evaluate Ivy Tech students’ global employability training through interviews with employers, faculty interviews, and focus groups with Ivy Tech students.

**Table C.2** EVALUATION METHODOLOGY AND TIMELINE

<b>EVALUATION QUESTION 1: To what extent is the Center meeting its target data indicators, as identified in the Performance Measure Form?</b>	
Data Source	EURO sends data for the PMF data indicators
Analysis	TPMA will review data and conduct a descriptive analysis
Schedule	Annual (Y1-Y4) with data collected in spring
Deliverable	Annual meetings with EURO to discuss trends (virtual in Y1 & 3 and in-person meetings in Y2 & 4). Meetings include data discussion for EQ1 and all other EQs
<b>EVALUATION QUESTION 2: What motivates students to participate in online LCTL courses compared to traditional courses?</b>	
Data Source	EURO-administered online post-survey of online LCTL courses to understand reasons for participating in online LCTL courses and satisfaction with online courses
Analysis	TPMA will clean data and conduct descriptive analysis
Schedule	Annual (Y1-4) following end of spring semester courses
Deliverable	Annual (Y1-4) summary of survey findings
<b>EVALUATION QUESTION 3: To what extent do teachers find the materials in the European digital toolbox useful and in what ways to they utilize the materials?</b>	
Data Source	TPMA-administered online post-survey of K-12 teachers using toolbox materials to understand satisfaction with and implementation of toolbox materials
Analysis	TPMA will clean data and conduct descriptive analysis
Schedule	Survey developed during Y2. Annual spring survey Y3 & 4 (because toolbox materials launched during Y2)
Deliverable	Summary of survey findings (Y3 & 4)
<b>EVALUATION QUESTION 4: To what extent do alumni experience improved college and career outcomes, such as use of LCTLs or understanding of European culture as a result of their participation in EURO programming?</b>	
Data Source	TPMA-administered online survey of EURO alumni to assess alumni experience, career outcomes, and use of European content
Analysis	TPMA will clean data and conduct descriptive analysis
Schedule	Survey developed during Y1. Spring survey (Y2 & 4)
Deliverable	Summary of survey findings (Y2 & 4)
<b>EVALUATION QUESTION 5: What did participants learn as a result of attending the Institute for Curriculum and Campus Internationalization (ICCI) workshop?</b>	
Data Source	TPMA-administered online post-survey of workshop participants to understand immediate feedback on workshop
Analysis	TPMA will clean data and conduct descriptive analysis
Schedule	Annual (Y1-4) immediately after workshop
Deliverable	Annual (Y1-4) summary of survey findings
<b>EVALUATION QUESTION 6: What did participants learn as a result of attending the Indiana Standards for History and Geography of the World Workshops?</b>	
Data source	TPMA-administered online post-survey of workshop participants to understand immediate feedback on workshop
Analysis	TPMA will clean data and conduct descriptive analysis
Schedule	Survey administered each semester (spring & fall) immediately after workshop attendance with analysis conducted annually (Y1-4). Pilot survey review conducted in Y1 first semester for missing information
Deliverable	Annual (Y1-4) summary of survey findings

**Recent Evaluation and Program Improvement.** EURO already conducts a variety of guided qualitative evaluations by students and faculty to improve our activities. At every event (lecture, roundtable discussion, workshop, film screenings) on campus, EURO collects the email addresses

of attendees and subsequently ask them to complete a survey rating the event on a five-point scale, indicating their awareness of EURO activities, and making open-ended suggestions about how EURO can better connect with their fields of expertise. The center also sends online surveys to our approximately 170 affiliated faculty each spring in order to gauge and take steps to increase their engagement in EURO programming, outreach, and interest in offering courses that could count for EURO degree credentials. A similar survey is sent annually to IU undergraduate minors, certificate students, M.A. candidates, and PhD minors, asking why they chose European Studies, what the program has contributed to their education, and what could be done to better engage other students in their cohort. To reach students beyond IUB, each year after the Midwest Model European Union simulation, the director sends all student participants and faculty advisors a detailed survey covering both the content and organization of the simulation. These evaluations, which are customized for students and advisors, typically show an over 80% completion rate and serve as our primary tool for refining and improving the experience each year. Though there are always suggested changes, overall satisfaction rates have increased steadily over the last five years since implementation of the surveys.

**C(5). Post-Graduate employment, education and training in areas of national need.** As noted above, EURO offers an undergraduate minor, an undergraduate certificate, a stand-alone M.A. degree, and a PhD minor. IU's databases do not track post-graduation placement of undergraduate holders of EURO minors or certificates, or PhD minors. However EURO does track recipients of its M.A. degree dating back to 2005. Our data shows that the M.A. degree in European Studies typically serves as a foundation for pursuing an additional advanced degree. The majority of students matriculate to a PhD program in a wide variety of disciplines, including Anthropology, Modern European Languages, Political Science, Comparative Literature, History, Economics, International Development, and Education. Most of these students eventually secure full-time teaching

positions at four-year universities or colleges. A smaller number of our M.A. recipients, primarily those who want to work outside academia, pursue J.D. or additional M.A. degrees in fields that complement their training in European Studies. Over the past three years EURO has been actively recruiting M.A. students from IU's newly founded undergraduate major in International Studies (where Europe is the most popular area of study), as well as targeting participants from across the Midwest in our annual Model EU simulation. Between these two pools our number of applicants has doubled (from four to eight), though the center is only able to admit the top two with full graduate fellowships or assistantships. In short, our program is small but strong.

**C(6). Undergraduate and Graduate Data.** Statistics collected by EURO demonstrates that since 2005 over 90% of our M.A. recipients are either employed full-time or are currently enrolled in PhD programs, with the vast majority drawing directly on their content knowledge of Europe and / or foreign-language skills. The center has had particular success in placing graduates in full-time teaching positions at colleges or universities (22 since 2005), as well as private businesses with an international scope (20 since 2005). EURO has also been successful in training future government personnel, many of whom completed undergraduate degrees at the US Air Force Academy (a regular participant in our Model EU) and in smaller numbers, at the other service academies. Since 2008, EURO has had 8 such graduates, all of whom have gone on to successful careers in the US Air Force, US Army, Red Cross, NATO, and the EU.

At the undergraduate level, EURO typically has a small number of minors and certificate students (12 to 15 total), but the impact of its affiliated teaching faculty is much broader and deeper, spanning the entire university. In 2016-17, 425 semester-long courses focused entirely on European language or area studies content; 323 other courses had at least 25% European content; between the two, the total student enrollments were nearly 26,000 (see Table F.1 p.33).

**C(7). National Needs.** Given the current state of trans-Atlantic diplomacy, integrated knowledge of European languages and of European politics, society, and culture is more crucial than ever to defeating isolationism and sustaining the dialogue that has characterized United States-Europe relations since the end of the Second World War. EURO is in a unique position to provide such integrated training, and has a strong record of placing its M.A. recipients in government and business careers that have a direct, positive impact on the future of United States—Europe relations by enhancing our shared goals of economic prosperity, promotion of democracy and human rights, and security.

**D. Commitment to Subject Area**

**D(1a). Center Operations.** Indiana University’s commitment to the study of European languages and cultures is well-established. Direct support from IU pays the salary and benefits of the Director (Bowles, appointed 50% in EURO), 100% salary of a full-time Assistant Director/Fiscal Officer

Language Faculty salaries & fringe	\$8,680,708
Non-language Faculty salaries & fringe	\$18,227,293
EURO Librarian salaries & fringe	\$420,000
European Library Acquisitions	\$375,876
EURO Admin Staff salaries & fringe	\$213,388
EURO faculty & student exchanges	\$130,000
Graduate Student Support (approx.)	\$12,500,000
EURO Supplies & Expenses	\$13,003
<b>Total</b>	<b>\$40,560,268</b>

(Hilgeman), a full-time Librarian, salaries of two full-time administrative support staff shared with other area studies centers, and the salary of a part-time Academic Advisor. IU also provides funds for full-time lecturers in a variety of less commonly taught languages, staff travel and student exchanges, and operational expenses of the EURO office. EURO employs two Graduate Assistants (GAs) who receive tuition remission as well as up to two Associate Instructors (AIs) and two or more hourly assistants. EURO’s work is also supported by the Assistant Dean for International Education and Global Initiatives (Kahn) and other fiscal and administrative staff in the SGIS Dean’s Office and Shared Services.

IU is committed to fostering European and EU studies. Complementing EURO’s own budget, IU’s

commitment to European Studies across the university totals over \$40.5 million as detailed in Table D.1 (excluding faculty awards, research, travel money, space, and maintenance).

**D(1b). Teaching Staff.** The study and teaching of topics related to Europe engage more than 170 faculty members, representing over \$18 million in salary and benefits. EURO-affiliated faculty members hold appointments in more than 31 departments and seven professional schools (Appendix 1).

**D(1c). Library Resources.** The IU-Bloomington Libraries are UN and EU depositories as well as a national leader in digital library development. The total holdings are 10.4 million print volumes, 1.9 million e-books, 1,871 electronic databases, and 60,000 electronic journal subscriptions. In the current fiscal year (2017-2018), the acquisitions budget for EURO-related materials amounts to \$375,876. IU contributes more than \$420,000 directly for salaries, including that of a European Studies librarian (Luis A. González), acquisitions assistants, catalogers.

**D(1d). Linkages with Institutions Abroad.** The **Office of the Vice President for International Affairs** (OVPIA) facilitates the development of overseas partnerships and registers more than 41 formal institutional agreements with universities in Europe for both faculty and student exchanges, including science and professional schools. IU has more than 160 study abroad programs in Europe coordinated by IU Overseas Study (F1, H4), with 22 European study abroad programs added in 2016-17 (including an inaugural SGIS internship with POLIN museum in Warsaw.) OVPIA provides airfare, housing, and living stipends for faculty and student exchanges with the University of Seville in Spain, Free University of Berlin in Germany, Jagiellonian and Warsaw Universities in Poland. In addition, SGIS and IU are on the verge of signing a formal reciprocal agreement with Leiden University (Netherlands) that will provide for undergraduate and graduate student exchange. In particular, that agreement will create a graduate student internship for the teaching of Dutch language at IU.

**D(1e). Center Outreach Activities.** IU fully funds EURO's Assistant Director (Hilgeman), who devotes approximately 50% of her time supervising outreach activities on behalf of the center as well as producing and disseminating informational materials for a wide range of audiences. IU supports EURO sponsorship of workshops, lecture series, conferences, and other outreach events. The International Outreach Council (IOC), which receives support from IU area studies centers, coordinates outreach efforts to educators, business, government, and media on behalf of the area studies programs and serves as a highly visible contact point for external relations. The International Outreach Administrator, a new position funded by SGIS to begin fall 2018 will support collaborate outreach initiatives between IU area studies centers and the community, as well as develop new platforms and delivery methods for dissemination of language and area studies content.

**D(1f). Support for Students.** IU provides direct support to graduate and undergraduate students in fields related to EURO through assistantships, hourly work, and internships as well as travel awards for research and conferences. In addition, IU offers tuition reduction for all Foreign Area Officers and other military personnel, pays the difference between the FLAS institutional allowance and non-resident tuition, and guarantees resident tuition rates for the IU Summer Language Workshop (IUSLW), an intensive language study program. More than 800 graduate students studying European topics are supported by their degree-granting departments through teaching and research assistantships totaling over \$12.5M during the past year. Efforts to increase the pool of students from underserved populations include the 21st Century Scholars Program, which guarantees four years of tuition for participating students from low to moderate-income families, and the Hudson & Holland Scholars Program, which actively recruits and funds African American, Hispanic, and Native American students.

**E. Strength of Library**

**E(1a.i). Strength of Holdings.** The top-ranked IUB Libraries are UN and EU depositories as well as a national leader in digital library development. The total holdings of the IU Libraries are 10.4 million print volumes, 1.9 million e-books, 1,871 electronic databases, and 60,000 electronic journal subscriptions. In the current fiscal year (2017-2018), the acquisitions budget for EURO-related materials amounts to \$375,876. IU contributes more than \$420,000 directly for salaries, including that of a European Studies librarian (Luis A. González), acquisitions assistants, catalogers, and librarians in the professional schools dealing with Europe (see Table D.1). As the 14th largest public university research library in North America, the IU Libraries currently has a materials budget of \$14.7 million.

The European Studies Collection supports the interdisciplinary study of contemporary Europe and provides a context and outlook essential to global understanding and for bridging the study of languages and the humanities with the work of IU’s social science departments and professional school faculties. The number of monographs and serials with EURO content exceeds 2 million, with well over 459 serial subscriptions pertaining to EURO. The size of the European language collection has grown to

over 1.4 million holdings as of April 2018 (Table E.1). The collection is complemented by the EU Depository (started in 1963), materials from the Council of Europe and NATO, and extensive holdings of European government publications.

Language	# of Titles	Language	# of Titles	Language	# of Titles
Basque	105	Galician	435	Portuguese	81,961
Bosnian	462	German	488,454	Romanian	26,257
Croatian	24,647	Hungarian	31,297	Scots Gaelic	97
Breton	58	Icelandic	702	Slovak	9,800
Bulgarian	20,851	Italian	132,511	Slovene	10,853
Catalan	9,719	Irish	407	Spanish	276,320
Czech	51,802	Latvian	2,859	Swedish	13,658
Danish	10,375	Lithuanian	2,832	Welsh	189
Dutch	25,380	Maltese	24	Yiddish	6,108
Estonian	6,460	Mdn Greek	5,162		
Finnish	11,330	Norwegian	4,985		
French	386,162	Polish	79,377	<b>Total</b>	<b>1,421,639</b>

**E(1a.ii). Support for the Library.** In 2017-2018, the budget for the specific EURO acquisitions was \$375,876, an increase of 6.3 percent since 2014, the year of the previous Title VI competition cycle. As a whole, the IU Libraries materials budget increased 15.7 percent, from \$12.7 million in 2014 to 14.7 million in 2018. In addition, there is a network of campus libraries with holdings relevant to EURO, including the Archives of Traditional Music, the Business/SPEA Information Commons, the Law Library, and the Lilly Library.

**E(1b.i). Cooperative Agreements.** The IU library system has been a U.S. Federal Depository since 1878, receiving 85% of the items printed by the federal government. Our active collaboration with the Center for Research Libraries (CRL) and collaborative collection development with the Big Ten Academic Alliance (BTAA, formerly Committee on Institutional Cooperation) libraries provides access to a wide range of materials. World Cat makes the catalogs of thousands of libraries instantly accessible to IU faculty, students, and staff. Our libraries are a national leader in digital library development: one of the first BTAA libraries to participate in the Google digitization project, IU is a founding member of the Hathi Trust Digital Library, a repository with 13.5 million volumes.

**E(1b.ii). Circulation, Interlibrary Loan, and other forms of access.** IU students and faculty have free online access to European Studies-related collections at the IU Libraries. Additionally, the library provides access to collections around the world through specialized web portals and a dynamic website. Inter-Library loan is free. Known for its strength in this area, EURO librarian and colleagues in IUB's Government Information, Maps, and Microform Services Department provide reference and research support to smaller Indiana institutions. The Government Information librarian also reaches out to these institutions through the Indiana Networking for Documents and Information of Government Organizations (INDIGO). Scholars worldwide can access

our holdings via an online catalog (IUCAT), the CRL and Hathi Trust. Furthermore, IU maintains an open access policy that makes faculty research publicly available on the internet via IU Scholar Works, the digital institutional repository. IU Scholar Works, provides long-term preservation of as well as free, unrestricted access to IU faculty publications, conference presentations, and materials for users around the world. In 2017, IU Libraries ranked as number seven nationally as a net lender of materials requested via interlibrary loan service, loaning 30,390 volumes to other institutions.

**F. Quality of Non-Language Instructional Program**

**F(1a). Extent of Course Offerings.** In 2016-17, eight professional schools and 28 departments offered graduate and undergraduate courses with a total enrollment of 25,824 (Table F.1 & Appendix 2). This includes 323 courses with 25-99% European content for EURO credit.

**F(1b). Courses in Professional Schools.** The Law School has a leading national program for international law and a concentration in International and Comparative Law and Globalization which includes courses on EU law, immigration, security, multiethnic societies, post-conflict environments, and human rights. The School of Education offers graduate degrees in Comparative and

Program	100% EURO content	25-99% EURO Content	Total Enrollment	Area Covered	
<b>COAS / SGIS</b>	Anthropology	0	7	142	East Europe, Europe
	Art History	25	9	345	West Europe, Greece, Italy, Spain, Netherlands
	Central Eurasian Studies	27	3	91	Hungary, Estonia, Finland
	Classical Studies	28	0	1970	Greece, Italy
	College of Arts and Sciences	4	9	1397	France, Italy, Britain, Europe
	Comparative Literature	7	8	114	West Europe, Germany, France
	Cultural Studies	2	9	48	United Kingdom, Europe
	Economics	0	7	251	Europe
	English	30	16	1345	United Kingdom, Germany, France
	Folklore and Ethnomusicology	4	9	1804	West Europe
	French and Italian	9	0	154	France, Italy
	Gender Studies	1	10	174	Germany, West Europe
Geography	1	4	289	East Europe, Europe	

	Germanic Studies	20	0	404	Germany, Netherlands, Scandinavia
	History	58	10	1648	France, Italy, Greece, Spain, East Europe
	History & Philosophy of Science	0	9	150	Europe
	Honors College	10	9	197	Germany, France, Poland, Europe
	International Studies	1	16	707	Europe
	Labor Studies	0	2	51	Europe
	Linguistics	2	2	174	France, Europe
	Medieval Studies	4	0	82	France, Italy
	Near Eastern Languages & Cultures	1	6	57	Greece, Spain, West Europe
	Philosophy	11	5	91	Greece, Germany, Italy
	Political Science	5	19	577	European Union, East Europe, Germany, France
	Russian & East European Studies	11	4	48	Central Europe, Eastern Europe
	Religious Studies	4	2	201	Europe
	Renaissance Studies	2	0	12	Italy, Europe
	Slavic Languages and Literatures	15	4	150	Czech Republic, Central Europe, East Europe
	Sociology	0	11	501	Europe
	Spanish and Portuguese	2	84	917	Spain, Portugal
	Theater and Drama	9	4	226	Europe
Professional Schools	Business	8	28	3695	European Union, Germany, Greece, Hungary, Romania, Europe
	Education	0	21	357	Europe
	Informatics	0	1	632	Europe
	Media	5	5	110	West Europe
	Law	1	9	111	European Union, England
	Information & Library Science	0	4	32	Europe
	Music	46	26	2406	Germany, France, Romania, Italy
	Public & Environmental Affairs	23	27	1732	Europe, Germany, England, Netherlands, Ireland, Poland, European Union, France, Spain, Greece, United Kingdom, Denmark, Italy
	Overseas Study	49	0	1082	Sweden, England, Germany, Hungary, Italy, Czech Republic, Portugal, Spain, France, Ireland, Greece, Denmark, Croatia, Poland, Netherlands, Britain, Scotland, Europe
	<b>Total</b>	<b>425</b>	<b>323</b>	<b>25,824</b>	

International Studies as well as the award-winning *Global Gateway for Teachers* program, which allows undergraduate students to fulfill student teaching requirements through multicultural experiences abroad, including in nine European countries. The Kelley School of Business regularly offers courses on cultural diversity in a management, marketing, negotiation or trade context as

well as courses on international aspects of business, commerce, and business law. Faculty in the School of Public and Environmental Affairs (SPEA) offer courses and supervises theses on Europe and the EU. Comparative Public Management is offered for graduate students, and a course on managing cultural diversity with a strong focus on European cultures and research is required for students in the Public Management concentration at the graduate and undergraduate levels. SPEA also offers several summer study abroad courses in Europe, including Croatia, Germany, the Netherlands, Spain, and the UK, for both graduates and undergraduates.

**F(2). Interdisciplinary Course Offerings.** Interdisciplinary work takes place through a variety of settings, including: (1) within courses, such as specific multidisciplinary courses, courses with guest lecturers, and team-taught courses; (2) in interdisciplinary degree programs, for example, the EURO undergraduate minor, the EURO MA, and the International Studies Major that requires a program of study in at least three disciplines and a capstone project that incorporates at least two disciplines; and (3) in European study abroad courses. EURO's interdisciplinary approach is highlighted by its MA degree, and our students write and defend a multidisciplinary thesis based on original independent research.

**F(3a). Non-Language Faculty.** Virtually all of EURO's approximately 170 affiliated faculty devote at least 25% of their time to non-language courses related to the study of Europe (App.1). These faculty represent 31 departments in the College of Arts and Sciences (COAS) and eight professional schools. EURO has especially strong ties with faculty in several area-studies departments or non-departmental units within the School of Global and International Studies that cover some portion of Europe: International Studies (where Europe is the most popular area for undergraduate majors), Central European and Uralic Studies, the Russian and East European Institute, and the Polish Study Center. Faculty expertise in these units available to EURO students includes

international law, economic development, environmental policy, trans-Atlantic trade, EU politics, and a wide range of cultural and social fields. EURO serves as the hub for integrating and disseminating this expertise, in Bloomington as well as to the seven other IU campuses.

**F(3b). Instructional Assistant Pedagogy Training.** Advanced graduate students serving as Associate Instructors (AIs) must take pedagogical training in the University Graduate School. Departments add further training and supervision, and many schools and departments (history, sociology, SPEA) require a semester-long teaching methods course before students may serve as AIs. Faculty and AIs can take advantage of the Teaching and Learning Technologies Centers, Campus Instructional Consulting, and the Scholarship of Teaching and Learning Program, a faculty-driven effort to improve undergraduate learning by inviting faculty from other institutions to provide workshops on new teaching methods.

**F(4). Depth of Specialized Course Coverage.** Course offerings with European content are well represented at IU. Over 170 faculty members in 38 departments/schools offer advanced level courses on European topics, concentrated in political science, history, and culture. In addition to European Studies minors, International Studies, History, Political Science, and Music majors may all take required senior capstone courses on a European topic.

**G. Quality of the Language Instructional Program**

Table G.1 EURO Language Offerings and enrollments 2016-2017								
Language	LCTL	Yr. 1	Yr. 2	Yr. 3	Yr. 4	Intensive	Graduate	Enrolled
Bosnian/C/S	X	X	X	X	X	X	X	88
Breton	X	X	X				X	0
Catalan	X	X	X		X	X	X	10
Czech	X	X	X			X	X	35
Dutch	X	X	X	X	X	X	X	110
Estonian	X	X	X	X		X	X	21
Finnish	X	X	X	X		X	X	52
French		X	X	X	X	X	X	2,085
German		X	X	X	X	X	X	1,133
Hungarian	X	X	X	X		X	X	44
Italian	X	X	X	X	X	X	X	862

Lithuanian	X	X	X			X	X	14
Modern Greek	X	X	X	X			X	89
Norwegian	X	X	X	X			X	116
Polish	X	X	X	X	X	X	X	35
Portuguese	X	X	X	X	X	X	X	114
Romanian	X	X	X	X			X	3
Spanish		X	X	X	X	X	X	6,235
Swedish	X	X	X				X	0
Welsh	X	X	X				X	0
Yiddish	X	X	X	X			X	24
<b>Total Enrollment</b>								<b>11,070</b>

**G(1a). Extent of Language Instruction.** With over 70 languages represented, IU offers instruction in more languages than any university in the U.S. This includes 21 modern European languages and 18 of the 24 EU official languages. Of the modern European languages, 16 are considered less commonly taught. Students of Eastern Europe or the expanding EU also have the opportunity to bridge the gap between Eastern and Western Europe by studying BCS, Estonian, Hungarian, Polish, and Romanian. Independent study is available in Swedish, Breton, and Welsh. Table G.1 reports enrollment numbers for the 2016-2017 academic year, the most recent for which data are available. IU is a national leader in training experts in Dutch language and culture.

At a time when many American universities have cut back or eliminated Dutch language offerings, IU has increased its capacity. EURO and Germanic Studies expanded the Dutch program by creating a full-time AI position which was converted into a full-time lecturer in 2009-10 (Ham) she has since been promoted to Senior Lecturer because of her excellence in teaching. This position has allowed us to offer third-year Dutch annually, increase the number of culture courses, and offer a Dutch certificate in addition to the Dutch minor. IU students may enroll in all six semesters, beginning through advanced, with an online option. The online format has gotten IU noticed: a growing number of universities have expressed interest in tapping into IU’s instructional resources.

IU offers a strong program in Modern Greek, one of the oldest in the country. EURO offers a

six-semester language sequence in addition to upper level content courses on Greek culture, society, politics and history. Like Dutch, the Modern Greek Program is directed by a senior lecturer (Hess), who was promoted for his teaching excellence and whose national distinctions include his recent election as President of the Modern Greek Studies Association (MGSA). Hess has been especially active organizing Greek language teaching workshops for the association. Over the past five years, the Modern Greek program at IU has averaged 16.9 students for the first two semesters of instruction and 12.4 students in the third and fourth semesters. Third-year Greek (fifth and/or sixth semesters) was taught in yearly from 2014-2018, and had average enrollments of 6 students.

With respect to other LCTLs, IU offers an undergraduate minor in Norwegian staffed by a senior lecturer (May). IU is one of only three BTAA institutions to offer Finnish, one of two to offer Hungarian, and the only one offering Estonian. Training in European languages is also promoted through regular discussion sessions led by instructors in informal settings such as coffee hours (BCS, Catalan, Dutch, Estonian, Finnish, Hungarian, Italian, Modern Greek, Norwegian, Polish, Romanian, Swedish, and Portuguese, and Ukrainian). Each semester EURO also sponsors film series in these languages.

**G(1b). Extent of Enrollment.** Overall, enrollments in European languages for the 2016-17 academic year totaled 11,070 (Table G.1). Enrollments in Dutch and Norwegian have remained steady over the past four years, while enrollments in Modern Greek have grown sufficiently to justify the creation of an undergraduate minor for the 2018-19 academic year. In addition, the Ivy Tech Community College system offers two years each of French and Spanish. All Ivy Tech language course credits are transferable to IU.

**G(2a). Levels of Language Training.** As shown in Table G.1, IU offers 20 European languages during the regular academic year, all of which are offered to at least the third level except for

Catalan and Czech. Most of our languages are available in intensive format. EURO-related language departments grant MA and doctoral degrees in French, German, Italian, Portuguese, Spanish, and Slavic Languages (Polish, Czech) and offered more than 260 courses in 2016-17.

**7(2b). Extent of Courses Offered in Foreign Languages beyond Language, Literature and Linguistics.** Our language departments expand the breadth of language course offerings through literature and culture courses each semester. Several Foreign Language Across the Curriculum (FLAC) courses are offered in European languages at IU in different formats. IU offered 20 non-literature classes taught in French, Italian, Modern Greek, Portuguese, Spanish, and Yiddish in 2017-18 (App. 2) Many study abroad courses are offered in national languages, for example, Biology and Environmental Studies students study on site in France, Italy, and Germany.

**G(3a). Language Faculty.** The high quality of the IU language faculty is nationally recognized. Awards include Guggenheim, Fulbright, and American Council of Learned Societies fellowships, the Pulitzer, American Association of Teachers of German, and National Endowment for the Humanities awards. As of May 2018, Central Eurasian Studies, Germanic Studies, French and Italian, Spanish and Portuguese, and Slavic Languages and Literatures include 48 tenured/tenure-track faculty positions and 20 lecturers in European languages. The Department of Second Language Studies includes 17 faculty members who offer more than 50 courses pertaining to language acquisition, pedagogy, and assessment.

**G(3b). Language Pedagogy Training.** Each language department sets high standards for the training and performance of their language teaching staff, including mandatory training workshops for AIs before classes begin and pedagogy courses during the semester. Across all language departments, faculty are encouraged to participate in a variety of university-wide training seminars throughout the year, including the annual Teaching Foreign Languages workshop. The Center for Language Technology and Instructional Enrichment, in conjunction with the Office of Campus

Instructional Consulting, offers orientation workshops, courses on pedagogy for language teachers (App. 2), and a variety of professional development workshops that provide language instructors training on pedagogy and using cutting-edge technology. Professional development workshops are offered introducing faculty to assessment methodologies under the ACTFL guidelines.

**G(4a). Performance-Based Instruction.** All languages for which EURO seeks FLAS eligibility offer performance-based instruction, and the methodology employed in courses and taught to all AIs is performance-based. In addition, each European language program has at least one faculty member charged with language pedagogy. Learning activities focus on building skills and strategies that learners can use outside the classroom. As part of a COAS initiative, all IU language departments are putting in place curriculum maps, program goals, and student learning outcomes, to better evaluate their instruction in performance-based terms.

**G(4b). Resources for Language Teaching and Practice.** The Center for Language Excellence (CLE) brings IU's significant language pedagogy and assessment resources under one roof, providing professional development workshops and institutes, setting proficiency targets and assessment instruments for LCTLs, training instructors to reach proficiency targets, and assessing student outcomes. CLE's mission focuses on less and least commonly taught languages while continuing to support instruction in all languages.

**G(4c). Language Proficiency Requirements.** The Bachelor of Arts degree in College of Arts and Sciences requires four semesters or the equivalent of a foreign language; the International Studies major housed in SGIS requires 6 semesters or the equivalent of a foreign language; and the EURO MA degree requires advanced proficiency in one European language. The School of Education requires Oral Proficiency Interviews (OPI) for graduation from Language Education and Master of Arts for Teachers programs. Students in all language classes must pass rigorous evaluation of

skills in speaking, writing, listening, and reading, as well as cultural knowledge. Language proficiency is modeled on comprehensive written and oral exams, continuous oral assessment throughout the course, and portfolio assessment.

**H. Quality of Curriculum Design**

**H(1a). Baccalaureate Degree Programs.** A signature strength of IU’s EURO and EURO-related offerings is the integration of humanities/culture studies, the social sciences, and language training in dual degrees. IU offers a wide range of degree options (see Table H.1), including EURO’s European Studies minor, as well as a wide range of language minors, including Dutch, Modern Greek and Norwegian. EURO offers undergraduate certificates in European Studies intended to provide a deeper understanding of the languages and cultures intended to provide a deeper understanding of the languages and cultures of the region as a credentialized complement to students’ major programs of study.

**H(1b). Program Requirements and Quality.** BA students in the College are required to fulfill a two-year language requirement. The EURO undergraduate minor requires five three-credit hour courses and four semesters of a European language. Students with an International Studies major also complete at least three years of university-level language training. Of the approximately 500 current International Studies majors, 95 students are focusing on Europe, more than any other single region. More than 46% of the IS minors with a regional concentration choose Europe. IS majors are also required to study abroad, and over 35% do so in

<b>Table H.1: BA degree/minor options in European Studies-related programs</b>	
<b>BA Degrees</b>	<b>Minors</b>
Czech	Dutch
French	European Studies
Germanic Studies	French
History	German
International Business	International Studies
International Studies	Italian
Italian	Norwegian
Polish	Polish Studies
Political Science	Portuguese
Portuguese	Slavic Languages/Lit.
Romanian	Spanish
Serbian & Croatian	
Spanish	

a European country. The number of students declaring majors in International Studies has increased 98% in the last 3 years, and the total number of undergraduate matriculations to SGIS has increased 70%.

**H(1c). Variety of Training Options.** EURO offers a Master of Arts degree in European Studies as well as dual Master's degrees with the Kelley School of Business (MA/MBA) and the School of Public & Environmental Affairs (MA/MPA). Joint degrees with the School of Public Health (MA/MPH) and the Maurer School of Law (JD/MA) have existed since 2015. MA students may take courses from 31 departments and eight professional schools to fulfill elective credits (Table F.1, App. 2). EURO also offers a Ph.D. minor and a 15 credit free-standing graduate certificate, each requiring reading competence in at least one approved European language.

**H(1d). Quality of Graduate Training Programs.** The MA degree requires 30 credit hours, language proficiency, and a thesis. At present, 4 candidates are pursuing EURO graduate degrees or certificates. The quality of the program is reflected in a 2013 survey of EURO graduates by the highly-regarded Center for Evaluation and Education Policy (CEEP), which found nearly 75% of those surveyed judged their area studies skills important or critical in the workplace. Fifty percent use their language and 85% their area studies training at least monthly in their jobs.

**H(2). Academic and Career Advising.** The Academic Advisor for undergraduates provides personalized advising sessions and regularly monitors students' progress toward degree requirements. The Director advises MA students and doctoral minors. EURO organizes roundtable discussions with the Director and Assistant Director pertaining to students' academic questions and issues each semester. A faculty thesis committee consisting of three members meets regularly with each graduate student. Students benefit from an extensive international career placement network at IU as well as five other offices specializing in career development and internship opportunities. EURO staff compiles and disseminates a list of these opportunities via our website.

**H(3). Quality of Curricular Options for Students from other disciplines and professional fields.** SGIS partners with IU professional schools to share additional tuition expenses (if or when tuition exceeds \$9,000 per semester) incurred from professional school graduate students who are awarded FLAS fellowships. These partnerships allow EURO to diversify its applicant pool and provide opportunities for high-quality professional school graduate students to receive FLAS funding. Prospective students can take non-language courses within their disciplines or through SGIS/COAS. Language courses are offered through the College. Many professional school students find intensive summer FLAS a useful option.

**H(4). Research and Study Abroad.** IU Bloomington (IUB) ranked 7<sup>th</sup> in the U.S. for participation in study abroad programs in 2015-16, according to the Institute for International Education (IIE). IUB students have access to 215 study abroad programs in Europe. Between 2014-2017 no fewer than 4,685 students took advantage of these arrangements, studying in 23 European countries (Table H.2). Of the IU students who studied abroad in 2015-2016, 58% did so in Europe, 3% higher than the national average for this region. The top ten IU study abroad destinations in 2015-2016 included 6 European Countries: UK, Spain, Italy, Germany, Denmark and Ireland. The percentage of minorities studying abroad mirrors the on-campus population at IUB, driven by a higher percentage of Hispanic and Asian American students.

EURO has a longstanding formal exchange agreement with Freie University in Berlin, which has served as a hub of our M.A. program both for initial recruitment and as a basis for launching the careers of students who want to work in Europe post-graduation. This program is

**Table H.2: IU Study Abroad Programs (2014-2017)**

Country	enrolled	Country	enrolled
Austria	161	Luxembourg	1
Belgium	2	Netherlands	96
Croatia	25	Norway	4
Czech Republic	106	Poland	21
Denmark	261	Portugal	3
France	281	Romania	58
Germany	192	Spain	987
Georgia	2	Sweden	3
Greece	188	Switzerland	78
Hungary	169	Ukraine	1
Ireland	260	UK	1014
Italy	772	<b>Total</b>	<b>4,685</b>

complemented by IU's Berlin Global Gateway, which hosts year-round conferences, workshops, and summer schools devoted to a wide variety of topics in the social sciences and humanities.

The School of Global and International Studies has recently negotiated additional exchange agreements at the graduate and undergraduate levels with Leiden University (Netherlands) and the University of Gothenburg, as well as a new undergraduate summer study abroad program at the University of Manchester. In addition to enhancing EURO by sending our students to these institutions, our programming on campus will benefit by bringing Dutch and Swedish students here.

**H(4a). Access to Other Programs.** IU is a member of the Big Ten Academic Alliance (BTAA) formerly CIC, which allows students from IU and BTAA schools to participate in academic year, study abroad, and IUSLW at in-state tuition rates. IU offers as many as, or more European LCTLs than all but 2 of the other 14 BTAA institutions.

### **I. Outreach Activities**

**I(1). Outreach.** EURO's assistant director develops and executes outreach with support from GAS as well as student and faculty volunteers. Along with eight other IU area studies centers, EURO is part of the International Outreach Council (IOC). The IOC meets monthly to coordinate and plan joint outreach, and EURO contributes to the IOC Outreach Coordinator's salary. Outreach occurs at the local, regional, national, and international levels, reaching K-12 schools, postsecondary institutions, businesses, and the general public. The EURO newsletter is disseminated to faculty, students, alumni, and K-12 teachers each semester. EURO's social media presence allows us to reach a broad audience: with 567 direct interactions through the EURO Facebook account through "likes" or other methods and 105,473 visits to the EURO blog from 84,030 visitors representing more than 185 countries. With over 1,100 titles, EURO's film library also serves as a free resource for the academic and local communities.

**I(1a). Elementary and Secondary Schools.** IU and EURO are leaders in K-12 outreach programs for teachers across the nation connecting with 15 states in the past 5 years. EURO participates in or organizes an average of 20 outreach events per year for K-12 teachers and students, including interactive videoconferences offered regularly through the Center for Interactive Learning and Collaboration (CILC), which reached 288 teachers and students in 2016-17.

EURO collaborates through the IOC in IUB School of Education Teacher Education Workshops, on topics ranging from Global Competency (pre- and in-service teachers) and Global Literacy (In-Service, all elementary English/Language Arts from across Indiana) to The Global in Indiana: Globalization and its Impact on K-12 Education (K-12 Superintendents across Indiana). Between spring 2015 and spring 2018, 179 pre-service teachers from IU's School of Education participated in the Global Competence Workshop series. Another 130 K-12 teachers and administrators from Indiana attended workshops focusing on Global Literacy and Curricular Internationalization. EURO also participates annually in the Indiana Foreign Language Teachers Association (IFLTA) and Indiana Council for the Social Studies (ICSS) attended by an average of 750 educators and students in 2016.

Additionally, every spring the Lotus Blossoms World Culture Bazaar introduces over 1,500 students and their teachers to the cities and countries of Europe. In 2016 an additional 1345 family members attended the public Family Day to learn about Europe, the EU, and our resources. EURO maintains a K-12 online resource page for teaching professionals, including lesson plans. EURO loans materials and videos for free classroom use anywhere in the U.S., and our streaming videos, webinars, and podcasts are also available on the EURO website.

**I(1b). Outreach to Postsecondary Institutions.** The Institute for European Studies collaborates with IU academic departments, area studies centers, professional schools, and other NRCs across the country to sponsor a wide range of postsecondary outreach in the form of round tables, lectures,

film series, symposia, or workshops, In 2016-17, EURO facilitated 55 events bringing together students, faculty, researchers, and practitioners from units within IU and the world beyond to hear speakers on a wide variety of European and EU-related topics.

Lecture topics ranged from “Trans-Atlantic Trade and the Trump Administration” to “Presentations of Protest: Twitter Images and Activism during Ukraine's Euromaidan” and “Eurogames and the Rebirth of Analog Gaming” Roundtable and panel discussions include the Causes and Consequences of Brexit; The World Reacts: A Discussion Forum on the US Presidential Election in Global Perspective and the Rise of the Populist Right in Europe. Student focused events include the Tenth annual Romanian Studies Conference, the 7<sup>th</sup> Annual Spanish and Portuguese Song Festival and Diversity Day at Ivy Tech Community College, an event drawing around 350 students interested in multiculturalism.

Also important with respect to post-secondary institutions is the School of Education's Global Gateway for Teachers. The Global Gateway is among the nation's leading programs for placing advanced students and experienced teachers in overseas teaching practica. In the past 5 years, the program has sent over 300 people to the UK, Ireland, Italy, Greece, Norway, and Spain. In addition to making placements for student teachers at IU, the Global Gateway now serves 21 other U.S. universities and colleges by securing overseas school placements for their student teachers and experienced teachers, and additional institutions are expected to join the collaboration. The program has received a Goldman Sachs Foundation Prize for Excellence in International Education, a Best Practice Award in Global and International Teacher Education from the American Association of Colleges of Teacher Education, and an International Award for Innovative Practices in Higher Education from the University Design Consortium.

EURO currently serves as host of the annual Midwest Model European Union (MMEU), a multi-university simulation exercise over three days devoted to learning about how the EU works.

In 2018 a total of 125 students participated. Since its inception, students from 44 colleges and universities representing 13 states have participated in the MMEU simulations.

**I(1c). Business and Other Professionals, Media, and General Public.** EURO works to increase understanding of the U.S.'s strong economic ties with Europe and their implications. In addition to sponsoring conferences, EURO partners with CIBER on business related workshops such as the recent "Doing Business in Europe" in May 2018. EURO launched the publication series "Indiana and the EU: Why the EU matters for Hoosiers" designed specifically for state officials and the business community. Copies of this booklet were sent to chambers of commerce and economic development offices across Indiana. In collaboration with EURO, the Indiana Business Research Center includes articles about European economies in their publication *InContext*, which reaches almost 3,000 readers, and receives about 15,000 visits a year to its website.

EURO regularly sponsors films and film series focused on aspects of European cultures, languages, and histories for the academic and local communities. In fall of 2017, EURO joined forces with the departments of French and Italian and Spanish and Portuguese, and the Center for the Study of the Middle East to present a pan-European film series at the IU Cinema entitled *Destination Europe: (Global Perspectives on the Refugee Crisis)*; a similar proposal is in the works for fall 2018 on Homelessness. EURO also participates annually in the world-renowned Lotus World Music and Arts Festival, a three day event which exposes approximately 10,000 people to the music and performing arts of European artists. Through participation in IU's Mini University, affiliated faculty offered short courses on Europe to about 300 alumni from across the U.S. as part of IU's Lifelong Learning program. EURO also provides speakers on Europe for the Great Decision Series to discuss U.S. foreign policy on regional and global issues and reaches 500 people annually. EURO works in tandem with the SGIS Communications and Marketing team to advertise Europe and EU-related events to the community.

**J. FLAS Selection Procedures**

**J(1a.) Advertisement.** SGIS and EURO provides FLAS information on their respective websites year-round. SGIS in consultation with the IU NRCs developed a uniform FLAS application for

<b>Table J.1: FLAS Advertising and Selection Timeline</b>	
September	FLAS granting centers outline marketing strategy & advertising campaign
October	FLAS information sessions with all Title VI centers present
February 1	Academic Year/Summer Application Deadline (common academic year FLAS deadline across IU)
Mid-Feb.	FLAS Committee convenes
Mid-March	Students notified of awards
April 15	Students must accept/decline award

both AY and summer awards. Our School-wide comprehensive advertising campaign includes: 1) hard copy and digital

advertisements in College units and professional schools; 2) targeted electronic notifications to students at the university, including master’s students, potential graduate students, and to relevant listservs; 3) information sessions on campus; 4) announcements on the SGIS and EURO’s website; 5) in-class announcements in language courses; and 6) an ad in the Indiana Daily Student newspaper (15,000 daily circulation) and EURO newsletter.

**J(1b.) Application Process.** To maximize efficiency, SGIS has standardized the FLAS application procedure across all Title VI centers by creating a new position, FLAS Manager, to serve as the primary point of contact for applicants and provide School-wide coordination for the FLAS competition, communication, marketing, application process and outreach. Applicants are required to provide a statement of purpose that describes in detail how the proposed language and area studies training will contribute to their academic and career goals. In addition, students must submit transcripts, three letters of recommendation, and GRE scores. Students applying for summer FLAS awards must offer documentation about the proposed language study program. Students who apply for the IU SLW are automatically considered for FLAS funding, and as a result, EURO is requesting additional summer FLAS funding.

**J(1c.) Selection Criteria.** Awards are made based on merit, national priorities, and financial need (*FLAS CPPI*). Merit is defined by quantitative indices (grade point average and GRE scores) and

qualitative criteria (recommendation letters, statements of purpose). With respect to national priorities, the criteria will give additional preference to applications for 1) LCTLs; 2) advanced training (third year and beyond); 3) students pursuing EURO area study; and 4) professional school applicants. For commonly taught languages, only applicants seeking advanced training will be considered. These criteria will increase the share of awards in priority categories. To encourage study of a LCTL beyond COAS's two-year requirement, undergraduates may apply for FLAS awards at the advanced level in less commonly taught languages. Financial need will be prioritized for both undergraduate and graduate FLAS candidates as determined by the results of their current FAFSA application. EURO will highlight in the competition announcement that undergraduate and graduate students who demonstrate financial need shall receive preference during the final stage of the selection process. At the time of application, each FLAS applicant will be encouraged to confirm desire to be considered for prioritization based on financial need (by checking the appropriate box on the on-line application) and will then be instructed to submit or transfer a FAFSA score to IU. Once the FLAS fellowship review committee has recommended candidates, EURO will submit a list to the FLAS Manager, who is trained to handle sensitive student data, as per IU and FERPA guidelines. She will annotate the FLAS candidate list by providing EURO with confirmation as to whether each candidate does or does not exhibit financial need, based on his/her initial FAFSA Expected Family Contribution score. Based on this information, EURO will adjust the score/ranking of affected candidates prior to finalizing award lists.

**J(1d). Selection Committee.** EURO's FLAS selection committees are comprised of three to five faculty members, with at least one language specialist. Each member will review all FLAS applications and complete a scoring sheet that provides 1-10 points for each of 5 relevant categories. Recommended candidates will be listed in descending order of priority, at which time those students having been deemed qualified for financial need will be allotted 3 extra points.

**J(1e.) Selection Timeline.** See Table J.1

**J(1f.) Competitive Priorities.** See Section K.

**K. Competitive Priorities**

**K(1a) CPP 1: Collaborative Activities with MSIs and Community Colleges.** As described above in section A(2), Goal 3, EURO is proposing several initiatives to engage faculty and students at IU's two MSI campuses (South Bend and Richmond), as well as Ivy Tech, Indiana's statewide network of community colleges.

**K(1b) CPP 2: Collaborative Activities with Schools of Education and Teacher Training Programs.** As described above in section A(2), Goals 1 and 2, EURO is proposing multiple activities to enhance teacher training in both European language and content knowledge, prioritizing collaboration with IU's School of Education.

**K(2a) Financial Need of FLAS Applicants.** As noted above, EURO will address FLAS Competitive Preference Priority 1 by giving preference to undergraduate and graduate students who demonstrate financial need, through the selection procedure outlined above allotting an extra 3 points to applicants who demonstrate financial need.

**K(2b) 25% of FLAS Fellowships to Languages Other than French, German, or Spanish.**

Drawing on IU's unique position to provide multi-level instruction in both common and less-common European languages, EURO can guarantee that well above 25% of our academic year FLAS fellowships to undergraduate and graduate students will be in modern languages other than French, German and Spanish. In addition to prioritizing FLAS fellowships in Dutch, Greek, and Norwegian, EURO also plans to offer awards in three additional LCTLs already offered at the elementary through advanced levels: BCS, Polish, and Portuguese.

## Other Attachment File(s)

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\* Mandatory Other Attachment Filename:

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

**List of Acronyms**

<b>ADA</b>	Americans with Disabilities Act
<b>ACTFL</b>	American Council on the Teaching of Foreign Languages
<b>AP</b>	Absolute Priority
<b>ASP</b>	African Studies Program
<b>AY</b>	Academic Year
<b>BCS</b>	Bosnian/Croatian/Serbian
<b>BTAA</b>	Big Ten Academic Alliance
<b>BIG</b>	Business is Global
<b>CC</b>	Community College
<b>CeLT</b>	Center for Language Technology
<b>CGC</b>	Center for Study of Global Change
<b>CIBER</b>	Center for International Business Education & Research
<b>CIC</b>	Committee for Institutional Cooperation
<b>CIEDR</b>	Center for International Education, Development & Research
<b>CILC</b>	Center for Interactive Learning and Collaboration
<b>CLACS</b>	Center for Latin American and Caribbean Studies
<b>CLE</b>	Center for Language Excellence
<b>COAS</b>	College of Arts and Sciences
<b>CPP</b>	Competitive Preference Priority
<b>CRL</b>	Center for Research Libraries
<b>CSME</b>	Center for the Study of the Middle East
<b>CTE</b>	Career and Technical Education
<b>DEMA</b>	Diversity, Equity, and Multicultural Affairs
<b>DOE</b>	Department of Education
<b>EASC</b>	East Asian Studies Center
<b>EU</b>	European Union
<b>EURO</b>	Institute for European Studies
<b>FAFSA</b>	Free Application for Federal Student Aid
<b>FERPA</b>	Family Educational Rights and Privacy Act
<b>FLAC</b>	Foreign Language Across the Curriculum
<b>FLAS</b>	Foreign Language and Area Studies
<b>GA</b>	Graduate Assistant
<b>GEI</b>	Global Employability Initiative
<b>GEIC</b>	Global Employability Initiative Coordinator
<b>GEID</b>	Global Education Initiatives Director
<b>GGT</b>	Global Gateway for Teachers
<b>IASI</b>	Internationalizing the Academic Standards: Indiana
<b>IAUNRC</b>	Inner Asian and Uralic National Resource Center
<b>ICAB</b>	Internationalization Collaborative Across Bloomington
<b>ICCI</b>	Institute for Curriculum and Campus Internationalization
<b>ICSS</b>	Indiana Council for the Social Studies
<b>IDOE</b>	Indiana Department of Education
<b>IFLTA</b>	Indiana Foreign Language Teachers Association
<b>IIE</b>	Institute for International Education
<b>INDIGO</b>	Indiana Networking for Documents and Information of Government Organizations
<b>IOC</b>	International Outreach Council

<b>IU</b>	Indiana University
<b>IUB</b>	Indiana University Bloomington
<b>IUCAT</b>	Indiana University Online Library Catalog
<b>LCM</b>	Language and Culture Module
<b>LCTL</b>	Less Commonly Taught Languages
<b>MGSA</b>	Modern Greek Studies Association
<b>MMEU</b>	Midwest Model European Union
<b>MSI</b>	Minority Serving Institution
<b>NALRC</b>	National African Language Resource Center
<b>NRC</b>	Comprehensive National Resource Center
<b>OPI</b>	Oral Proficiency Exams
<b>OVPIA</b>	Office of the Vice President for International Affairs
<b>PMF</b>	Performance Measure Form
<b>SGIS</b>	School of Global and International Studies
<b>SOE</b>	School of Education
<b>SPEA</b>	School of Public and Environmental Affairs
<b>IU SLW</b>	IU Summer Language Workshop
<b>TA</b>	Teaching Assistant
<b>TPMA</b>	Thomas P. Miller& Associates
<b>UK</b>	United Kingdom

## **Diverse Perspectives**

Rather than focusing predominantly on commonly-studied European countries or languages or countries from Western Europe (France, Germany, Italy, Ireland, Spain, United Kingdom), EURO proposes to cultivate a broader, more balanced perspective on the continent by highlighting the Netherlands, Greece, and Norway, as well as their respective national languages.

This trio of EU countries—the first small, wealthy, Europhilic, and densely populated; the second culturally distinguished, struggling economically, overwhelmed by recent migration from Africa and the Middle East, and increasingly disillusioned with the EU’s policies; the third large, sparsely populated and wealthy but outside the Euro currency zone—together offer a unique basis for appreciating Europe’s political, social, economic, and cultural diversity. IUB and EURO are uniquely positioned to help foster this innovative view of Europe, which is particularly valuable to Americans in fostering a trans-Atlantic dialogue that is broadly comparative in nature and generates critical perspectives for evaluating American policies at home and abroad.

The activities that we are proposing speak to this goal by integrating knowledge of cultural, social, and political content with language proficiency through online language courses in Dutch, Modern Greek and Norwegian, as well as a digital toolbox of area studies modules in English covering the entirety of Europe. The emphasis on online delivery mechanisms will enable EURO to reach a broader audience than ever, moving well beyond the borders of IUB to serve K-12, undergraduate, and graduate students in Indiana, regionally, and nationally.

In addition, we are requesting funds to co-host (with IUB’s Islamic Studies Program) research symposia on Islam in Europe and (with IUB’s African Studies Program) African Migration to Europe at IU’s Global Gateway in Berlin. We anticipate that these events will enrich offer innovative perspectives on the highly contentious issues of religion, race, ethnicity, civil rights, and migration policy in Europe.

## **National Need**

Advancing knowledge of Europe, the United States' largest trade partner and its strongest political ally, is more crucial than ever if America is to sustain its global leadership role and promote peace, democracy, and prosperity in the twenty-first century. The activities for which EURO is requesting funding aim to enhance Americans' proficiency in European languages and knowledge of European politics, society, and culture, targeting current university students at the undergraduate and graduate levels, K-12 teachers, future business leaders, and the general public.

Like many states and regions, K-12 and community college curricula in Indiana and the Midwest currently offer students limited exposure to European languages (especially less-common languages) and area studies content. Proportionately few students, except for those who attend large research universities like Indiana University, Bloomington, have such material available to them during their academic careers. Our proposal will help fill that gap through numerous workshops for both language and non-language teachers; creating a "digital toolbox" of free, open-access, web-based content modules in English related to Europe; and developing or enhancing online language courses in Modern Greek, Dutch, and Norwegian.

Serving university students at IUB, the seven other IU campuses (including two MSIs), the Ivy Tech network of community colleges across Indiana, and partner institutions in the Big Ten Academic Alliance, the grant activities will promote integrated European area studies knowledge and linguistic proficiency among students pursuing a broad range of undergraduate and graduate degrees. Crucially, this training in European area studies and languages will motivate students to seek careers that implement that knowledge and will give them a competitive edge in the job market by enabling them to think globally and relationally about not only Europe, but American culture, society, politics, and policy.

A substantial number of EURO's recent M.A. graduates have secured positions in governmental or non-governmental agencies, including the US Army, the US Air Force, NATO, and the EU. The proposed grant activities will help EURO build on this foundation and transfer our capacity to students at other institutions.

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**BOWLES, BRETT**


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Director of Institute for European Studies, Jean Monnet Center of Excellence; Associate Professor of French Studies, French & Italian, (tenured) appointed 2011

**Education:** PhD, Pennsylvania State, 1998; MA, University of Virginia, 1994; BA, University of Virginia, 1992

**Academics Experience:** Associate Professor of French, State University of New York at Albany, 2006-2010; Assistant Professor of French, Iowa State University, 1998-2005

**Overseas Experience:** Numerous presentations at conferences in Europe (France, Belgium, United Kingdom); Sabbatical semester in Paris (Fall 2013); Yearly short research stays of 2-4 weeks in Paris and Berlin during summers

**Language(s) and level of proficiency:** French (3), Spanish (2), German (1)

**Time devoted to European studies:** 100%

**Area courses taught:** 8

**Research/Training Specializations:** Twentieth-century European cultural history; Mass media, society, and politics; history of European cinema; ethics of media representation

**Recent publications:** 5

**Number of dissertations or theses supervised in the last five years:** 3

**Distinctions:** Indiana University, College of Arts & Sciences, Trustees' Teaching Award; Franklin Research Grant, American Philosophical Society

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**HILGEMAN, LIESE**


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Assistant Director, Institute for European Studies

**Education:** MA, Boston University, 1986; BA Vanderbilt University, 1982

**Job Experience:** FLAS Fellowship Coordinator; former Outreach Coordinator, Middle Eastern and Islamic Studies; Program Coordinator Islamic Studies; former Director of Public Programs, School of the Art Institute of Chicago; director and Curator, Herron Gallery; Indianapolis Center for Contemporary Art; Curator of Exhibitions, The Hudson River Museum

**Overseas Experience:** Belgium, China, Costa Rica, Ecuador, England, France, Germany, Italy, Mexico, the Netherlands, Philippines, Indonesia, Singapore, Switzerland, Thailand, Turkey

**Language(s) and level of proficiency:** French (2), German (1), Spanish (1)

**Time devoted to European studies:** 100%

**Research/Training Specializations:** Art History, Visual Culture and Communication, Interfaith Dialogue

**Language Competency Scale: 1 = Basic, 2 = Good, 3 = Fluent**

**IMMERZEEL, MEGAN**

---

**Title/Department:** Program Specialist & FLAS Manager, School of Global and International Studies**Education:** AA, Ivy Tech Community College, 2010**Job Experience:** 2013-Present, Program Specialist & FLAS Manager, School of Global and International Studies, Indiana Univ.; 2012-2013, Department Secretary, Eppley Institute for Parks & Public Lands, Indiana Univ.; 2012-2013, Administrative Assistant, National Recreation Foundation, Indiana Univ.; 2006-2007, Accounting Associate, Eijerkamp**Overseas Experience:** Accounting Associate position in the Netherlands (2006-2007, 15 months), primary education & lower secondary education in the Netherlands (1993-2002, 9 years)**Language(s) and level of proficiency:** Dutch 3**Time Devoted to European Studies:** 100%

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**HUTTON, DEBORAH**

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International Outreach Coordinator, School of Global and International Studies

**Education:** EdS, Indiana Univ., 1998; MEd, Northern Illinois Univ., 1981; BEd, Queen's Univ., 1977; BSc (Hons), Queen's Univ., 1975**Academic Experience:** 2016-Present, International Outreach Coordinator, School of Global and International Studies, Indiana Univ.; 1998-2016, Assistant Director; Outreach Director; Outreach Coordinator, Center for the Study of Global Change, Indiana Univ.**Overseas Experience:** Service, teaching, & research in Russia (1992-1996, 6 trips 2-3 wks each), Conference presentation in Japan (late 1980s), Conference presentation in Fiji (1987, 1 wk), teaching & service in China (1985, 4 mo), Teaching in Scotland (1981, 5 wks)**Language(s) and level of proficiency:** Mandarin (2), French (2), Russian (1)**Time Devoted to European Studies:** 25%**Research/Training Specialization:** Dynamics of K-12 Global Perspectives in Education; The Use of Videoconferencing to Integrate International Content into K-12 Classrooms**Distinctions:** Center for Interactive Learning and Collaboration's 2013-14 Pinnacle Award; Center for Interactive Learning and Collaboration's 2009-10 Pinnacle Award Honorable Mention; 2005 Goldman Sachs Foundation Prizes for Excellence in International Education: Higher Education; featured in American Council on Education 2002 report, Promising Practices: Spotlighting Excellence in Comprehensive Internationalization; Dial Consortium of South Central Indiana's 2000-01 International Distance Learning Programming Award**Language Competency Scale: 1 = Basic, 2 = Good, 3 = Fluent**

**McREYNOLDS, KRISTINA**

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Grant Development Specialist, School of Global and International Studies

**Education:** BFA, Univ. of Utah, 1999

**Academic Experience:** 2017-Present, Grant Development Specialist, Indiana Univ., School of Global and International Studies; 2013-2017, Grant Specialist, Indiana Univ., Department of Chemistry; 2012-2012, Grant and Contract Administrator, Northern Arizona Univ., College of Social and Behavioral Sciences; 2009-2012, Training Coordinator, Effort Specialist, Grant and Contract Specialist, Duke Univ., Office of Research Administration; 2002-2009, Sponsored Projects Officer, Univ. of Utah, Office of Sponsored Projects

**Overseas Experience:** Scotland

**Language(s) and level of proficiency:** French (1)

**Time Devoted to European Studies:** 25%

**Research/Teaching Specialization:** While a Training Coordinator at Duke Univ., sessions were created and provided that covered policies and procedures for grant and contract pre- and post- award administration

**Publications:** 1

**Distinctions:** Indiana University Chemistry Departmental Staff Award 2015

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**DIMITRIESK, VESNA**

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**Title/Department:** Faculty, Researcher, Post-Doctoral Fellow, Director, Global Education Initiatives, Center for P-16 Research and Collaboration; Adjunct, Department, Literacy, Culture, and Language Education

**Education:** PhD, Indiana Univ. Bloomington, 2016; EdM, Boston Univ., 2009; BA, Sts. Cyril and Methodius Univ., Macedonia, 2001

**Academic Experience:** 2016-Present, Director, Global Education Initiatives, Indiana Univ.; 2012-2016, Language Program Coordinator, Indiana Univ.; 2003-2012, English instructor, South-East European Univ., Macedonia; 2010-2011, Deputy Director for Academic Issues, South-East Euro. Univ., Macedonia

**Overseas Experience:** Pedagogical training in China, Macedonia, Mexico, Turkey

**Pedagogy Training for Language:** PhD, Literacy, Culture, and Language Education

**Language(s) and level of proficiency:** Macedonian (3), English (3), Serbian (2)

**Time Devoted to European Studies:** 15%

**Research/Training Specialization:** Language education; Language teacher identity; Teacher talk and instructional practices of teachers of less commonly taught languages; Modeling and reflective practices of language teacher educators

**Number of Recent Publications:** 10

**Recent Publications:** 17

**Distinctions:** Post-doctoral fellow; Hubert Humphrey fellow; Voting member, International Programs Committee; Member, International Outreach Committee; Paul Simon Award for the Promotion of Language and International Studies

**Language Competency Scale: 1 = Basic, 2 = Good, 3 = Fluent**

**BELLVILLE, JENNIFER**

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Evaluation Specialist, Thomas P. Miller & Associates; (not applicable)

**Education:** MPA, School of Public & Environmental Affairs at Indiana University-Bloomington, 2012; BA, University of Wisconsin - Madison, 2009

**Academic Experience:** 2017-Present, Evaluation Specialist, Thomas P. Miller & Associates; 2015-2017, Assistant Director, Thomas P. Miller & Associates; 2014-15, Senior Project Consultant, Thomas P. Miller & Associates; 2012-14, Project Consultant, Thomas P. Miller & Associates

**Overseas Experience:** Kenya, South Sudan, Uganda, China, India, Indonesia, Tibet, Guatemala, France, Germany, The Netherlands, Switzerland, Canada, Mexico

**Language(s) and level of proficiency:** English (3)

**Time Devoted to European Studies:** 10%

**Research/Training Specialization:** Design and implementation of qualitative & mixed-methods evaluations; Developing research questions, methodology frameworks, logic models & program diagrams, data visualization, accessible reports, & feedback-loops

**Recent Publications:** 15

**Distinctions:** Indiana Evaluation Association, Vice President of the Board & Program Committee Chair; American Evaluation Association; EvaluATE NSF ATE Evaluation Fellow; John W. Ryan Fellow; Led, managed, or advised on over 10 multi-year evaluations for programs across the nation funded by federal or foundation grants ranging from \$.9 million to \$25 million

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**KRAUSER, EMILY**

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Assistant Director of Research and Evaluation, Thomas P. Miller & Associates

**Education:** BA, Ball State University, 2006; MA, Indiana University Lilly Family School of Philanthropy, 2008

**Academic Experience:** 2016-Present, Assistant Director of Research and Evaluation, Thomas P. Miller and Associates; 2008-16, KIDS COUNT Data Program Manager, Indiana Youth Institute; 2011, Adjunct Instructor of Statistics, Indiana University Purdue University, Indianapolis

**Overseas Experience:** England, Bulgaria

**Language(s) and level of proficiency:** Spanish (2)

**Time Devoted to European Studies:** 10%

**# of Area International Language Studies Courses Taught & List:** 0 & None

**Research/Training Specialization:** Contextualized mixed-methods evaluations that include survey design, distribution/analysis; program data analysis; community benchmarking; and interview/focus group facilitation

**Recent Publications:** 18

**Distinctions:** Project Lead or Manager for numerous research, evaluation, and technical assistance projects including evaluating federally funded Early Childhood Comprehensive Systems Impact grant programs, completing research projects for institutions of higher education

**Language Competency Scale: 1 = Basic, 2 = Good, 3 = Fluent**

**ROMANO, GINA**

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Impact Methods and Analysis Specialist, Thomas P. Miller and Associates

**Education:** PhD, Indiana University, 2019; MA, Indiana University-Purdue University Indianapolis, 2010; BA, Indiana University-Purdue University Indianapolis, 2008

**Academic Experience:** 2017-Present, Impact Methods and Analysis Specialist, Thomas P. Miller & Associates; 2014-17, Graduate Assistant, Indiana University School of Education-Center for Evaluation and Education Policy (CEEP); 2013-14, Adjunct Instructor, University of Indianapolis; 2010-14, Researcher Coordinator, Center of Excellence in Leadership of Learning (CELL); 2009-10, Research Assistant, Institute for Research on Social Issues

**Overseas Experience:** Greece

**Language(s) and level of proficiency:** English (3), Italian (1)

**Time Devoted to European Studies:** 10%

**Research/Training Specialization:** Research and evaluation methodologies with a focus on quantitative approaches such as quasi-experimental design, structural equation modeling, psychometrics, hierarchical linear modeling and longitudinal analysis.

**Recent Publications:** 21

**Distinctions:** Significant role in evaluations of grant programs funded by the U.S. Department of Labor; U.S. Department of Education, National Science Foundation, and others. Dr. Harrison Hedley Way Fellowship: 2015-17; Frieda Alice Renfro Fellowship: 2014-15; Dean’s List and Semester Honors as Undergraduate: 2004-2008; Alpha Lambda Delta, Fall 2004; Honors Program, 2004-2008; Graduated with Honors Notation and in top 10% of class as Undergraduate

**ABSHIRE, JEAN**

---

Associate Professor of Political Science & International Studies, appointed 2006 (tenured)

**Education:** Ph. D, Indiana University Bloomington; BA, Willamette University

**Academic Experience:** Visiting Asst. Prof. Wright State University

**Overseas Experience:** lived Germany for two years and Austria for a year supported by grants from the Fulbright Program

**Language(s) and level of proficiency:** German (3); Italian (1)

**Time Devoted to European Studies:** 10%

**Area Courses Taught:** 2

**Research/Training Specializations:** Comparative Politics - Europe & Asia International Relations: Ethno-nationalism Globalization, conflict management in ethnically divided societies

**Distinctions:** High Impact Practices (in teaching) grants from the Southeast campus in cooperation with the American Association of State Colleges & Universities & the Bill & Melinda Gates Foundation

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**AMAN, ALFRED C.**

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Roscoe C. O'Byrne Professor (tenured), School of Law, appointed 1991

**Education:** B.A. University of Rochester, 1967; J.D. University of Chicago, 1970

**Academic Experience:** Visiting Scholar, Law Faculty and St. John's College, Oxford University, 2013-14; Dean, Suffolk University Law School, 2007-09; Director, IU Institute for Advanced Study, 2003-07; Dean, IU Maurer School of Law, 1991-2002; Faculty, Cornell Law School, 1977-91

**Overseas experience:** Paper and participant, Reflective Judiciary: Concept and Consequences for The Judiciary in Territorially and Culturally Compound Systems: Organization and Functions, International Workshop, 7 and 8 May 2015, Faculty of Law, Italy; France: Visiting Professor of Law, University of Paris (II), and Institute of Comparative Law, March 1997; January-February 1998; March 1999; March 2000; March 2001; October-November 2003; October 2004. Germany: Visiting Professor of Law, Christian-Albrechts-Universität at Kiel, May 1999. Italy: Fulbright Distinguished Chair, Trento University School of Law, Trento, Italy, Spring 1998; Visiting Professor of Law, December 2003. Spain: Visiting Professor of Law, Carlos III University. United Kingdom: Visiting Fellow, Wolfson College, Cambridge University, 1983-84 and 1990-91

**Language(s) and level of proficiency:** German (2); Italian (2)

**Time devoted to European studies:** 50%

**Area courses taught:** 3

**Research/Training Specializations:** Globalization and Law; Regulated and deregulated industries; Administrative Law

**Recent publications:** 6

**Distinctions:** Dean, Emeritus, Indiana University School of Law, 1991-2002. Fulbright Distinguished Chair at Trento University School of Law, Trento Italy, 2003

**Language Competency Scale: 1 = Basic, 2 = Good, 3 = Fluent**

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**AMARAL, PATRICIA**

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Associate Professor, Department of Spanish and Portuguese, appointed 2007

**Education:** Ph.D., The Ohio State University, 2007; M.A., University of Coimbra, 1999; B.A., University of Coimbra, 1996

**Language(s) and level of proficiency:** Spanish (3)

**Time Devoted to European Studies:** 100%

**Area Courses Taught:** 6

**Research/Training Specializations:** Spanish linguistics; syntax-semantics interface

**Recent Publications:** 11

**Number of dissertations or theses supervised in the last five years:** 2

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**ANDERSON, PENELOPE**

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Associate Professor, Department of English, appointed 2007

**Education:** A.B. Bryn Mawr College, 1998; Ph.D. University of California, Berkeley 2007

**Overseas Experience:** UK: Anglo-California Foundation Scholarship for research residence at Pembroke College, Cambridge University, 2004-2005; Archival research in British Library and Bodleian Library, Fall 2009

**Language(s) and level of proficiency:** Latin (2), French (1), Russian (1)

**Time devoted to European Studies:** 90%

**Area courses taught:** 5

**Research/Training Specializations:** Renaissance and Restoration literature; Queer, feminist, and gender studies; Early modern political theory; Manuscript studies and history of the book

**Recent publications:** 1

**Number of dissertations or theses supervised in the last five years:** 1

**Distinctions:** American Council of Learned Societies Supplementary Summer Fellowship, 2014; American Council of Learned Societies Charles A. Ryskamp Fellowship, 2013; Folger Library Seminar, "Law as Politics in England and the Empire," Spring 2013; Indiana University Institute for European Studies Conference Grant, Spring 2013; Indiana University College Arts and Humanities Institute Conference Grant, Spring 2013

**Language Competency Scale: 1 = Basic, 2 = Good, 3 = Fluent**

**ANSART, GUILLAUME**

---

Professor (tenured), Department of French and Italian, appointed 2017.

**Education:** **Licence** Université Paris VII, 1982, **Maîtrise** Université Paris VII, 1983, **Diplôme d'Etudes Approfondies** Université Paris VII, 1984, M.A. Princeton University, 1990, Ph.D. Princeton University, 1995

**Academic Experience:** Lecturer, University of New Mexico, Albuquerque (1993-94); Lecturer, Indiana University, 1994-1995; Assistant Professor, Indiana University 1995-2001; Associate Professor, Indiana University 2001-2017;

**Overseas experience:** France: Native, Student, Université Paris VII (-1984); Ireland: Tenth International Congress on the Enlightenment, University College, Dublin (1999); UK: 35<sup>th</sup> Annual Conference of the British Society for Eighteenth-Century Studies, Oxford (2006)

**Language(s) and level of proficiency:** French (3), German (1)

**Time devoted to European studies:** 100%

**Area courses taught:** 9

**Research/Training Specializations:** 18th-Century French Literature and Philosophy, with particular emphasis on the novel, political theory, and anthropology

**Recent publications:** 5

**Number of dissertations or theses supervised in the last five years:** 2 dissertations

**Distinctions:** External funding for the “International Society for Eighteenth-Century Studies Seminar for Early-Career Researchers” (2012)

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**ANTIC, MARINA**

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Assistant Professor, Slavic and East European Languages and Cultures, appointed 2016

**Education:** PhD, Comparative Literary and Cultural Studies, University of Wisconsin Madison, 2013  
Ph.D., 1996 The Ohio State

**Language(s) and level of proficiency:** Bosnian/Croatian/Serbian (3); Russian intermediate (2), German (1)

**Time Devoted to European Studies:** 20% to European, remainder to Slavic and East European (Percent of time dedicated to area/international studies courses)

**Area Courses Taught:** 1

**Research/Training Specializations:** South Slavic, postcolonial, cultural studies, Marxism, literary theory

**Recent Publications:** 1

**Distinctions:** Mentor of the Year, Slavic and East European Languages and Cultures

**Language Competency Scale: 1 = Basic, 2 = Good, 3 = Fluent**

**ANTON, MARTA**

---

Chair and Professor, Department of World Languages and Cultures; (tenured)

**Education:** PhD, University of Massachusetts at Amherst, 1994; MA, University of Massachusetts at Amherst, 1992; BA, University of Oviedo, 1985

**Academic Experience:** 2013-Present, Professor Spanish, Indiana University Purdue University, Indianapolis; 2008-2015, Faculty Research Fellow Indiana Center for Intercultural Communication, Indiana University Purdue University, Indianapolis; 2001-2012, Associate Professor Spanish, Indiana University Purdue University, Indianapolis; 1994-2000, Assistant Professor Spanish, Indiana University Purdue University, Indianapolis

**Overseas Experience:** Spain

**Language(s) and level of proficiency:** Spanish (3)

**Time Devoted to European Studies:** 25%

**Area Courses Taught:** 4

**Research/Training Specializations:** Second language teaching and learning; sociocultural theory; second language acquisition; Hispanic linguistics (sociolinguistics and phonology)

**Recent Publications:** 2

**Number of dissertations or theses supervised in the last five years:** 3

**Distinctions:** 2014 Hispanex-Conference Grant, Ministry of Education of Spain; 2013 Outstanding Faculty Award by the School of Liberal Arts, IUPUI

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**APPLEGATE, JOHN S.**

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Walter W. Foskett Professor of Law, (tenured), Vice President for Planning and Policy, appointed 1998

**Education:** B.A., Haverford College, 1978; J.D., Harvard University, 1981

**Academic Experience:** University of Cincinnati College of Law, James B. Helmer, Jr., Professor of Law, 1987-1998; Vanderbilt University School of Law, Visiting Professor of Law, fall 1996

**Overseas Experience:** American Administrative Law in Comparative Perspective, Institut de Droit Comparé, Université Panthéon-Assas (Paris 2), Paris, France, 2002, 2007-2017; Visiting Fellowship, EU Economic and Social Research Council/U.S. Social Science Research Council, Centre for Business Relationships, Accountability, Sustainability and Society, Cardiff University, Cardiff, Wales, May 2005; Anglo-American Property Law, Juristische Fakultät, Friedrich-Alexander-Universität Erlangen-Nürnberg, Erlangen, Germany, May - June 2004, June 2000.

**Language(s) and level of proficiency:** French (1)

**Time devoted to European Studies:** 25%

**Area courses taught:** 1

**Research/Training Specializations:** Environmental law, Regulation of toxic substances and hazardous waste

Radioactive waste management, Administrative law

**Recent Publications:** 1

**Distinctions:** Walter W. Foskett professorship, 2002; Visiting Fellowship, Cardiff University, May 2005; Vice President for Planning and Policy, Indiana University, 2008; American Law Institute, 2009

**Language Competency Scale: 1 = Basic, 2 = Good, 3 = Fluent**

**ARNAUDO, MARCO**

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Professor, (tenured) Department of French and Italian, appointed 2014

**Education:** Scuola Normale di Pisa, Italy, Ph.D., 2004; Harvard, Ph.D., 2006

**Academic Experience:** Director of Graduate Studies in Italian, Indiana University, Bloomington 2017-present; Associate Professor of Italian, Indiana University, Bloomington, 2010-2014; Assistant Professor in Italian, Indiana University, Bloomington, 2006-2010

**Language(s) and level of proficiency:** Italian (3), Latin (2), French (2), Portuguese (1), Spanish (1)

**Time Devoted to European Studies:** 50%

**Area Courses Taught:** 7

**Research/Training Specializations:** Baroque literature; Italian detective fiction; Comic books

**Recent publications:** 4

**Number of dissertations or theses supervised in the last five years:** 8 dissertations

**Distinctions:** Course Development Fellowship, Indiana University, Bloomington, 2017; New Frontiers of Creativity and Research Fellowship, Indiana University, Bloomington, 2017; Hutton's Honors College Summer Faculty Fellowship, Indiana University, Bloomington, 2016; College of Arts & Humanities Summer Faculty Fellowship, Indiana University, Bloomington, 2013

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**ASHER, ANDREW**

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Associate Librarian, appointed 2017

**Education:** PhD (Anthropology), University of Illinois, 2008.

**Academic Experience:** Assistant Librarian (IUB, 2013); Digital Initiatives Coordinator (Bucknell University, 2010-2013)

**Overseas Experience:** Field research in Poland, Germany, & Ukraine (2005-Present)

**Language(s) and level of proficiency:** Polish, 2; German, 2

**Time Devoted to European Studies:** 10%

**Area Courses Taught:** 1

**Research/Training Specializations:** Social Media, Anthropology of Information, Borders, Citizenship

**Recent publications:** 1

**Language Competency Scale: 1 = Basic, 2 = Good, 3 = Fluent**

**AUDRETSCH, DAVID B.**

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Distinguished Professor, School of Public and Environmental Affairs, (tenured) Ameritech Chair for Economic Development; Director, Institute for Development Strategies, appointed 1998

**Education:** B.A., Magna Cum Laude, Drew University, 1976; M.S. University of Wisconsin, 1979; Ph.D. University of Wisconsin, 1980.

**Academic Experience:** Middlebury College, 1980-1987; Wissenschaftszentrum Berlin fuer Sozialforschung, 1985-1997; Tinbergen Institute, 1997; Georgia State University, 1996-1997; Professor of Industrial Economics and Entrepreneurship, Economics Group, WHU Otto Beisheim School of Management, Vallendar, Germany, 2009-

**Overseas Experience:** 2014-2016 Visiting Professor, French National Center for Scientific Research Nice, France; 2014 – 2016 Visiting Professor, Economics University of Nice, Nice, France; 2010 – 2014 Visiting Professor, Graduate Studies and Research King Saud University Riyadh, Saudi Arabia

**Language(s) and level of proficiency:** German (3)

**Time devoted to European Studies:** 25%

**Area Courses Taught:** 6

**Research/Training Specializations:** Links between entrepreneurship, government policy, innovation, economic development and global competitiveness

**Recent Publications:** 9

**Distinctions:** Highly Commended Paper Award, Emerald Literati Network, 2013; Highly Commended Paper Award, Emerald Literati Network, 2015; Best Paper Award *Strategic Entrepreneurial Journal* for “The Process of Creative Construction: Knowledge Spillovers, Entrepreneurship and Economic Growth” \$5,000, 2016; Mentor Award, Entrepreneurship Division Academy of Management, 2015; John W. Ryan Award for Distinguished Contributions to International Programs and Studies, Indiana University, 2017; 2017-2018 “Knowledge Boundaries for the New UK”; Audretsch, D.B. (Co-PI) and Samee Desai (co-PI), University of Reading, \$8,000, Awarded.

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**Language Competency Scale: 1 = Basic, 2 = Good, 3 = Fluent**

**AUGER, JULIE**

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Associate Professor (tenured), Departments of French and Italian and Linguistics, appointed 2003.

**Education:** B.A. Université Laval, 1986; M.A. Université Laval, 1988; Ph.D. University of Pennsylvania, 1994

**Academic Experience:** 1997-2003: Assistant Professor, Depts. of French & Italian and Linguistics, Indiana University; 1994-1997: Assistant Professor, Department of Linguistics, McGill University; 1993-1994: Visiting Lecturer, Department of French and Italian, Indiana University; 1991-1993: Visiting Scholar, University of Chicago, Chicago; 1989-1991: Research Assistant for NIA grant Language and Normal

**Overseas Experience:** 2015: Visiting researcher, Laboratoire Cognition Langage Langage Ergonomie Université de Toulouse-Le Mirail. (February-July 2015); 2014-2015: Visiting researcher, Laboratoire et Didactique des Langues Étrangères et Maternelles; (Lidilem), University Stendhal (Grenoble 3). (2014-2015)

**Language(s) and level of proficiency:** French (3), Spanish (1), Italian (1), Picard (1)

**Time devoted to European studies:** 25%

**Area courses taught:** 5

**Research/Training Specializations:** French linguistics and colloquial French; Picard; Sociolinguistics, language and gender; French in North America; Acquisition of sociolinguistic patterns

**Distinctions:** 2015 Indiana University, Dept. of French & Italian, Travel grant for NWAV 44, \$900; 2015, Indiana University, Dept. of French & Italian, Research funds for Picard interviews, transcription, Scott Evans & Elizabeth Myers, research assistants, \$1,500; 2014 United States Department of State Bureau of Educational and Cultural Affairs, Fulbright; Research Scholar. What should the French government do with Picard? A Linguistic Answer. September-November 2014, 8,400 euros; Indiana University, Dept. of French & Italian, Travel grant for fieldwork in Picardie, October 2014 and February 2015, \$1,500

**Recent publications:** 3

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**BARTON, KEITH**

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Professor, (tenured) Curriculum Studies and Social Studies Education, appointed 2008

**Education:** 1994 Ed.D., 1982 B.A., University of Kentucky; 1984 M.A. University of California

**Academic Experience:** 2003-2008 Professor, Division of Teacher Education, University of Cincinnati; 1998-2003 Associate Professor, Division of Teacher Education, University of Cincinnati; 1997-1997 Associate Professor, School of Education, Northern Kentucky University; 1991-1997 Assistant Professor, School of Education, Northern Kentucky University; 1996 Instructor, Dept. of Curriculum & Instruction, University of Kentucky;

**Overseas experience:** served as a Visiting Professor at the University of Ulster, Victoria University (New Zealand), University of Uppsala (Sweden), and the National Institute of Education (Singapore), and as a Fulbright Senior Specialist in New Zealand.

**Time devoted to European studies:** 20%

**Research/Training Specializations:** students' understanding of historical significance, national identity, and human rights

**Recent Publications:** 6

**Number of dissertations or theses supervised in the last five years:** 6

**Language Competency Scale: 1 = Basic, 2 = Good, 3 = Fluent**

**BAURLE-DANZMAN, SARAH**

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Assistant Professor, Department of International Studies; (tenure track)

**Education:** PhD, University of North Carolina, Chapel Hill, 2014; MA, University of North Carolina, Chapel Hill, 2010; BA, Villanova University, 2005

**Academic Experience:** 2015-Present, Assistant Professor, Indiana University Bloomington

**Overseas Experience:** Field work in Turkey (2016, 1 week), field work in Kenya (2016, 1 week), research in Costa Rica (2004, 8 weeks)

**Language(s) and level of proficiency:** Spanish (1), French (1)

**Time Devoted to West European Studies:** 50%

**Area Courses Taught:** 4

**Research/Training Specializations:** Global economic governance; Political economy of development; Multinational firms and development

**Recent Publications:** 4

**Number of dissertations or theses supervised in the last five years:** 2

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**BERTRAND, DIDIER**

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Associate Professor of French (tenured)

**Education:** PhD University of Iowa 1991; MA University of Iowa 1985; BA Université de Picardie (France) 1982

**Language(s) and level of proficiency:** French (3)

**Time devoted to European studies:** 100%

**Area courses taught:** 8

**Current research interests:** Curriculum development; second-language pedagogy, Post-colonial and Feminist Studies, Literature and Photography (Ekphrasis), literature and religion, French Canadian Literature and Culture

**Language Competency Scale: 1 = Basic, 2 = Good, 3 = Fluent**

**BIEDER, MARYELLEN**

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Professor (tenured), Department of Spanish and Portuguese, appointed 1976.

**Education:** B.A. Lawrence University, 1964; M.A. Indiana University, 1966; Ph.D. University of Minnesota, 1973

**Overseas experience:** England: Research, London (2001); Spain: Research, Madrid (1984-2008), Director of Study Abroad in Madrid Program (2004-2005)

**Language(s) and level of proficiency:** Spanish (3), French (2), Catalan (2), Italian (1), Portuguese (1)

**Time devoted to European studies:** 100%

**Area courses taught:** 7

**Research/Training Specializations:** Spanish and European Realism and Naturalism; Contemporary Spanish and Catalan Narrative; Gender and Nation in Modern Spanish Narrative; Spanish and Catalan Women Writers

**Number of dissertations or theses supervised in the last five years:** 5

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**BIELASIAK, JACK**

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Professor, (tenured) Department of Political Science, appointed 1992

**Education:** Brooklyn College, CUNY, BA 1969; Cornell University, MA 1972, Phd 1975

**Academic Experience:** 1992-Present, Professor, Political Science and REEI, IU; 2002-Present, Adjunct Professor, Jewish Studies Program, IU; 1986-91, Director, Polish Studies Ctr., IU; 1982-92, Assoc. Professor, Political Science and REEI, IU; 1989-90, Visiting Professor, Inst. of Political Sociology and Assoc. Director, American Studies Ctr., Warsaw Univ.

**Overseas Experience:** Distinguished Fulbright, Warsaw, 2004; Warsaw University, 1989-90; IREX for research in Poland, 1984

**Language(s) and level of proficiency:** Polish (3), French (2), Russian (2), Yiddish (2), Yiddish (1), German (1), Czech (1), Bulgarian (1), Romanian (1)

**Time Devoted to European Studies:** 25%

**Area Courses Taught:** 7

**Research/Training Specializations:** East European and post-Soviet politics and party systems; public opinion on European integration in East Europe and FSU

**Recent Publications:** 3

**Distinctions:** IU Trustees' Teaching Award; Division Chair, American Political Science Association; Distinguished Fulbright Chair, Warsaw Univ., Ctr. for East European Studies

**Language Competency Scale: 1 = Basic, 2 = Good, 3 = Fluent**

**BJORK, JONAS**

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Department Chair & Professor, (tenured) Journalism and Public Relations, appointed 1988

**Education:** University of Washington, Ph.D. 1987; University of Washington, MA 1984; University of Washington, BA '1980; Stockholm Institute of Journalism, certificate, 1978

**Academic Experience:** Teaching assistant at Department of Journalism, Stockholm University, 1979, and at School of Communications, University of Washington, Seattle, 1981-86; Assistant professor, Midwestern State University, Wichita Falls, Texas, 1987-88; Assistant and associate professor and professor, School of Journalism, IUPUI, 1988-present.

**Language(s) and level of proficiency:** Swedish (3)

**Time Devoted to European Studies:** 50%

**Area Courses Taught:**4

**Research/Training Specializations:** Immigrant press in the United States; Presence of U.S. mass media in Europe; History of foreign correspondence in the American press; International journalism organizations

**Recent Publications:** 5

**Distinctions:** Fulbright Distinguished Chair in American Studies, Uppsala University, Uppsala, Sweden, January-May 2012; Indiana University Trustees Teaching Award, 2001, 2004, 2006, 2012

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**BJORNSTAD, HALL**

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Associate Professor of French, (tenured) appointed 2014

**Education:** Ph.D., 2006; M.A., 1998; B.A., 1994 - University of Oslo, Norway

**Academic experience:** Renaissance Studies Program, Indiana University, Bloomington 2015- Director Department of French and Italian, Indiana University, Bloomington; 2009-2014 Assistant Professor, Indiana University; Postdoctoral Fellow, Department of Literature, Area Studies and European Languages, University of Oslo, Norway, 2007-2010; Lecturer, Department of French and Italian, Princeton University, 2005-2006.

**Language(s) and level of proficiency:** Norwegian (3), French (3), Spanish (2), German (2), Latin (2)

**Time devoted to European studies:** 100%

**Area courses taught:** 10

**Research/Training Specializations:** 17th-century literature & culture, relationship between literature, politics & philosophy

**Recent publications:** 5

**Number of dissertations or theses supervised in the last five years:** 2 theses

**Distinctions:** Indiana University Institute for Advanced Study Conference Award, 2018; Indiana University Institute for Advanced Study Individual Research Award, 2018; Indiana University Trustees Teaching Award, 2017;

**Language Competency Scale: 1 = Basic, 2 = Good, 3 = Fluent**

**BORHI, LASZLO**

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Peter A. Kadas Chair Associate Professor of Central European History, (tenured) 2015

**Education:** M.A., Indiana University, University doctor, ELTE Budapestkandidatus, Hungarian Academy of Sciences, Doctor of the Hungarian Academy of Sciences

**Academic Experience:** Scientific Counsellor, Hungarian Academy of Sciences

**Language(s) and level of proficiency:** Hungarian (3), English (3), French (2), Italian (1), Russian (1), German (1)

**Overseas Experience:** Courses taught at ELTE University Budapest, University of Pecs, Hungary, University of Innsbruck [in framework of UNO overseas study program]; Guest researcher Norwegian Nobel Institute

**Time devoted to European studies:** 25%

**Area courses taught:** 3

**Research/Training Specializations:** Experiencing war mass murder and dictatorship in Hungary and Central Europe, 1944-1953

**Recent publications:** 5

**Number of dissertations or theses supervised in the last five years:** 2 MA

**Distinctions:** Ferenc Pataki Prize of the Hungarian Academy of Sciences; Zoltan Bezerdj Prize, Hungarian Ministry of Culture; Gold Cross of Merit, Republic of Hungary; György Ránki Prize, Hungarian Historical Society

theses

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**BOUCHARD, VINCENT**

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Assistant Professor, FRIT, appointed 2014

**Education:** Ph.D., littérature comparée (Université de Montréal) and études cinématographiques et audiovisuelles (université Paris III, Sorbonne nouvelle) (2006)

**Academic Experience:** 2009-2014: Assistant Professor and Laborde & Neuner Endowed Professor in Francophone Studies: Department of Modern Languages, University of Louisiana at Lafayette.

**Overseas Experience:** 2016: Mellon Short Term Faculty Fellowship (Paris – Summer 2016); Research Project: *The Film Commentator in West Africa* (Value of Award: \$19992); 2015: Short-Term Faculty Exchanges (Indiana U.), at the Institut für Afrikastudien (Bayreuth U.)

**Language(s) and level of proficiency:** French (3), German (1)

**Time Devoted to West European Studies:** 50%

**Area Courses Taught:** 6

**Research/Training Specializations:** Media (cinema, literature, telephone) and cultural studies (popular cultures, reception), Social and aesthetic of film studies, Francophone cultures in Europe (France, Belgium), audiovisual mediation of orality (speech and gesture).

**Recent publications:** 6

**Number of dissertations or theses supervised in the last five years:** 3

**Language Competency Scale: 1 = Basic, 2 = Good, 3 = Fluent**

**BREITHAUPT, FRITZ**

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Provost Professor, (tenured) Department of Germanic Studies, appointed 2017

**Education:** B.A. Hamburg University, 1991; M.A. Johns Hopkins University, 1993; Ph.D. Johns Hopkins University, 1996

**Academic Experience:** Associate Professor (tenured), Department of Germanic Studies; Adjunct Professor of Comparative Literature, Director of West European Studies, 2004-07; Director of EU Center 2005-07

**Language(s) and level of proficiency:** German (3), French (2), Latin (2), Classical Greek (1)

**Time devoted to European studies:** 100%

**Area courses taught:** 6

**Research/Training Specializations:** German and European literature and thought since 1720, History of science, Experimental humanities, digital humanities, Cognitive approaches to literature, Empathy, Moral thought and intuitions, Narratology, narrative mind, Lessing, Goethe, Hegel, Keller, Kleist, Nietzsche, Freud, Benjamin, Celan

**Recent publications:** 5

**Number of dissertations or theses supervised in the last five years:** 3 dissertations and 1 thesis

**Distinctions:** 2017, September, fellow and guest (Goethe-Institute Australia); 2017-18 research fellow (no course release), College Arts and Humanities Institute (IU); 2017-18 New Frontiers in the Arts and Humanities (IU); 2014/15, Academic Leadership Program, fellow (CIC); 2014, SEED start-up grant for “experimental humanities” from VP for Research at IU 2014, Trustees’ Teaching Award (IU)

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**BRIGGS, JONATHYNE**

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Associate Professor of History, (tenured) Philosophy, Political Science, and Religious Studies appointed 2013

**Education:** PhD, Emory University, 2006; MA, Emory University, 2003; BA, University of North Florida, 2000

**Academic Experience:** 2007-2013 Assistant Professor of History, Department of History, Philosophy, Political Science, and Religious Studies, Indiana University Northwest

**Overseas Experience:** Residence in Paris (2014) for research on new project, participant in the Globalization of Autism workshop, Queen Mary University, London, 2017

**Language(s) and level of proficiency:** French (3), German (1)

**Time Devoted to European Studies:** 75%

**Area Courses Taught:** 7

**Research/Training Specializations:** European history, French history, history of disability

**Recent Publications:** 5

**Distinctions:** 2014 Founder’s Day Award: award for teaching excellence given to one professor each year at IU Northwest; NEH Summer Scholar 2018 (Global Histories of Disability)

**Language Competency Scale: 1 = Basic, 2 = Good, 3 = Fluent**

**BROOKS, CLEM**

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James H. Rudy Professor of Sociology, (tenured) appointed 2006

**Education:** B.A. Oberlin College, 1987; M.A. University of California, Berkeley, 1989; Ph.D. University of California, Berkeley, 1994

**Academic Experience:** 2003- Professor of Sociology. Indiana University, Bloomington; 2004-06 Associate Chair. Department of Sociology. Indiana University, Bloomington; 2003-04 Visiting Scholar, Department of Communication Science. University of Amsterdam, The Netherlands; 2002-03 Associate Chair. Department of Sociology. Indiana University, Bloomington; 1999-03 Associate Professor of Sociology. Indiana University, Bloomington; 1995-99 Assistant Professor of Sociology. Indiana University, Bloomington; 1994-95 Assistant Professor of Sociology. State University of New York, Stony Brook

**Overseas experience:** Sweden: Visiting Fellowship, Program on the Political Sociology of the Welfare State, Umeå University, Sweden.

**Time devoted to European studies:** 25%

**Area courses taught:** 2

**Language(s) and level of proficiency:** Political behavior; Social Policy, Electoral Politics ; Categorical and longitudinal data analysis; Mass opinion in developed democracies; Comparative Political Economy; Political Psychology

**Recent publications:** 6

**Number of dissertations and theses supervised in the last five years:** 3 dissertations, 1 thesis

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**BUCUR, MARIA**

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Professor, John W. Hill Chair in East European History, Department of History; (tenured)

**Education:** PhD, University of Illinois, 1996; MA, University of Illinois, 1993; BSFS, Georgetown University, 1991

**Academic Experience:** 2010-Present, Professor, John W. Hill Chair in East European History, Indiana University; 2016-Present, Professor of Gender Studies, Indiana University; 2011-2014, Associate Dean for International Programs and the School of Global and International Studies, Indiana University; 2009-2011, Director, Russian and East European Institute, Indiana University; 2003-2010, Associate Professor, John W. Hill Chair in East European History, Indiana University

**Overseas Experience:** Research in Romania, Poland, Bulgaria, Hungary, Czech Republic, Germany, Belgium

**Language(s) and level of proficiency:** Romanian (3), French (2), German (1), Russian (1), Hungarian (1), Italian (1)

**Time Devoted to European Studies:** 25%

**Area Courses Taught:** 3

**Research/Training Specializations:** Gender and citizenship under communism and post-communism; Gender and modernism in Europe

**Recent Publications:** 13

**Number of dissertations and theses supervised in the last five years:** 23

**Distinctions:** Woodrow Wilson Center; National Endowment for the Humanities Research Grant; Indiana University Trustees Teaching Award; Multidisciplinary Development Grant, Indiana University; Indiana University Outstanding Junior Faculty Award

**Language Competency Scale: 1 = Basic, 2 = Good, 3 = Fluent**

**BUXBAUM, HANNAH L.**

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Professor of Law, appointed 2003

**Education:** B.A. 1987, J.D. 1992 Cornell University; LL.M. Ruprecht-Karls-Universität, Germany 1993

**Academic Experience:** Indiana University, School of Law, Interim Dean (January 2012-December 2013); Indiana University, School of Law, Executive Associate Dean for Academic Affairs (July 2009-Jan. 2012); Indiana University, School of Law, Associate Dean for Research (2007-2009); Indiana University, School of Law, Associate Professor of Law (1997-2003)

**Overseas experience:** Nov/Dec 2017 Visiting Professor Université Paris II, Panthéon-Assas; Summer 2016 Visiting Professor Humboldt-Universität zu Berlin; May 2016 Scholar in Residence, WilmerHale, London; August 2014 Visiting Professor Studienstiftung des deutschen Volkes (German National Academic Foundation) Summer Academy, Oberschwaben, Germany; July 2013 Visiting Professor Hague Academy of International Law, The Netherlands (course on Conflict Among Enforcement Regimes in International Economic Law)

**Language(s) and level of proficiency:** German (3), French (2)

**Time devoted to European studies:** 50%

**Area courses taught:** 1

**Research/Training Specializations:** German/US comparative law; Private international law

**Recent publications:** 4

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**BYLER, TROY**

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Senior Lecturer and Outreach Coordinator, Germanic Studies, appointed 2012.

**Education:** ABD, Indiana University, Bloomington; M.A. 2001, Indiana University, Bloomington; M.A. 1999, Indiana University, Bloomington; B.A. 1995, Indiana University, Bloomington

**Academic Experience:** August 2016 – present: Director of the German Instructor Summer Program, Indiana University; May-June 2016: Director of the I.U. Graz Summer Program; 2010-2015: Co-Director for Institute for Curriculum and Campus Internationalization; Center for the Study of Global Change, Indiana University; 2006-2012: Lecturer and Outreach Coordinator for Germanic Studies, Indiana University; 2006-2010: Program Coordinator for International Studies Summer Institute, Center for the Study of Global Change, Indiana University; 1998-2006: Associate Program Coordinator and Technical Supervisor for International Studies Summer Institute, Center for the Study of Global Change, Indiana University; 1997-2005

**Overseas experience:** June 2016 – Site Visit to Germanic Studies Overseas Program in Freiburg, Germany

**Language(s) and level of proficiency:** German (3), Italian (3)

**Time Devoted to European Studies:** 100%

**Area Courses Taught:** 7

**Research/Training Specializations:** Language pedagogy

**Number of dissertations or theses supervised in the last five years:** 3 dissertations

**Distinctions:** I.U. Center for the Study of Global Change: A plaque of recognition for 10 years of work with the International Studies Summer Institute, July 2006; I.U. Trustees Teacher Award – 2008, 2016; I.U. College of Arts and Sciences grant to redesign G300 and G330 courses and create online workbook for new course materials, summer and fall 2015 (\$5150); German Theater Project for High Schools – annual grant from Max Kade Institute, 2014 – present (\$5000/year); German Theater Project for High Schools - I.U. College of Arts and Sciences, 2014 – present (\$2000/year); German Theater Project for High Schools - I.U. Department of Germanic Studies, 2014 – present (\$2250/year)

**Language Competency Scale: 1 = Basic, 2 = Good, 3 = Fluent**

**CALHOUN, ALISON**

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Associate Professor of French, (tenured) appointed 2012

**Education:** PhD, Johns Hopkins University, 2009; BA, Johns Hopkins University, 2002

**Language(s) and level of proficiency:** French (3), Italian (1)

**Time Devoted to European Studies:** 100%

**Area Courses Taught:** 9

**Current Research Interests:** Early Modern French Drama (theater, opera, ballet, festivals), Intellectual and cultural history of the French Renaissance, Relationship between music and literature

**Recent Publications:** 7

**Distinctions:** Mosaic Faculty Fellow, IUTS, Indiana University, Active Learning Fellowship; Trustees Teaching Award, Indiana University, 2015-2016

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**CARSTENSEN, THORSTEN**

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Assistant Professor of German, (tenured) appointed 2012

**Education:** PhD, New York University 2012; MA, Albert-Ludwigs-Universität Freiburg 2006

**Language(s) and level of proficiency:** German (3)

**Time Devoted to European Studies:** 100%

**Area Courses Taught:** 6

**Research/Training Specializations:** 19th- and 20th-century German Literature; Literature and Architecture, Exile and Literature, Travel Literature, German Literature and the "Lebensreform" movements

**Recent Publications:** 6

**Distinctions:** OVPIA Short-Term Faculty Exchange (IU), Hamburg University, 2016; Trustees Teaching Award (IUPUI), 2016; Shipps Faculty Award (IUPUI), 2014, 2015, 2016; School of Liberal Arts Summer Research Grant (IUPUI), 2013 and 2016; •Arts and Humanities Internal Grant (IUPUI), 2013; New Frontiers Exploratory Travel Fellowship, Indiana University, 2013

**Language Competency Scale: 1 = Basic, 2 = Good, 3 = Fluent**

**CASHMAN, RAY**

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Associate Professor, (tenured) Folklore and Ethnomusicology, appointed 2015

**Education:** BA Williams religion/anthropology 1993, MA IU folklore 1998, PhD IU folklore/history 2002

**Academic Experience:** 2003-2006 anthropology University of Alabama Birmingham, 2006-2015 English/anthropology/comparative studies Ohio State University

**Overseas Experience:** fieldwork in the Republic of Ireland and Northern Ireland, External Reviewer of Irish Folklore at University College Dublin, previously directed study abroad programs in Ireland and London (while at OSU)

**Language(s) and level of proficiency:** Irish (Gaeilge) (3)

**Time Devoted to European Studies:** 50%

**Area Courses Taught:** 2

**Research/Training Specializations:** folklore, history and memory, politics of culture in Northern Ireland, Ireland before and after the Famine

**Recent publications:** 1

**Number of dissertations or theses supervised in the last five years:** 9 dissertations and 3 theses)

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**CHAULI, MICHEL**

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Professor, (tenured) German Studies, appointed 2017

**Education:** Ph.D., University of California, Berkeley, 1994; Freie Universität Berlin, 1982–1983; B.A., Yale University, 1982; Ruprecht-Karl-Universität Heidelberg, 1981.

**Academic Experience:** Assistant Professor of German and of Comparative Literature, Harvard University, 1995–2000; Lecturer in Rhetoric and in Comparative Literature, University of California, Berkeley, 1994–1995.

**Overseas Experience:** “The Truth Told Urgently,” Workshop of the Research Committee on Literary Theory, International Comparative Literature Association, Berlin, 2017; Presentation and Discussion of Michel Chaouli, “Criticism and Style,” Workshop on the Theory and Methodology of Textual Sciences, University of Osnabrück, 2015; Convener, round-table discussion, “Die Wissenschaft der Literaturwissenschaft,” Indiana University Gateway Office, Berlin, 2016.

**Language(s) and level of proficiency:** German (3), Persian (3), French (3), Spanish (2), Latin (1)

**Time Devoted to European Studies:** 100%

**Area Courses Taught:** 2

**Research/Training Specializations:** Philosophical approaches to literature, Literary approaches to philosophy, Aesthetic theory

**Recent Publications:** 4

**Number of dissertations or theses supervised in the last five years:** 4 dissertations

**Distinctions:** Einstein Visiting Fellow, Freie Universität Berlin, 2018–2020; New Frontiers Grant, Indiana University, Summer–Fall 2016; Fellow, College Arts & Humanities Institute, Indiana University, Spring 2015; Visiting Scholar, Center for Literary Studies, Hebrew University Jerusalem, May 2014.

**Language Competency Scale: 1 = Basic, 2 = Good, 3 = Fluent**

**CHARNES, LINDA**

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Professor, (tenured) Department of English, appointed 1990

**Education:** M.A. 1983; Ph.D. University of California, Berkeley, 1990

**Language(s) and level of proficiency:** Spanish (2), French (2), Italian (1)

**Distinctions:** Indiana University Mini-University Lectures (five, most recently June 2017); Indiana University Trustee's Teaching Awards: 1993; 1996; 2002, 2008; 2014

**Time devoted to European studies:** 50%

**Area courses taught:** 2

**Research/Training Specializations:** uses of Shakespeare in the arenas of mass culture, literature, film, and contemporary international politics

**Recent publications:** 1

**Number of dissertations or theses supervised in the last five years:** 4 dissertations

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**CHEN, JOSEPH P.**

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Professor of Recreation, Park, and Tourism Studies, (tenured) appointed 2014

**Education:** B.A. Chinese Culture University, 1982; M.A. at George Washington University, 1986; Ph.D. at Pennsylvania State University, 1996

**Academic Experience:** Virginia Tech Assistant Professor 1996-2001; Eastern Michigan University Program Director 2001-2002; International University of Applied Sciences, Bad Honnef, Professor

**Language(s) and level of proficiency:** German (3), Chinese (3)

**Time devoted to European Studies:** 25%

**Area courses taught:** 1

**Research/Training Specializations:** Sustainability, Tourism

**Overseas Experience:** Research in Norway

**Recent publications:** 8

**Number of dissertations and theses supervised in the last five years:** 2 dissertation

**Distinctions:** Emerald Citations of Excellence Award for 2016; Emerald Literati Network 2013 Award for Excellence; Leading Editor Award (Emerald Publisher, UK)

**Language Competency Scale: 1 = Basic, 2 = Good, 3 = Fluent**

**CICCARELLI, ANDREA**

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Provost Professor of Italian Studies, (tenured) Dean, Hutton Honors College, appointed 1990

**Education:** PhD, Columbia University, 1990; MA, Columbia University, 1986; Laurea in Lettere e Filosofia, Università degli studi di Roma "La Sapienza," 1984

**Language(s) and level of proficiency:** Italian (3)

**Time Devoted to European Studies:** 100%

**Area Courses Taught:** 10

**Research/Training Specializations:** migration, exile and borders in Italian literature and culture, historical, artistic and cultural effects of 1968 on Italy

**Recent Publications:** 3

**Number of dissertations and theses supervised in the last five years:**2

**Distinctions:** Editorial Board: Giornale Storico della Letteratura Italiana; Esperienze Letterarie; Italica; Indiana University Outstanding Junior Faculty Fellowship; Teaching Excellence Recognition Award from the IU Trustees; Eric Maria Remarque Fellowship for European Studies; Mellon Fellowship Travel Grant

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**CLEMENTS, JOSEPH C.**

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Professor (tenured), Department of Spanish and Portuguese and Department of Linguistics, appointed 1985.

**Education:** M.A. University of Tübingen, Germany, 1979; **Ph.D.** University of Washington, 1985

**Academic experience:** University of New Mexico, Professor 2006-2007

**Overseas experience:** Spain: Resident Director of Indiana-Purdue Wisconsin Overseas Study Program in Madrid, 1998-99

**Language competence:** Spanish (3), Portuguese (3), Catalan (2), French (2), Italian (1), German (1), Greek (1), Dutch (1)

**Time devoted to European studies:** 100%

**Area courses taught:** 5

**Research/Training Specializations:** Iberia and beyond: the linguistic legacy of Spanish and Portuguese; Origin and evolution of Daman Creole Portuguese; Spanish functional syntax

**Recent publications:** 5

**Number of dissertations or theses supervised in the last five years:** 3

**Distinctions:** Outstanding Faculty Mentor Award, 2003; University Graduate School Grant-in-Aid, IU, 2003; Summer Faculty Fellowship, 2004; Faculty Learning Community (FLC), Indiana University, 2004

**Language Competency Scale: 1 = Basic, 2 = Good, 3 = Fluent**

**CLUVER, CLAUS**


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Professor emeritus, Comparative Literature

**Education:** Dr. phil., Universität Hamburg, 1973

**Academic Experience:** 1964-1996, From Lecturer to Professor emeritus, Comparative Literature, Indiana University, Bloomington

**Overseas Experience:** Brazil (ten times between 1976 and 2017, 2 times year-long, 4 times semester-long, 4 times four to eight weeks); Germany (1987-88), Portugal (1991 and 1994, semester-long), Sweden (2001, semester), Denmark (2006, semester)

**Language(s) and level of proficiency:** German (3), Portuguese (2), French (1), Latin (1), Spanish (1)

**Time devoted to European studies:** 50%

**Area courses taught:** 7

**Research/Training Specializations:** History, theory, and application of studies in the interrelations of arts and media, especially adaptation studies, studies of ekphrasis, international and Brazilian concrete poetry, the visual arts, and music.

**Recent publications:** 5

**Distinctions:** Medalha, Universidade de Lisboa, Portugal; Doctor of Philosophy honoris causa, Lunds Universitet, Sweden; Amoco Distinguished Teaching Award, Indiana University

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**CRAIUTU, AURELIAN**


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Professor, Department of Political Science, (tenured) appointed 2012

**Education:** Ph.D, Princeton University, 1999; M.A., Princeton University, 1996; University of Rennes I, Rennes, France, Maîtrise level, 1990-91; B.A. Academy of Economics Studies, 1998

**Academic Experience:** Associate Professor, Department of Political Science, Indiana University, Bloomington, 2007-2012; Assistant Professor, Department of Political Science, Indiana University, Bloomington, 2001-2007; Assistant Professor, Department of Political Science, University of Northern Iowa, 2000-2001;

**Overseas Experience:** Visiting Professor, MA Political Theory, Pompeu Fabra University, Barcelona (May 2018); "Laboulaye et les Etats-Unis." Paper (in French) delivered at the international conference "La pensée juridique et politique d'Edouard Laboulaye", Université Cergy-Pontoise, Paris, December 9, 2016; "Liberalism and the struggle for political moderation in post-revolutionary Europe." Keynote address delivered at the conference on "Early (Dutch) liberalism, transformations of republicanism in a constitutional context," University of Groningen, November 24, 2016; "Tocqueville's New Science of Politics Revisited: A Few Lessons for Contemporary Social Scientists." International conference, Tocqueville's Experiential Concept of a 'New Science of Politics,' Halle (Germany), October 9-10, 2014

**Language(s) and level of proficiency:** Romanian (3), French (3), German (2), Spanish (2), Italian (1)

**Time Devoted to European Studies:** 50%

**Area Courses Taught:** 5

**Research/Training Specializations:** Modern and contemporary political theory; political ideologies (liberalism, conservatism); moderation and radicalism; French social and political thought; constitutionalism; comparative political thought.

**Recent Publications:** 4

**Number of dissertations or theses supervised in the last five years:** 2 dissertations, 3 theses

**Distinctions:** Apgar Foundation Grant for the Tocqueville Program at Indiana University (2016-17); Ann and Herbert W. Vaughan Visiting Fellowship, James Madison Program in American Ideals and Institutions & Department of Politics, Princeton University (2014-15); Ostrom Fellowship for the Tocqueville Program at Indiana University, College of Liberal Arts and Sciences, Indiana University (2016-17); Russian and East European Institute Mellon travel award (2015, 2005); Institute for European Studies (formerly WEST Institute) Mellon travel award (2015, 2014, 2010, 2003);

**Language Competency Scale: 1 = Basic, 2 = Good, 3 = Fluent**

**CRAMER, KEVIN**

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Associate Professor of History, (tenured) appointed 1998

**Education:** PhD Harvard University 1998; MA Harvard University 1990; BA The City College of New York 1989

**Language(s) and level of proficiency:** German (3)

**Time Devoted to European Studies:** 100%

**Area Courses Taught:**8

**Research/Training Specializations:** Modern Germany and Europe, cultural and intellectual history, historiography, religion, nationalism, and the cultural and intellectual history of war

**Recent Publications:** 1

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**DAY, RONALD**

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Professor, Department of Information and Library Science, (tenured) appointed 2016

**Education:** M.L.I.S., University of California at Berkeley, 1993; Ph.D., State University of New York at Binghamton, 1990; M.A., State University of New York at Binghamton, 1987; B.A., Bard College, 1982

**Academic Experience:** Associate Professor, School of Library and Information Science/Department of Information and Library Science, Indiana University (2006- 2015); Visiting Assistant Professor, School of Library and Information Science, Indiana University (2005-2006); Assistant Professor, Library and Information Science Program, Wayne State University (2000-2005)

**Overseas Experience:** Invited lectures in Western Europe and Latin America

**Language Competence:** French 2(2), Italian (2), German (1), Spanish (2), Japanese (1), Portuguese (1)

**Time Devoted to European Studies:** 20%

**Area Courses Taught:**1

**Research/Training Specializations:** philosophy, history, politics, and culture of information, documentation, knowledge, and communication in the 20th and into the 21st centuries in the U.S. and Western Europe and in the discipline of Library and Information Science

**Recent Publications:** 6

**Number of dissertations or theses supervised in the last five years:** 0

**Distinctions:** (2015) Special Interest Group in the History and Foundation of Information Science (SIG-HFIS), Association for Information Science and Technology (ASIST&T), \$2,000.

**Language Competency Scale: 1 = Basic, 2 = Good, 3 = Fluent**

**DELIYANNIS, DEBORAH**

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Associate Professor, (tenured) History, appointed 2005

**Education:** BA, Yale University, 1988; PhD, University of Pennsylvania, 1994

**Academic Experience:** Assistant professor of History, Western Michigan University 1995-2001

**Language(s) and level of proficiency:** Latin - 3 (reading) French - 2 (reading), 1 (speaking) German - 2 (reading) Italian - 2 (reading) Ancient Greek - 1 (reading)

**Time Devoted to European Studies:** 80%

**Area Courses Taught:** B208 Pagans and Christians in the Middle Ages; H206 Medieval Civilization; B351 Western Europe in the Early Middle Ages; H610/710 Medieval historiography; H610/710 Ethnicity and Identity in the Ancient and Medieval Worlds

**Research/Training Specializations:** early medieval western European material culture, architecture, historiography, and ecclesiastical history

**Recent publications:** 8

**Number of dissertations or theses supervised in the last five years:** 3 dissertations

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**DINVERNO, MELISSA**

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Associate Professor (tenured), Department of Spanish and Portuguese, appointed 1999.

**Education:** B.A. Kalamazoo College, 1990; M.A. University of Michigan, 1994; Ph.D. University of Michigan, 2000

**Language(s) and level of proficiency:** Spanish (3), Italian (1), French (1)

**Overseas experience:** Resident Director of the Wisconsin-Indiana-Purdue Program in Madrid (2016-17)

**Time devoted to European studies:** 100%.

**Area courses taught:** 13

**Research/Training Specializations:** Contemporary Spanish Peninsular Literature; García Lorca Studies; Spanish Cultural Production of '20s, '30s and Post-'36 Diaspora; Editorial/Textual Theory; Gender and Sexuality Studies; Memory Studies; Historical Avant-Garde; Spanish Civil War and post-war Diaspora; 20<sup>th</sup> Century Spanish Literature;

**Recent Publications:** 3

**Number of dissertations or theses supervised in the last five years:** 4

**Distinctions:** Andrew W. Mellon Conference Travel Award. European/West European Studies. Spring 2016, 2013; Emergency Grant-in-Aid of Research. Office of the Vice Provost for Research. Indiana University. Spring 2015; Individual Research Award. Institute for Advanced Study. Indiana University. November 2014; New Frontiers in the Arts and Humanities Exploratory Travel Fellowship. Office of the Vice Provost for Research. Indiana University. January 2014; Overseas Conference Grant. Office of the Vice President for International Affairs. Indiana University. Summer 2013; FACET Member. Faculty Colloquium on Excellence in Teaching. Annual Statewide Award granted to 25-35 Faculty Members of the Indiana University System. Spring 2006 – Current; Trustees Teaching Award. Indiana University. 2014

**Language Competency Scale: 1 = Basic, 2 = Good, 3 = Fluent**

**DUGGAN, LYNN**

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Associate Professor, Department of Labor Studies; (tenured)

**Education:** PhD, University of Massachusetts, Amherst, 1993; BA, University of California, Berkeley, 1981

**Academic Experience:** 2005-Present, Associate Professor, Indiana University Bloomington; 1997-2005, Assistant Professor, Indiana University Bloomington; 1993-1996, Visiting Assistant Professor, Michigan State University, East Lansing; 1991-1992, Instructor, Fitchburg State College

**Overseas Experience:** Research on work-family policy and unions, Germany (2017, 2006, 1989-90, 3 years); research on work-family policy and unions, Ireland (2016, 2 months); research on promotion of injectable contraceptives, Philippines (1981, 5 months)

**Language(s) and level of proficiency:** German (3), French (1)

**Time Devoted to European Studies:** 25%

**Area courses taught:** 2

**Research/Training Specializations:** Political economy of class, race, and gender; Women, gender and development; comparative work-family /social policy; immigration; ecological economics

**Recent Publications:** 1

**Number of dissertations or theses supervised in the last five years:** 1

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**DUNN, ELIZABETH**

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Associate Professor, (tenured) Department of Geography, appointed 1998

Time Devoted to European Studies: 25%

**Education:** Ph.D., 1998, Johns Hopkins University

**Language(s) and level of proficiency:** Polish (2), French (2), Russian (2)

**Overseas Experience:** 2009-2012, conducted 16 months of fieldwork in IDP settlements in the Republic of Georgia

**Area Courses Taught:** 2

**Research/Training Specializations:** humanitarianism, migration, refugees and other displaced persons

**Recent Publications:** 3

**Number of dissertations or theses supervised in the last five years:** (i.e. 3 dissertations and 2 theses): 2

**Distinctions:** Orbis Prize (2004) and Edward Hewett Book Prize (2005) for *Privitizing Poland: Baby Food, Big Business, and the Remaking of Labor* (Cornell University Press, 2004).

**Language Competency Scale: 1 = Basic, 2 = Good, 3 = Fluent**

**EMMERT, FRANK**

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John S. Grimes Professor of Law, Executive Director, Center for International & Comparative Law, (tenured) appointed 2004

**Education:** Erstes juristisches Staatsexamen (equivalent to J.D.), 1988, University of Munich Law School, Germany; LL.M., 1989, University of Michigan; Diploma in European Law, 1990, European University Institute, Florence, Italy; Zweites juristisches Staatsexamen (equivalent to the bar exam), 1992, Bavaria, Germany; Ph.D., 1998, University of Maastricht, the Netherlands

**Academic Experience:** 2007 - 2013 Director of and Professor in the USAID-funded Project of Indiana University; at Alexandria and Cairo University (Egypt); Fall 2015 Visiting Professor, Université Saint-Ésprit de Kaslik, Beirut (Lebanon); 2007/08 and 2014 Visiting Professor, Universidad de Guadalajara (Mexico); 2006/07 and 2007/08 Visiting Professor, American University Central Asia, Bishkek (Kyrgyzstan); 2002-2003 Visiting Professor, Benjamin N. Cardozo School of Law, New York (USA); 2001-2002 Jean Monnet Professor of European Union Law; 1998 - Aug. 2002 Professor of European Union, International & Comparative Law and Dean of the Law School, Concordia International University Estonia, Tallinn (Estonia).

**Overseas Experience:** multiple positions abroad; 2015 and 2016; Université de Lausanne (Switzerland), 2015; Université de Genève; (Switzerland), 2015; Berne University (Switzerland), 2014; Université Saint-Ésprit de Kaslik (USEK); Jounieh (Lebanon), 2014 and 2015; University of Oslo (Norway), 2013;

**Language(s) and level of proficiency:** German (3), French (3), Italian (2), Estonian (1), Spanish (1), Portuguese (1), Swedish (1), Dutch (1), Arabic (1)

**Time Devoted to European Studies:** 75%

**Area Courses Taught:** 4

**Research/Training Specializations:** Promoting Rule of Law in Developing and Transition Countries; Legitimacy & Future Development of the European Union; Legitimacy & Functioning of the European Court of Justice & European Court of Human Rights

**Recent Publications:** 7

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**ELLIOTT, COLIN**

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Assistant Professor of Ancient History, appointed 2015.

**Education:** PhD, University of Bristol, 2012; BA, University of Oregon, 2005.

**Academic Experience:** Mellon Postdoctoral Fellow, Washington and Lee University, 2013-15; Teaching Fellow (VAP), University of Bristol, 2012-13

**Overseas Experience:** Teaching Fellow (VAP), University of Bristol, 2012-13; PhD, University of Bristol, 2012.

**Language(s) and level of proficiency:** Latin (2), Ancient Greek (2), French (2), German (2)

**Time Devoted to European Studies:** 80%

**Area Courses Taught:** 7

**Research/Training Specializations:** Connectivity and integration in the Roman Mediterranean. The meanings and uses of money in the Roman Empire. The impact of disease and ecological change in the Roman world. The application of economic theory to the Roman economy.

**Recent Publications:** 3

**Language Competency Scale: 1 = Basic, 2 = Good, 3 = Fluent**

**EVEN, SUSANNE**

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Clinical Associate Professor of German and Coordinator of the Language Program, appointed 2013.

**Education:** **M.A.** Carl-von-Ossietzky Universität Oldenburg, Germany, 1995; **Ph.D.** University College Cork, Ireland, 2002

**Academic Experience:** University College Cork, Lecturer in German, 1995-1996; Leicester University (UK), DAAD-Lektorin, 1996-2000; Massachusetts Institute of Technology, Lecturer in German, 2000-2003; Boston University, Lecturer in German, 2001-2002; Worcester Polytechnic Institute, Adjunct Assistant Professor of German, 2003-2006; August 2006 – May 2013 Assistant Professor of German and Coordinator of the German Language Program, Department of Germanic Studies, Indiana University

**Overseas Experience:** Europe

**Language(s) and level of proficiency:** German (3), English (3), French (2), Latin (1), Dutch (1)

**Time Devoted to European Studies:** 100%

**Area Courses taught:** 8

**Research/Training Specializations:** Language teaching research; Drama pedagogy in foreign language learning; Bilingual texts

**Recent Publications:** 6

**Number of dissertations/theses supervised in last five years:** 3 dissertations

**Distinctions:** 2015 Grant-in-Aid (Office of the Vice President for International Affairs – OVPIA) Overseas Conference Grant (OVPIA);

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**FACOS, MICHELLE**

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Professor of Art History, (tenured) appointed 1995

**Education:** **B.A.** Kirkland College, 1976; **M.A.** Institute of Fine Arts, New York University, 1985; **Ph.D.** Institute of Fine Arts, New York University, 1989

**Academic Experience:** Case Western Reserve University, Assistant Professor

**Overseas Experience:** faculty exchanges with Warsaw University in 2014 and 2017; Sweden: Fulbright Fellow, 1993; Visiting Researcher Umeå University, 2000, 2001; Visiting Professor Växjö University, 2005; Germany: Alexander von Humboldt Fellow, 1996-1997

**Language(s) and level of proficiency:** Swedish (3), German (2), Danish (2), Norwegian (2), French (1), Italian (1)

**Time Devoted to European Studies:** 50%

**Area Courses Taught:** 5

**Research/Training Specializations:** Identity (national, ethnic); Scandinavian art and culture; Enlightenment Copenhagen

**Recent Publications:** 9

**Number of dissertations/theses supervised in last five years:** 7 dissertations, 4 theses

**Distinctions:** American Council of Learned Societies 2017-18

**Language Competency Scale: 1 = Basic, 2 = Good, 3 = Fluent**

**FÉLIX-BRASDEFER, CÉSAR**

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Professor, Spanish and Portuguese; Professor, Center for Latin American and Caribbean Studies; (tenured)

**Education:** PhD, University of Minnesota, 2002; MA, University of Illinois at Chicago, 1996

**Academic Experience:** 2003-Present, Professor of Hispanic Linguistics, University of Minnesota

**Overseas Experience:** USA, Mexico, Spain, Costa Rica, The Dominican Republic, Ecuador

**Language(s) and level of proficiency:** Spanish (3), French (2)

**Time devoted to European studies:** 100%

**Area Courses Taught:** 2

**Research/Training Specializations:** Hispanic Linguistics

**Recent publications:** 12

**Number of dissertations/theses supervised in last five years:** 10

**Distinctions:** Provost's Award for Undergraduate Research and Creative Activity

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**GAYK, SHANNON**

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Associate Professor of English, (tenured) appointed 2011

**Education:** B.A. 1998, Duke University; M.A. 2003, Ph.D. 2005 University of Notre Dame

**Academic Experience:** Assistant Professor, Indiana University, 2005-2011;

**Overseas Experience:** UK: Paleography course at Cambridge, 2003; NEH Summer Institute, Medieval York: Cathedral and Culture, 2007; conference presentations in Leeds, 2008; Oxford, 2008; Swansea, 2008; Sienna, 2010

**Language(s) and level of proficiency:** Middle English(2), Old English(2), French(2), Italian(2), German(2), Spanish(2), Latin(1)

**Time devoted to European Studies:** 50%

**Area courses taught:** 4

**Research/Training Specializations:** Late-medieval and early modern religious writing; Ecocriticism and nature writing; Reformation studies; Medieval art and iconography; Visual Culture; Media theory; Poetics; the Lyric; Medieval theology; Manuscript studies and book history.

**Recent publications:** 6

**Number of dissertations or theses supervised in the last five years:** 5 dissertations

**Distinctions:** College Arts and Humanities Institute Grant for symposium on "Forms of Catastrophe: Ecological Change in Early England" (2017-2018); College Arts and Humanities Institute Grant for film series on "Heretics, Revolutionaries, and Reformers" (2017); Consortium for the Study of Religion, Ethics, and Society Grant for symposium on "Wonder and the Orders of Nature in Medieval Literature and Culture" (2015); Research Award, Indiana Institute for Advanced Study (2015); EURO Travel Grant, Indiana University (2014)

**Language Competency Scale: 1 = Basic, 2 = Good, 3 = Fluent**

**GEESLIN, KIMBERLY L.**

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Professor of Spanish, (tenured) appointed 2013

**Education:** B.A. 1993, University of New Hampshire M.A. 1995 University of Arizona; Ph.D. University of Arizona, 1999

**Academic Experience:** Associate Professor. Indiana University, Department of Spanish & Portuguese. Summer 2005–2013; Assistant Professor. Indiana University, Department of Spanish & Portuguese, 1999–2005; Lecturer, Stanford University, Department of Spanish & Portuguese. 1998–1999.

**Language(s) and level of proficiency:** Spanish (3)

**Time devoted to European studies:** 50%

**Area courses taught:** 9

**Research/Training Specializations:** Spanish interlanguage studies; second language acquisition; language variation and change; applications of theoretical linguistics and sociolinguistics to second language acquisition

**Recent publications:** 7

**Number of dissertations or theses supervised in the last five years:** 7 dissertations

**Distinctions:** College Arts & Humanities Institute, grant to support roundtable speakers at Current Approaches to Spanish and Portuguese Second Language Phonology (CASPSLaP), Fall 2017; Horizons of Knowledge grant, to support roundtable speaker, Dr. Gillian Lord, at Current Approaches to Spanish and Portuguese Second Language Phonology (CASPSLaP), Fall 2017;

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**GILLEY, BRYAN J.**

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Professor, Department of Anthropology, (tenured) appointed 2015

**Education:** Ph.D., University of Oklahoma, 2002; Master of Arts, University of Oklahoma, 1997; Bachelor of Arts, University of Oklahoma, 1994; Associates of Science, Saint Gregory's University, 1992.

**Academic Experience:** 2010 -2015 Associate Professor of Anthropology (with Tenure) Department of Anthropology, Indiana University Bloomington; 2010 -Present Director, First Nations Educational and Cultural Center, Indiana University Bloomington; 2009 - 2010 Associate Professor of Anthropology Department of Anthropology, University of Vermont; 2009-2010 Director/Chair, US Ethnic Studies Program, University of Vermont; 2000 -2009 Assistant Professor of Anthropology, University of Vermont; 2003-2004 Assistant Professor of American Indian Studies, University of North Dakota.

**Overseas experience:** Affiliated Faculty, University of Salerno, Italy; 15 years of ethnographic research in Italy

**Language(s) and level of proficiency:** Italian (3), French (1), Spanish (2), Latin (1)

**Time devoted to European studies:** 50%

**Area courses taught:** 5

**Research/Training Specializations:** Affinity and colonialism in Italy and North Africa (Libya, Tunisia, Eritrea). Migration and settlement in Italy. Knowledge production, power and the body, gender queer-reality, Native North America.

**Recent Publications:** 6

**Number of dissertations or theses supervised in the last five years:** 3 dissertations

**Distinctions:** 2015 National Science Foundation (grant #1449465), “Learning NAGRPA,” CO-PIs April Sievert, Jayne-Leigh Thomas, and Anne Pyburn; 2015 Fulbright Teaching Award, “Comparative Colonialism,” University of Palermo; 2014 “Liberal Excursions: Cyclotouring in the Bella Epoca, 1890 – 1914,” IUB CAHI Research Grant; 2013 IU OVPIA Language Learning Grant

**Language Competency Scale: 1 = Basic, 2 = Good, 3 = Fluent**

**GLIBOFF, SANDER**

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Associate Professor, Department of History and Philosophy of Science, (tenured) appointed 2002.

**Education:** B.S. Cornell University, 1978; M.A. University of North Carolina at Chapel Hill, 1981; M.A. 1997, Ph.D. 2000 Johns Hopkins University

**Academic Experience:** Postdoctoral Fellow, Program in Science in Human Culture, Northwestern University, 2000-02

**Language(s) and level of proficiency:** German (3)

**Time Devoted to European Studies:** 15%

**Area Courses Taught:**4

**Research/Training Specializations:** History of modern science, particularly biology; Science in 19th/early 20th-century Germany and Austria; Theories of evolution and heredity

**Recent publications:** 3

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**GLOMM, GERHARD**

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Professor and Chair, Department of Economics, (tenured) appointed 2000.

**Time devoted to European studies:** 25%

**Area courses taught:**3

**Research/Training Specializations:** Economic growth; Income distribution; Political economy; Public finance

**Education:** B.A. University of Kansas, 1981; Ph.D. University of Minnesota, 1988

**Academic Experience:**1987 - 1994 Assistant Professor of Economics, University of Virginia; Spring 1993 Visiting Assistant Professor of Economics, CERGE, Charles University, Prague; 1994 - 2000 Associate Professor of Economics, Michigan State University; 2006 – 2011 Chair, Department of Economics, Indiana University

**Language(s) and level of proficiency:** German (3), French (1)

**Overseas experience:** Visiting assistant professor, Charles University, Prague, Czech Republic, 1993

**Number of dissertations or theses supervised in the last five years:** 2

**Language Competency Scale: 1 = Basic, 2 = Good, 3 = Fluent**

**GOERING, ELIZABETH**

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Professor, Communication Studies, (tenured) appointed 1990

**Education:** BA: Bethel College, North Newton, Kansas, 1979; MA: Wichita State University, Wichita, Kansas, 1984; PhD: Purdue University, West Lafayette, Indiana, 1991

**Academic Experience:** IUPUI Lecturer 1990-1991; IUPUI Assistant Professor 1991-1997; IUPUI Associate Professor 1997-2016; IUPUI Professor 2016-present

**Overseas Experience:** Since 2010, I have taught in the Euroculture MA Program at the Georg-August-Universität, Göttingen, Germany; Since 2010, I have taught a block seminar in Intercultural Communication Research Methods to students in the Intercultural Theology Program at Georg-August-Universität, Göttingen, Germany; In 2010, 2011, 2012, 2013, 2015, and 2016, I served as a tutor at the Euroculture MA Intensive Program; In 2017, I was awarded an internal \$7150 International Research Development Fund Research to support my sabbatical stay in Germany; In Winter Semester 2017-18, I taught a Blockseminar, Intercultural Communication: Communities, Contexts, Competencies, at Universität Paderborn, Paderborn, Germany.

**Language(s) and level of proficiency:** German (2)

**Time Devoted to European Studies:** 25%

**Area Courses Taught:** 2

**Research/Training Specializations:** Intercultural communication, communicating across cultural divides, the representation of “Europe in Crisis” in American media, the role of media in the construction of cultural perceptions related specifically to Europe

**Recent publications:** 8

**Number of dissertations or theses supervised in the last five years:** 18 MA theses/applied learning projects

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**GRAHAM, JOHN**

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Dean and Professor of Public Affairs, (tenured) appointed 2008

**Education:** BA, Wake Forest University 1978; MPA, Duke University 1980; Ph.D, Carnegie-Mellon University 1983

**Academic Experience:** Professor of Policy and Decision Sciences, Harvard School of Public Health (1985-2001); Professor of Policy Analysis, the Pardee RAND Graduate School (2006-2008)

**Overseas Experience:** Testimony on “Regulatory Aspects of Trans-Atlantic Trade and Investment Partnership (TTIP)”, U.S.-EU Free Trade Agreement, Committee on Trade, European Parliament, Brussels, Belgium, October 14, 2013; Member, International Advisory Board of Germany’s Helmholtz-Programme “Technology, Innovation and Society” (2010 to 2015); February 2018 trip to Germany for the German Marshall Fund

**Language(s) and level of proficiency:** German (1)

**Time Devoted to European Studies:** 10%

**Area Courses Taught:** 3

**Research/Training Specializations:** Regulatory Cooperation between the US and the EU, The Commercialization of Plug-In Electric Vehicles in the US, EU and China, Public Opinion and Shale Gas Development in the US, EU, and China

**Recent Publications:** 6

**Number of dissertations or theses supervised in the last five years:** 4

**Distinctions:** Recipient of the Distinguished Lifetime Achievement Award, international Society for Risk Analysis

**Language Competency Scale:** 1 = Basic, 2 = Good, 3 = Fluent

**GRAY, MARGARET**

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Associate Professor (tenured), Department of French and Italian, appointed 1994.

**Education:** B.A. 1978 Smith College; Ph.D. 1986 Yale University

**Academic experience:** Interim Director of Undergraduate Studies (French), 2015-16; Resident Director, Academic Program in Aix, Aix-en-Provence, France, 2004-05, 2007-08; Visiting Professor Summer Institute for French Cultural Studies, Dartmouth College, July 2007.

**Overseas experience:** Resident Director, Academic Program in Aix-en-Provence: 2004-05, 2007-08, 2019-20.

**Language(s) and level of proficiency:** French (3), German (2), Latin (1)

**Time devoted to European studies:** 100%

**Area courses taught:** 4

**Research/Training Specializations:** Twentieth-century French and Francophone fiction; Contemporary literary criticism; Gender construction and politics within narrative dynamics

**Recent publications:** 6

**Number of dissertations and theses supervised in the last five years:** 4 dissertations

**Distinctions:** International Programs, \$800, 2012; West European Studies, Mellon Travel Grant, \$500 (2014)

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**GREINER, RAE**

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Associate Professor of English, (tenured) appointed 2016

**Education:** Ph.D. UC Berkeley, 2007; M.A, 1996; B.S., 1996 Radford University

**Academic experience:** Editor, *Victorian Studies* 2009-present; Advisory Editor, *Oxford Bibliographies in Victorian Literature*, ed. Juliet John, 2014-present; Executive Committee (member, ex officio), North American Victorian Studies Association (NAVSA); Executive Committee (elected position), The Dickens Project (2017-2020)

International Fellowship and Dissertation Review (\*\* denotes compensation); Doctoral Thesis Review, Monash University, Melbourne, Australia 2017 (\*\*); German Academic Exchange Service (DAAD) postdoctoral funding program P.R.I.M.E. (Postdoctoral Researchers International Mobility Experience), 2016

**Overseas Experience:** Landscapes of Realism (international and collaborative project on realism)

**Language(s) and level of proficiency:** French (1)

**Time devoted to European Studies:** 90%

**Area courses taught:**6

**Research/Training Specializations:** British nineteenth century, moral philosophy, theories of sympathy and of realism, and narrative theory, theories of Enlightenment, eugenics, affect theory

**Recent publications:** 4

**Number of dissertations and theses supervised in the last five years:**9 dissertations

**Distinctions:** Trustees Teaching Award, IU 2017; OVPIA Overseas Conference Grant (\$1000 for \$2000 match), Indiana University 2017; College of Arts & Humanities Institute Grant (\$10,000), New Approaches to the Novel lecture series (co-organizer Jesse Molesworth), Indiana University 2015-2016; Jesse Fine Fellowship in Practical Ethics (\$2500), Indiana University 2015; Summer Faculty Fellowship (\$8,000), Indiana University 2008, 2014; College of Arts & Humanities Institute Faculty Fellowship (\$20,000), Indiana University 2013

**Language Competency Scale: 1 = Basic, 2 = Good, 3 = Fluent**

**GROSSMAN, CLAUDIA**

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Senior Lecturer of German, appointed 1987

**Education:** PhD University of Siegen 1985; Erstes Staatsexamen University of Siegen/Germany 1981

**Language(s) and level of proficiency:** German (3)

**Time Devoted to European Studies:** 100%

**Area Courses Taught:**8

**Research/Training Specializations:** German language and culture, German for specific purposes, internships and exchanges, German film, 20th century literature, German-American studies

**Distinctions:** Outstanding Lecturer, School of Liberal Arts; Post-Secondary Teacher of the Year, Indiana Association of Teachers of German; Trustees Teaching Award

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**HALL, TRACY ALAN**

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Associate Professor of Germanic Studies, (tenured) appointed 2012.

**Education:** B.A. University of California, Davis, 1983; **M.A.** 1987, University of Washington; **Ph.D.** 1990 University of Washington

**Academic experience:**2008–2012 Associate Professor of Germanic Studies; Indiana University; 2004-2008 Assistant Professor of Germanic Studies; Indiana University; University of Leipzig, Associate Professor 1999-2004; Humboldt-University *Privatdozent* 1997-1999; University of Washington, Visiting Associate Professor 1990.

**Overseas experience:** Germany: Research Associate, Heinrich-Heine University; Research Associate Forschungsschwerpunkt Allgemeine Sprachwissenschaft, Typologie und Universalienforschung; Head of the Phonology Project, Zentrum für Allgemeine Sprachwissenschaft. Netherlands: Research Associate, Max-Planck-Institute for Psycholinguistics

**Language(s) and level of proficiency:** German (3), Dutch (2), French (2), Russian (2), Hindi (2)

**Time devoted to European studies:** 100%

**Area courses taught:** 10

**Research/Training Specializations:** Germanic and general linguistics; phonology, morphology, historical linguistics

**Recent publications:** 10

**Number of dissertations or theses supervised in the last five years:** 3 dissertations 1 thesis

**Distinctions:** Trustees Teaching Award, 2015

**Language Competency Scale: 1 = Basic, 2 = Good, 3 = Fluent**

**HAM, ESTHER**

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Senior Lecturer, Germanic Studies and European Studies; Coordinator of Dutch Program, appointed 2004

**Education: B.A.** Rijksuniversiteit Utrecht (State University Utrecht), 1983; **M.A.** Universiteit Utrecht (University Utrecht), 1994

**Academic Experience:** Examiner of the state exams – Dutch as a Second Language 1996-2001; University Utrecht, Coordinator of Dutch Studies 1996-2001; University Utrecht, teacher of Dutch as a second language 1985-2001.

**Language(s) and level of proficiency:** Dutch (3)

**Time Devoted to European Studies:** 100%

**Area Courses taught:** 10

**Research/Training Specializations:** Dutch language and culture; Didactics of Dutch as a foreign language

**Recent publications:** 3

**Distinctions:**

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**HAUSKRECHT, ANDREAS**

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Clinical Associate Professor, Kelley School of Business, appointed 2006.

**Education:** B.A. University of Tübingen (Germany), 1983; **M.A.** 1989, **M.A.** 1990, **Ph.D.** 1995 Freie Universität, Berlin

**Academic Experience:** Clinical Assistant Professor, Kelley School of Business, Indiana University, 2003-2005; Visiting Assistant Professor, Kelley School of Business, Indiana University, 2001-2002; Assistant Professor for Economics, Foundation Deutsche Bundesbank for Monetary; Economics, Freie Universität Berlin, 1995 – 2001; Instructor for Macroeconomics, Department of Economics, Freie Universität Berlin, 1990 – 1995; Summer School in Sofia, Bulgaria (Cooperation Project Freie Universität Berlin and Institute for Political and Legal Studies), Sofia, September 2000

**Overseas experience:** Guest Lecturer, National Institute for Development Administration (NIDA), Thailand,

2009; Bulgaria: Cooperation Project Freie Universität Berlin and Institute for Political and Legal Studies, Sofia; Germany: Instructor for Macroeconomics, Department of Economics, Freie Universität Berlin, 1990-95

**Language(s) and level of proficiency:** German (3), French (3), Portuguese (2)

**Time devoted to European studies:** 50%

**Area Courses Taught:** 3

**Research/Training Specializations:** Macroeconomics & Monetary Economics; Monetary Policy, Central Banking, and the Supply of Money and Credit; International Economics

**Distinctions:** CIBER Research Grant, 2009-10

**Language Competency Scale: 1 = Basic, 2 = Good, 3 = Fluent**

**HAWKINS, JOAN**

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Associate Professor of Cinema and Media Studies, Media School, (tenured) appointed 2001

**Education:** B.A. San Francisco State University, History. 1976; M.A. San Francisco State University. Comparative Literature, 1981; Ph.D. University of California, Berkeley. Comparative Literature (French, English, Italian), 1993

**Academic Experience:** 2000- 16 Associate Professor in the Department of Communication and Culture; Indiana University, Bloomington, 1997-2000 Assistant Professor in the Department of Communication and Culture, Indiana University, Bloomington; 1993-1997 Assistant Professor in Department of Comparative Literature (Film Studies), Indiana University, Bloomington.

**Overseas Experience:** Study Abroad: 1973-74, University of Uppsala, Sweden.

**Language(s) and level of proficiency:** French (3), German (2), Italian (1), Swedish (1)

**Time Devoted to European Studies:** 50%

**Area Courses Taught:** 4

**Research/Training Specializations:** Film Theory and History; taste politics; horror cinema; European art cinema; film subcultures; the avant-garde

**Recent Publications:** 4

**Number of dissertations and theses supervised in the last five years:** 5 dissertations

**Distinctions:** Office of the Vice Provost for Research, Public Arts Grant, \$5,000 for Wounded Galaxies: 1968 Beneath the Paving Stones the Beach, scheduled to be held Feb 5-11, 2018; 2017 Office of the Vice Provost for Research, Grant in Aid of Research \$3,000 for permission rights costs associated with the anthology *Cutting Up the Century*

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**HELLWIG, TIMOTHY T.**

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Professor, Department of Political Science, (tenured) appointed 2017

**Education:** B.A. St. Cloud State University, 1995; M.A. American University, 1997; Ph.D. University of Minnesota, 2004

**Academic Experience:** Professor of Political Science, Indiana University, 2016- present; Director, Institute for European Studies, Indiana University, 2013-2016; Associate Professor of Political Science, Indiana University, 2012-2016; Visiting Fellow, The Australian National University, 2015; Visiting Researcher, Swedish National Election Studies, University of Gothenburg, 2013; Assistant Professor of Political Science, Indiana University, 2009-2012 University of Houston, Assistant Professor of Political Science, 2004-2009

**Overseas Experience:** UK: University of Essex, Visiting Researcher, 2003; Field research in UK, France, Denmark, 2003

**Language(s) and level of proficiency:** French (2), Spanish (2)

**Time Devoted to European Studies:** 50%

**Area Courses Taught:** 12

**Research/Training Specializations:** Economic globalization; voting behavior; Political parties; The welfare state

**Recent publications:** 4

**Number of dissertations and theses supervised in the last five years:** 5

**Distinctions:** National Science Foundation Grant; British Politics Group James B. Christoph Award; Henry H. H. Remak Professorship, Indiana University College of Arts and Sciences, 2017-2020; *Political Research Quarterly* Outstanding Reviewer Award, 2013;

**Language Competency Scale:** 1 = Basic, 2 = Good, 3 = Fluent

**HERTZ, DAVID M.**

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Professor (tenured), Department of Comparative Literature, appointed 1994.

**Education:** B.A. Indiana University, 1976; B.S. Indiana University, 1977; M.A. Indiana University, 1979; M.Phil New York University, 1982; Ph.D. New York University, 1983

**Academics Experience:** Associate Professor of Comparative Literature, Indiana University, Bloomington, Indiana, 1989-1994; Visiting Assistant Professor of Comparative Literature, Indiana University, Bloomington, Indiana, 1987-89; Assistant Professor of Comparative Literature, New York University, 1984-86 (one year as adjunct/one year full-time); Mellon Postdoctoral Fellow, Comparative Literature, N.Y.U., 1983-84

**Overseas Experience:** Italy: Sabbatical, 2002; Intensive language study, Bergamo, 1995

**Language(s) and level of proficiency:** French (3), Italian (3), German (2), Spanish (1)

**Time devoted to European Studies:** 75%

**Area courses taught:** 7

**Research/Training Specializations:** Modern poetry (European and American); Musicology and architectural history, especially in relation to literary study; Eugenio Montale and modern poetry

**Recent publications:** 1

**Number of dissertations and theses supervised in the last five years:** 2 dissertations

**Distinctions:** NEH Council on the Humanities (a US presidential nomination, confirmed by the senate) January 2003-06, a second term began in February 2008, was intended to end in 2014, but continues longest-serving NEH Council member in the history of the NEH); Who's Who in America, 64th Edition and after; Who's Who in the World, 27th Editions and after; Who's Who in the Midwest; Who's Who in American Education, 2007-

**HESS, FRANKLIN**

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Senior Lecturer, European Studies and Coordinator, Modern Greek Program, appointed 2007.

**Education:** B.A. Goshen College 1988; M.A University of Iowa, 1994, **Ph.D.** University of Iowa, 1999

**Academic Experience:** Visiting Assistant Professor, Rhetoric and American Studies, 2000-01; Princeton University, Postdoctoral Fellow in Hellenic Studies, 2001-02; ACT Inc., Senior Test Development Associate, 2003-06; University of Iowa, Adjunct Assistant Professor, History, 2000-06

**Overseas Experience:** France: Goshen College Summer Study in France, 1985; TESOL Instructor, 1989-90; Greece: Fulbright-Hayes Award for Greece, 1995-96; "American Form, Greek Performance: The Transnational Hip-Hop Poetics of the Imiskumbria," The Hellenic American Studies Association, Athens, Greece, 2000

**Language(s) and level of proficiency:** Modern Greek (3), Spanish (1), Chinese (1), French (1)

**Time devoted to European Studies:** 100%

**Area courses taught:** 9

**Research/Training Specializations:** Rap Music in Greece and Western Europe; Film and Violence; Immigration and the Nation State

**Recent Publications:** 3

**Distinctions:** 2015 Mellon Travel Award, West European Studies

**Language Competency Scale: 1 = Basic, 2 = Good, 3 = Fluent**

**HOFSTADTER, DOUGLAS**

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College of Arts & Sciences Distinguished Professor of Cognitive Science, (tenured) Adjunct Professor of Comparative Literature; Director, Center for Research on Concepts & Cognition, appointed 1977.

**Education:** B.S. Stanford University, 1965; M.S. University of Oregon, 1972; Ph.D. University of Oregon, 1975

**Academic Experience:** Assistant Professor of Computer Science, Indiana University, 1977-80; Associate Professor of Computer Science, Indiana University, 1980-83; Walgreen Professor for the Study of Human Understanding, and Professor of Psychology and Cognitive Science, University of Michigan, 1984-88

**Overseas Experience:** Visiting Professor, Istituto di Studi Avanzati, Università degli Studi di Bologna, 2001-02

**Language(s) and level of proficiency:** French (3), German (2), Italian (3), Russian (2), Polish (1), Spanish (1), Swedish (1)

**Time Devoted to European Studies:** 25%

**Area Courses Taught:** 2

**Research/Training Specializations:** Computational models of conceptual fluidity; Analogy-making, and creativity; Verse translation (from French, Italian, and Russian); Discovery, insight, and clarity in mathematics (especially in Euclidean geometry)

**Recent Publications:** 1

**Number of dissertations or theses supervised in last five years:** 1

**Distinctions:** Pulitzer Prize, 1980; American Book Award, 1980; John Simon Guggenheim Fellowship, 1980–81; Los Angeles Times Book Prize, 2007; Elected Member, American Academy of Arts & Sciences, 2009; Elected Member, American Philosophical Society, 2009

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**HSIA, KE-CHIN**

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Lecturer, History Department, appointed 2017 (as Postdoctoral Fellow and Visiting Assistant Professor, 2014-2017)

**Education:** The University of Chicago, Chicago, IL, Ph.D. 2013, The University of Chicago, Chicago, IL, M.A. History 2002, National Taiwan University, Taipei, Taiwan, BA 1999

**Academic Experience:** Visiting Scholar, Centre for History and Economics, Magdalene College, University of Cambridge, U.K., 2013-2014; Postdoctoral Fellow, Research Institute for the Humanities and Social Sciences, National Science Council, Taipei, Taiwan, 2013-2014

**Overseas Experience:** Current member of The Quest for Welfare and Democracy: Voluntary Associations, Families, and the State, 1880s to the Present Network, hosted by Department of History and Civilization, European University Institute, Florence, Italy; Short Summer research trips in Vienna, Graz, Innsbruck, Austria; Berlin, Germany; London, U.K.; Central European History Society Travel and Research Grant, 2016, research in Vienna, Graz, Austria.; Visiting Scholar, Centre for History and Economics, Magdalene College, University of Cambridge, U.K., 2013-2014;

**Language(s) and level of proficiency:** German (3), French (2), Mandarin Chinese (3), Literary Chinese (3)

**Time Devoted to European Studies:** 50%

**Area Courses Taught:** 6

**Research/Training Specializations:** Modern Central and East Central Europe; First World War; European Welfare States; Nationalism and Empire; Democracy, Bureaucracy, and Civil Administration; Disability

**Recent Publications:** 2

**Language Competency Scale:** 1 = Basic, 2 = Good, 3 = Fluent

**ILLAS, EDGAR**

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Assistant Professor (tenure track), Department of Spanish and Portuguese, appointed 2008.

**Education:** B.A. Universitat Autònoma de Barcelona, 1999; **Ph.D.** Duke University, 2007

**Academic Experience:** Visiting Assistant Professor, Duke University, 2007-08

**Overseas Experience:** “De l’edificació noucentista a l’estat eficient.” Invited Lecture, Diputació de Barcelona-Institut d’Estudis Catalans-Museus de Sitges, Barcelona-Sitges, November 2014; “Thinking Barcelona. The Evolution of a Global City.” Invited lecture, Libreria Gulliver, Verona, Italy, July 2013.

**Language(s) and level of proficiency:** Catalan (3); Spanish (3), French (2), Italian (1)

**Time Devoted to European Studies:** 50%

**Area Courses Taught:** 11

**Research/Training Specializations:** Mapping Catalan Ideologies; European Regionalist Movements; Catalonia and Israel

**Recent publications:** 5

**Number of dissertations or theses supervised in last five years:** 1 dissertation

**Distinctions:** Course Development Grant, Hutton Honors College, Indiana University 2017; Conference & Workshop Grant, College Arts & Humanities Institute, Indiana University 2017; Conference & Workshop Grant (with Michel Chaouli), College Arts & Humanities Institute, Indiana University 2017; Institute for European Studies Mellon Travel Grant, Indiana University 201; Research Travel Grant, College Arts & Humanities Institute, Indiana University 2016; Individual Research Award, Institute for Advanced Study, Indiana University 2016; Course Development Grant, Hutton Honors College, Indiana University 2016; Emergency Grant-in-Aid, Office of the Vice Provost for Research, Indiana University 2015; Institute for European Studies Mellon Travel Grant, Indiana University 2015; Institute for European Studies Mellon Travel Grant, Indiana University 2014; North American Catalan Society Prize for Outstanding Work in Catalan Studies for *Thinking Barcelona*

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**IPSEN, CARL**

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Professor (tenured), Department of History, appointed 2007; Director, IU Food Project appointed 2018.

**Education:** B.A. 1985, M.A. 1987, 1991, Ph.D. 1992 University of California at Berkeley

**Academic experience:** Indiana University: Assistant professor of West European Studies 1994-2001; Assistant professor of History, 1995-2001; Associate professor of West European Studies 2001; Associate professor of History, 2001-2007; Director of Graduate Studies (History), 2002-2005; Director, Collins LLC, 2011-2018;

**Overseas experience:** Six years plus of research in Italy (mostly Rome); teaching experience at University of Florence; assistant professor at Institute for Population Research (National Research Council), Rome (1992-94).

**Language(s) and level of proficiency:** Italian (3), French (2), German (1)

**Time devoted to European studies:** 50%

**Area courses taught:** 1

**Research/Training Specializations:** History of olive oil in southern Italy

**Recent publications:** 1

**Distinctions:** IU College Arts & Humanities Institute Conference Grant, 2015-16; IU New Frontiers in the Arts and Humanities Exploratory Travel Fellowship, 2015-16; IU College Arts & Humanities Institute Research Travel Grant, 2015-16; IU OVPR Grant-in-aid, 2015

**Language Competency Scale: 1 = Basic, 2 = Good, 3 = Fluent**

**ISAAC, JEFFREY C.**

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James H. Rudy Professor, Department of Political Science, (tenured) appointed 1999.

**Education:** B.A. Queens College, City University of New York, 1979; M.A. 1980, Ph.D. 1983 Yale University

**Academic experience:** City University of New York, Adjunct Lecturer 1982; Fordham University, Instructor 1983-1984; Fordham University, Assistant Professor 1984-1987.

**Overseas experience:** Romania: Visiting Professor at SNSPA Bucharest 2008

**Time Devoted to European Studies:** 25%

**Area Courses taught:** 5

**Research/Training Specializations:** Twentieth century liberal political thought; Meanings of liberalism in the wake of the September 11, 2001 terrorist attacks

**Language(s) and level of proficiency:** French (1)

**Recent publications:** 4

**Number of dissertations or theses supervised in the last five years:** 2

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**JIKELI, GUNTHER**

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Visiting Associate Professor, Justin M. Druck Family Scholar, Institute for the Study of Contemporary Antisemitism, Borns Jewish Studies Program

**Education:** Ph.D., 2011 Technical University Berlin

**Academic Experience:** CNRS/Paris, lecturer Potsdam University

**Overseas Experience:** Poland, UK, France, Germany, Israel

**Language(s) and level of proficiency:** German (3) French (3) Hebrew (1)

**Time Devoted to European Studies:** 80%

**Area Courses Taught:** 3

**Research/Training Specializations:** Social media and hate, refugees in Germany, far right in Europe, antisemitism

**Recent publications:** 8

**Distinctions:** Raoul Wallenberg Prize 2013

**Language Competency Scale: 1 = Basic, 2 = Good, 3 = Fluent**

**JULIEN, EILEEN**

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Director, Indiana University Institute for Advanced Study; Professor, Department of Comparative Literature, Department of French & Italian; (tenured)

**Education:** PhD, U. of Wisconsin, 1978; MA, U. of Wisconsin, 1970; BA, Xavier U. of Louisiana, 1969

**Academic Experience:** 2004-Present, Professor of Comparative Literature and French & Italian, IU; 2002-04, Professor of French and Comparative Literature, University of Maryland

**Overseas Experience:** France: English lang. teaching asst., Lycée Camille Julian, Bordeaux, 1971-72 & Founding Dir. of Boston U. Study Abroad in Grenoble, 1983-85; 1993-95 Founding Director, West African Res. Ctr., Dakar

**Language(s) and level of proficiency:** French (3), Spanish (2), Wolof (1)

**Time devoted to European studies:** 100%

**Area courses taught:** 5

**Research/Training Specializations:** Local and transnational literature, film, culture, modernity in Africa, the Americas and Europe

**Recent Publications:** 5

**Number of dissertations or theses supervised in the last five years:** 7

**Distinctions:** NEH Grant for Summer Institute for University Faculty; Guggenheim Fellowship; Fulbright Senior Scholar; Carnegie Faculty Fellowship Bunting Institute

**KAHN, SAMUEL**

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Assistant Professor of Philosophy, appointed 2012

Time Devoted to European Studies: 75%

**Academic Experience:**

**Language(s) and level of proficiency:** German (3)

**Area Courses Taught:** 4

**Research/Training Specializations:** Kant, Kantian Ethics, Modern Philosophy, Social/Political Philosophy

**Education:** PhD Stanford University 2012, Fulbright Scholar Philipps-Universität Marburg 2008-2009, BA, Philosophy, magna cum laude University of Pennsylvania 2005, BSE, Bioengineering, magna cum laude University of Pennsylvania 2005

**Recent Publications:** 9

**Distinctions:** Markus Herz Prize, 2011. Geballe Fellow, Stanford Humanities Center, 2011. Elizabeth F. Flower Essay Prize, 2005.

**Language Competency Scale: 1 = Basic, 2 = Good, 3 = Fluent**

**KALENTZIDOU, OLGA**

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Director of Academic Initiatives and Experiential Learning, School of Global and International Studies; Lecturer, Department of International Studies; (non-tenure track)

**Education:** PhD, Indiana Univ., 2001; MA, Indiana Univ., 1995; MA, Indiana Univ., 1993; BA, Univ. of Thessaloniki, Greece, 1989

**Academic Experience:** 2016-Present, Director of Academic Initiatives and Experiential Learning, School of Global and International Studies, Indiana Univ., Bloomington; 2013-2016, Director of Undergraduate Studies, Department of International Studies, Indiana Univ.-Bloomington; 2009-2013, Associate Director, International Studies Program, Indiana Univ., Bloomington; 2008-2009, Academic Advisor, Univ. Division, Indiana Univ., Bloomington; 1996-2007, Adjunct Lecturer, West European Studies, Indiana Univ., Bloomington

**Overseas experience:** Greece, Bulgaria, Turkey

**Language(s) and level of proficiency:** Greek (3), German (1), French (1), Italian (2)

**Time devoted to European studies:** 50%

**Area courses taught:** 4

**Research/Training Specializations:** Immigration and ethnicity; Food memory; Identity; Service-learning; Material culture; Balkan prehistory

**Recent Publications:** 1

**Number of dissertations or theses supervised in the last five years:** 3

**Distinctions:** Beth Wood Distinguished Service-Learning Faculty Award – Service Learning Program, Indiana University (2015)

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**KARAKATSANIS, NEOVI**

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Professor, Political Science, (tenured) appointed 1998

**Education:** Ph.D., 1996; M.A., 1990; B.A., 1988 - The Ohio State University

**Academic Experience:** Fellow, 1997-2000 Princeton University, Southern European Studies Research Group (Center of International Studies, Department of Political Science); Fellow, 1997 Princeton University, Program in Hellenic Studies

**Overseas Experience:** President, Modern Greek Studies Association, 2014- 2017; Executive Board Member, Modern Greek Studies Association, February 2001-December 2008; October 2011-2017; University of the Aegean, College of Social Sciences, Department of Sociology Appointment Committee, April 2017-May 2017; Evaluator, National Research Foundation, South Africa, June 2015-September 2015; Treasurer, Modern Greek Studies Association, October 2011-March 2014 (elected); Board of Directors (elected position), Professional Social Science Publication (the governing board of the Annual Review of Political and Military Sociology), 2010-present; Evaluator, The Hellenic Quality Assurance and Accreditation Agency for Higher Education (HQA), 2014-present

**Language(s) and level of proficiency:** Modern Greek (3), French (1)

**Time Devoted to European Studies:** 10%

**Area Courses Taught:** 4

**Research/Training Specializations:** Migration in Greece; American Foreign Policy towards Greek Dictatorship (1967-74)

**Recent Publications:** 8

**Number of dissertations or theses supervised in the last five years:** 2 theses

**Language Competency Scale: 1 = Basic, 2 = Good, 3 = Fluent**

**KATES, JOSHUA**

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Professor, (tenured) English (appt: 2005; promotion: 2014)

**Education:** Ph.D., Comparative Literature, University at Buffalo, May 1991; M.A., Comparative Literature, University at Buffalo, May 1989; Collegium Phaenomenologicum, Perugia, Italy, 1987; Summer Latin-Greek Institute, Advanced Classical Greek, City University of New York, 1981; B.A., Liberal Arts, St. John's College, Annapolis, MD, Spring 1980 (First in class)

**Overseas Experience:** Fellow-in-Residence, Camargo Foundation, Cassis, France, Spring 1999

**Academic Experience:** Visiting Associate Professor of English, University of California, Los Angeles; 1991-2005: Faculty member (Tutor), St. John's College, Santa Fe; tenured 1998); Visiting Assistant Professor, Deep Springs College, Deep Springs, California, Visiting Assistant Professor of Comparative Literature, SUNY- Binghamton

**Language(s) and level of proficiency:** French (2), German (2), Classical Greek (2)

**Time Devoted to European Studies:** 12.5%

**Area Courses Taught:** 4

**Research/Training Specializations:** Modernism (Eliot and New Critics), Contemporary Novel (1st person narrative: Cole, Lerner, Heti, Sebald), Hermeneutics, Pragmatics, Deconstruction, Analytic Phil of Language, Phenomenology, Philosophy of History and Historiographical Theory

**Recent Publications:** 7

**Number of dissertations or theses supervised in the last five years:** 3 dissertations

**Distinctions:** Woodburn Fellow (Suny-Buffalo); Resident Associate (NHC)

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**KELLY, JASON**

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Director, IUPUI Arts & Humanities Institute; Associate Professor, (tenured) History

**Education:** PHD University of California, Santa Barbara, 2004; BA Pennsylvania State University, 1997

**Overseas Experience:** Director, IUPUI-Newcastle University Exchange Program

**Time Devoted to European Studies:** 65%

**Area Courses Taught:** 4

**Research/Training Specializations:** Anthropocene, Environmental Studies, 18th-century history of art / science / society, Contemporary practices of socially engaged art

**Recent Publications:** 5

**Number of dissertations or theses supervised in the last five years:** 3 dissertations

**Distinctions:** Fellow, Society of Antiquaries of London; IUPUI Research Trailblazers Award (2013),

**Language Competency Scale: 1 = Basic, 2 = Good, 3 = Fluent**

**KNOX, GILES**

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Associate Professor, Department of Art History, (tenured) appointed 2009.

**Education:** Doctorate, University of Toronto, 1999; M.A. University of Toronto, 1990; B.A. Queen's University, Kingston, 1988; B.S. Queen's University, Kingston, 1986

**Academic Experience:** 2003-09 Indiana University, Department of the History of Art, Assistant Professor; 2001-2003 Southern Methodist University, Meadows School of the Arts, Assistant Professor; Spring 2001 Indiana University, Department of the History of Art, Visiting Assistant Professor; Fall 2000 Southern Methodist University, Meadows School of the Arts, Adjunct Assistant Professor; 1998-2000 University of Illinois at Urbana-Champaign, School of Art and Design Visiting Assistant Professor

**Language(s) and level of proficiency:** Italian (2), French (2), German (2), Spanish (2)

**Time devoted to European studies:** 100%

**Area Courses Taught:** 5

**Research/Training Specializations:** Southern European art of the 15<sup>th</sup> to 17<sup>th</sup> centuries; art and the Counter-Reformation; the civic politics of religious art; Velázquez and Italian art theory

**Recent publications:** 1

**Distinctions:** Institute for Advanced Study, Indiana University, Research Award, 2016; College Arts & Humanities Institute, Indiana University, Travel Research Grant, 2013, 2016; New Frontiers in the Arts and Humanities, Indiana University, Travel Fellowship, 2014

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**KNUDSEN, DANIEL C.**

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Professor (tenured), Department of Geography; Director, International Studies, appointed 1986.

**Education:** B.A. Iowa State University, 1977; M.A. Indiana University, 1981; Ph.D. Indiana University, 1984

**Academic Experience:** Present-2012 Chair, Department of Geography; 2014-2011 H.H. Remak Professor of West European Studies; Present-2007 Director, Landscape Studies PhD Minor Program Present-1998 Professor; 2012-2003 Director, International Studies Major Program; 2003-2002 Associate Director, West European Studies

2003-1997 Chairperson, Department of Geography; 1998-1991 Associate Professor; 1997-1991 Associate Director, Institute for Development Strategies; 1991-1986 Assistant Professor; 1986 Assistant Director: Indiana Rail Plan, 1987 Update; 1986-1984 Visiting Assistant Professor; 1984 Update 1984-1982 Associate Instructor: Independent Teaching

**Overseas experience:** Denmark: Fulbright Fellow, University of Copenhagen, 1995

**Language(s) and level of proficiency:** Danish (1), Norwegian (1)

**Time devoted to European studies:** 25%

**Area courses taught:** 1

**Research/Training Specializations:** European Geographically Delimited Commodities (e.g. PDO labeling), Sicily

**Recent publications:** 8

**Number of dissertations or theses supervised in the last five years:** 8 dissertations, 3 theses

**Distinctions:** H.H. Remak Professor of West European Studies, 2011-2014

**Language Competency Scale: 1 = Basic, 2 = Good, 3 = Fluent**

**KOSTROUN, DANIELLA**

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Associate Professor of History, (tenured) appointed 2005.

**Education:** B.A. Cornell University, 1992; M.A. Duke University, 1995; Ph.D. Duke University, 2000

**Academic Experience:** Assistant Professor, IUPUI, 2005 – 2011; Assistant, Stonehill College, 2002-2004

**Overseas Experience:** France: Residency Fellowship, Institute for Advanced Studies—Nantes, 2016-2017; France: Erasmus Mundus Scholar Grant, Euroculture, 10-day residence at the University of Strasbourg in France, 2014

**Language(s) and level of proficiency:** French 3; Italian 1

**Time Devoted to European Studies:** 100%

**Area Courses Taught:** 3

**Research/Training Specializations:** French History; French Atlantic World

**Recent publications:** 1

**Number of dissertations or theses supervised in the last five years:** 1 MA

**Distinctions:** Book award for: Kostroun, Daniella and Lisa Vollendorf, eds. *Women, Religion, and the Atlantic World (1600- 1800)* Toronto: University of Toronto Press, 2009; Awarded the 2010 Collaborative Project Award by the Society for the Study of Early Modern Women; Article award for A Formula for Disobedience: Jansenism, Gender and the Feminist Paradox,” *The Journal of Modern History* 75 (September 2003): 483-522.; Awarded the 2004 Chester Penn Higby Prize by the Modern European History section of the AHA

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**LAVE, REBECCA**

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Associate Professor, Department of Geography, (tenured) appointed 2014

**Education:** Ph.D., 2008, UC Berkeley; MCP, 1997, MIT; BA, Reed College, 1993

**Academic Experience:** 2008 – 2014 Assistant Professor, Geography Department, Indiana University, Bloomington, IN; 1999 – 2005 Senior Associate, Design, Community & Environment, Berkeley, CA; 1996 – 1998 Urban Planner, Goody, Clancy & Associates, Boston, MA

**Overseas Experience:** 2014 Plenary panel: “Co-constructing Water.” Royal Geography Society/Institute of British Geographers. London, UK. 8/28/2014; 2013 Public lecture and instructor at ENTITLE workshop, Autonomous University, Barcelona, Spain. 6/3 – 6/7/2013;

**Language(s) and level of proficiency:** French (1), Spanish (2)

**Time Devoted to European Studies:** 25%

**Area Courses Taught:** 5

**Research/Training Specializations:** Critical physical geography, Political Ecology, Political Economy and Social Theory, Science and Technology Studies, Stream Restoration and Fluvial Geomorphology

**Recent Publications:** 3

**Number of dissertations or theses supervised in the last five years:** 3 dissertations

**Distinctions:** 2010 – 2014 Doyle, M.D., R. Lave, and M. Robertson. “The Emerging Commodity of Restored Streams: Science, Policy, and Economics in New Markets for Ecosystem Service Commodities.” NSF. \$600,000 (IU share \$162,188); 2009 – 2012 Gershon, I., T. Gieryn, R. Lave, E. Medina, J.Schikore, and K. Shankar. “Rupture and Flow: The Circulation of Technoscientific Facts and Objects.” The first Mellon Foundation Sawyer Seminar Grant won by IU faculty. \$150,000; 2014 Trustees Teaching Award for excellence in undergraduate instruction

**Language Competency Scale: 1 = Basic, 2 = Good, 3 = Fluent**

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**LINDSETH, ERIK**

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Senior Lecturer in History, appointed 2005

**Education:** MLS IUPUI 1999, PhD Edinburgh University (Scotland) 1992, BA Wabash College 1983

**Language(s) and level of proficiency:** French (1); German (1)

**Time Devoted to European Studies:** 100%

**Area Courses Taught:**6

**Research/Training Specializations:** Scottish history; Reformation/Early modern European history; Rare books and special collections

**Distinctions:** IUPUI Trustees Teaching Award, 2007, 2009, Outstanding Academic Advisor, School of Liberal Arts, 2007, Outstanding Lecturer, School of Liberal Arts, 2005-06

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**LOCHRIE, KARMA**

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Provost Professor, Department of English, (tenured) appointed 1999.

**Education:** B.A. DePauw University, 1977; M.A. 1978, Ph.D. 1981 Princeton University

**Academic Experience:** University of Hawaii, 1981-1988; Loyola University Chicago, 1988-99

**Language(s) and level of proficiency:** Old English (3), Middle English (3), French (2), Latin (2)

**Time devoted to European Studies:** 90%

**Area courses taught:** 4

**Research/Training Specializations:** utopianism in medieval literature and culture; gender and sexuality before modernity

**Recent publications:** 3

**Distinctions:** editorial board, *Postmedieval*, Holmes Professor of Literature, University of Kansas, 2007; Ruth Halls Professor of English, 2008-; ACLS Fellowship, 2008-09

**Language Competency Scale: 1 = Basic, 2 = Good, 3 = Fluent**

**MACPHAIL, ERIC**

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Professor of French, (tenured) appointed 2006

**Education:** B.A. University of California, Berkeley, 1983; **Ph.D.** Princeton University, 1988

**Academic Experience:** Adjunct Professor of Comparative Literature Indiana University 1998-; Associate Professor, Indiana University 1994-2006; Assistant Professor, Indiana University 1988-1994

**Overseas experience:** “Peri theon: The Renaissance Confronts the Gods” keynote address for The Sophistic Renaissance conference organized at Ca’Foscari University of Venice, September 26, 2016

**Language(s) and level of proficiency:** French (3), Italian (3), Spanish (2), Latin (1)

**Time devoted to European studies:** 100%

**Area courses taught:** 9

**Research/Training Specializations:** Renaissance lyric; Renaissance narrative, and theory of history and theory of narrative

**Recent publications:** 6

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**MAFI-KREFT, ELHAM**

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Clinical Assistant Professor of Business Economics, Kelly School of Business, appointed 2001

**Education:** BS, West Virginia University, 1999, MA, West Virginia University, 2002, PhD, West Virginia University, 2003

**Academic Experience:** Indiana University, Kelley School of Business, Clinical Assistant Professor, 2006-Present, Rose-Hulman Institute of Technology, Assistant Professor of Economics, 2003-2006, University of Bonn-Germany, Visiting Researcher, 2004, West Virginia University, Graduate Student Instructor, 1999-2003

**Language(s) and level of proficiency:** French (3)

**Time devoted to European studies:** 20%

**Area courses taught:** 2

**Research/Training Specializations:** International Financial Institutions, Monetary Policy, European Monetary Union

**Recent Publications:** 2

**Distinctions:** Kelley School of Business Trustees Teaching Awards: presented by the Kelley School of Business in May 2012, May 2016; Kelley School of Business Innovative Teaching Award: presented by the Kelley School of Business in May 2016; Kelley Direct Teaching Excellence Award: presented by the Kelley School of Business in

May 2008; Panschar Teaching Excellence nomination: 2011, 2014, 2015; Kelley School of Business Service nomination: 2013, 2014

**Language Competency Scale: 1 = Basic, 2 = Good, 3 = Fluent**

**MALITSKY, JOSHUA**

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Associate Professor, Cinema and Media Studies; Director, Center for Documentary Research and Practice; (tenured)

**Education:** PhD, Northwestern University, 2005; MA, University of North Carolina, Chapel Hill, 2000; BA, University of Wisconsin, Madison, 1994

**Academic Experience:** 2018-Present, Associate Professor Cinema and Media Studies, Media School, Indiana University; 2012-Present, Director of the Center for Documentary Research and Practice, Indiana University, Bloomington

**Overseas Experience:** Cuba

**Language(s) and level of proficiency:** Spanish (3)

**Time Devoted to European Studies:** 25%

**Area Courses Taught:** 5

**Research/Training Specializations:** Documentary History, Theory, and Criticism, Non-Fiction Film and Nation-Building; Intersections between Documentary, Ethnographic Film, and the Avant-Garde, Early Soviet Cinema, Cuban Cinema, West African Cinema

**Recent Publications:** 2

**Distinctions:** Sawyer Seminar Fellow

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**MARKS, HERBERT J.**

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Professor, Department of Comparative Literature, (tenured) appointed 1984.

**Education:** B.A. 1969, Ph.D. 1985 Yale University

**Overseas experience:** France: Visiting Scholar, Université de Provence, 1988-89; Visiting Professor, Université de Paris X, Nanterre, 1995-96 and 1987; Germany: Visiting Scholar, Universität Hamburg, 1994; Portugal: Visiting Professor, Universidade e Lisboa, 2001

**Language(s) and level of proficiency:** French (3), German (2), Italian (2), Spanish (1), Portuguese (1), Russian (2), Latin (1), Biblical Hebrew (1)

**Time devoted to European studies:** 100%

**Area courses taught:** 4

**Research/Training Specializations:** European literary history; Biblical interpretation; Lyric and narrative poetry; Nineteenth- and twentieth-century novel; Psychoanalysis; European popular culture

**Distinctions:** Lucius N. Littauer Foundation Fellowship, 1987-88; Memorial Foundation for Jewish Culture Research Fellowship, 1993-94, 1999-2000; Borns Research Fellowship, Indiana University, 1999; ACLS Fellowship, 1999-2000; Henry R. Remak Professorship, 2008

**Language Competency Scale: 1 = Basic, 2 = Good, 3 = Fluent**

**MAY, GERGANA**

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Senior Lecturer, Germanic Studies and European Studies; Coordinator of Norwegian Program, appointed 2006.

**Education:** B.A. University of Oslo, Norway, 1995 M.A. University of Sofia, Bulgaria, 1998; Ph.D. University of Washington, 2006

**Overseas Experience:** Norway: Research Fellow at the Ibsen Center, Oslo, 2002-2003; Translation Seminar, Oslo, 2004; Research project, U. of Oslo, 2008

**Language(s) and level of proficiency:** Bulgarian (3), Norwegian (3), Swedish (3), Russian (3), Danish (2), German (1)

**Time devoted to European Studies:** 50%

**Area courses taught:** 8

**Research/Training Specializations:** Scandinavian drama and theatre, foreign language acquisition, immigrant literature of the Scandinavian countries

**Distinctions:** Center for Language Excellence Summer On-line Course Development, 2016; Andrew W. Mellon Foundation Travel Award, 7/2016; Norwegian Ministry of Foreign Affairs Travel Grant. 2008, 2011, 2015

CWP Summer Writing-Teaching Grant, 2015; WEST Travel Grants. 2010, 2011, 2014

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**McCORMICK, JOHN**

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Professor of Political Science, (tenured) appointed 1991

**Education:**BA, Rhodes University, South Africa, 1977; **M.Phil**, University College London, 1986;**Ph.D**, Indiana University, 1991.

**Academic Experience:** Multiple visiting positions.

**Overseas Experience:** Academic work in Belgium, France, Germany, Ireland, Italy, Luxembourg, Netherlands, Norway, Poland, Portugal, Spain, UK.

**Time Devoted to European Studies:** 50%

**Area Courses Taught:** 1

**Research/Training Specializations:** Brexit, general politics of the EU, global environmental policy.

**Recent publications:** 8

**Number of dissertations or theses supervised in the last five years:** 4 theses.

**Distinctions:** Fulbright Distinguished Professorship at College of Europe in Belgium, two three-year Jean Monnet chairs from the European Commission.

**Language Competency Scale: 1 = Basic, 2 = Good, 3 = Fluent**

**McDONALD, DAVID**

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Associate Professor and Chair, Department of Folklore and Ethnomusicology, (tenured) appointed 2008

**Education:** B.M. Colorado State University, Ft. Collins, Colorado, 1998; M.M., University of Illinois at Urbana-Champaign, 2001; Ph.D., University of Illinois at Urbana-Champaign, 2006

**Academic Experience:** 2017– Present Series Editor, *Activist Encounters in Folklore and Ethnomusicology*, Indiana University Press; 2016– Present Associate Editor for Ethnomusicology, *Journal of Folklore Research*; 2014-15 & 2016-2017 Director, Ethnomusicology Institute, Indiana University 2016-17; 2007-08, Visiting Assistant Professor of Ethnomusicology, Bowling Green State University; 2006-07, Visiting Assistant Professor of Anthropology, Department of Anthropology, University of Illinois Urbana-Champaign;

**Overseas Experience:** 2017, Co. Clare, Ireland. Ethnographic field research with traditional music performers and instrument makers; 2015, Bloomington, Indiana. Ethnographic field research with volunteer firefighters and emergency medical technicians; 2015, Seoul, Korea. Ethnographic field research with traditional Buddhist spirit mediums and folk music ensembles; 2014, Qatar, Bahrain. Ethnographic field research with Bahraini and Qatari Heavy Metal and Hip-Hop artists; 2003 – 2015, Jordan, Israel, Palestine, Syria, Turkey. Ethnographic field research with Palestinian refugee communities, protest singers, and political activists;

**Language(s) and level of proficiency:** Arabic (3)

**Time Devoted to European Studies:** 25%

**Area Courses Taught:** 2

**Research/Training Specializations:** Irish traditional music performance & history, Irish political history, music and trauma, music and sectarian conflict, popular music studies, protest song, music and activism

**Recent Publications:** 7

**Number of dissertations or theses supervised in the last five years:** 3 dissertations, 15 theses

**Distinctions:** 2014, Chicago Folklore Prize, awarded by the University of Chicago Press and the American Folklore Society recognizing the best book-length work of Folklore scholarship (2013, *My Voice is My Weapon*); 2014, Jaap Kunst Prize, awarded by the Society for Ethnomusicology recognizing the most significant article in the field of Ethnomusicology (2013, “Imagaries of Exile...”);

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**McFARLAND, ANDREW**

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Professor of Political Science, (tenured) appointed 2004

**Education:** Ph.D. in Modern European History, University of Texas-Austin, 2004; M.A. in History, University of Texas-Austin, 1999; B.A. in History and Geography, University of Delaware, 1997

**Overseas Experience:** Visiting positions at University of Exeter (UK), University of Sussex (UK), College of Europe (Belgium), University of Goettingen (Germany), University of Deusto (Spain).

**Language(s) and level of proficiency:** Spanish (3)

**Time Devoted to European Studies:** 50%

**Area Courses Taught:** 5

**Research/Training Specializations:** development of physical education, sport, and soccer in early 20th-century Spain

**Recent Publications:** 2

**Distinctions:** Trustees Teaching Award 2004, 2017; Jean Monnet Chair in EU Politics (European Commission) 2010-13, 2014-17; Fulbright-Schuman Chair in EU-US Relations, College of Europe, Spring 2013

**Language Competency Scale: 1 = Basic, 2 = Good, 3 = Fluent**

**McGERR, ROSEMARIE P.**

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Professor (tenured), Department of Comparative Literature, appointed 1994; Adjunct Professor, English, appointed 2011

**Education:** B.A. 1975, M.A. 1977 Yale University; M.Phil. 1979; Ph.D. 1981 Yale University

**Academic Experience:** Yale University: Assistant Professor of English, 1981-1987; Associate Professor of English, 1987-1990; Indiana University: Visiting Associate Professor in Comparative Literature, 1993-94; Visiting Associate Professor in Honors and Comparative Literature, 1991-93; Visiting Scholar in Medieval Studies and Honors and Visiting Associate; Professor in French and Italian, 1990-91

**Overseas Experience:** Independent research in UK and France, conferences in UK, France, Spain, and Italy

**Language(s) and level of proficiency:** French (2), German (2)

**Time devoted to European Studies:** 100%

**Area courses taught:** 8

**Research/Training Specializations:** Comparative medieval literature, including literature and performance, manuscript studies, literature and visual arts, lyric traditions, constructions of gender, literature and the law, and the relationship of medieval texts to later literature and film

**Recent publications:** 1

**Number of dissertations and theses supervised in last five years:** 4 dissertations, 1 thesis

**Distinctions:** Director, Medieval Studies Institute, 2009-16; Remak Professor of Comparative Literature, 2008-11

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**McMANUS, PATRICIA**

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Associate Professor, Sociology; Director, Schuessler Institute for Social Research (tenured)

**Education:** A.B. Harvard University, 1981; M.A. 1993, Ph.D. 1996 Duke University

**Academic Experience:** 1996-Present, Assistant to Associate Professor, Indiana University; 2007-2008, Interim Director, Center for West European Studies, Indiana University; 2007-2008, Interim Co-Director, European Union Center of Excellence, Indiana University

**Overseas Experience:** France, Germany

**Language(s) and level of proficiency:** French (2), German (1)

**Time devoted to European studies:** 25%

**Area courses taught:** 9

**Research/Training Specializations:** Immigrant incorporation in Europe and US

**Recent Publications:** 2

**Number of dissertations or theses supervised in the last five years:** 8

**Language Competency Scale: 1 = Basic, 2 = Good, 3 = Fluent**

**MEJÍAS-LÓPEZ, ALEJANDRO**

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Associate Professor, Department of Spanish and Portuguese; Director of Undergraduate Studies, Department of Spanish and Portuguese; (tenured)

**Education:** PhD, The University of Michigan, 1995; MA, The University of Michigan, 1992; BA, The University of Seville, Spain, 1990

**Academic Experience:** 2008-present, Associate Professor, Indiana University Bloomington; 2002-2008, Assistant Professor, Indiana University Bloomington; 1997-2001, Assistant Professor, The University of North Carolina-Chapel Hill; 1995-1997, Visiting Assistant Professor, Trinity College

**Overseas Experience:** Spain, Chile, Argentina, Uruguay, México, Perú

**Language(s) and level of proficiency:** Spanish (3), French (1), Portuguese (1), Italian (1)

**Time devoted to European studies:** 100%

**Area courses taught:** 8

**Research/Training Specializations:** 19th C Spanish American literature and culture; Transatlantic studies, Modernisms and modernities; Postcolonial literature; Politics of literary histories and canon formation.

**Recent publications:** 2

**Number of dissertations or theses supervised in the last five years:** 5

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**MELI, DOMENICO BERTOLONI**

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Provost Professor, History of Philosophy, Science, and Medicine, (tenured) appointed 1996

**Education:** PhD Cambridge University, 1988;

**Overseas Experience:** I taught at the ENS in Lyon, May 2012; ENS in Paris, May 2015

**Language(s) and level of proficiency:** Italian 3; German 2; French 1; Latin 1; Spanish 1

**Time Devoted to European Studies:** 100%

**Area Courses Taught:** 3

**Research/Training Specializations:** History of medicine and History of Science

**Recent publications:** 8

**Number of dissertations or theses supervised in the last five years:** 2 PhD dissertations.

**Distinctions:** Sonneborn Lecture delivered in October, 2017; Mellon Distinguished Lecture Series (3 lectures), University of Pittsburgh, 2016.

**Language Competency Scale: 1 = Basic, 2 = Good, 3 = Fluent**

**MILLER, KATE**

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Associate Professor of French, Department of World Languages and Cultures, IU School of Liberal Arts at IUPUI, (tenured) appointed 2011

**Education:** MA, French Literature, Miami University, 2004; MA, French Linguistics, Indiana University, 2008; PhD, Indiana University, 2011 Ph.D., 1996 The Ohio

**Time Devoted to European Studies:** 100%

**Area Courses Taught:** F131 (First-Year French I); F132 (First-Year French II); F203 (Second-Year French I); F204 (Second-Year French II); F315 (French Conversation & Diction); F326 (Business French); F336 (Structure of French); F402 (Introduction to French Linguistics); F451 (Le français des affaires); F497 (Capstone in French)

**Research/Training Specializations:** Acquisition and processing of French as a second language

**Recent Publications:** 4

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**NAMORATO, LUCIANA**

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Associate Professor, Spanish and Portuguese, (tenured) 2012

**Education: Ph.D.** Luso-Brazilian Literature, University of North Carolina-Chapel Hill (2004); Minor in Comparative Literature; Graduate Certificate in Latin American Studies; **M.A.** Luso-Brazilian Literature, University of North Carolina-Chapel Hill (2001); **B.A.** Portuguese Language and Luso-Brazilian Literature, Universidade do Estado do Rio de Janeiro (1999); Journalism, Pontifícia Universidade Católica do Rio de Janeiro (PUC-Rio) (1998)

**Academic Experience:** 2006-2012 Assistant Professor, Department of Spanish and Portuguese, Indiana University-Bloomington; 2004-2006 Assistant Professor, Department of Modern Languages, University of Oklahoma-Norman; 1999-2004 Teaching Assistant, Department of Romance Languages, University of North Carolina-Chapel Hill

**Overseas Experience:** Summer 2014, Co-Director, Indiana University Summer Program in the Dominican Republic; **Advanced-Intermediate Spanish Language, culture and literature:** Summer 2014, Study-Abroad Program in the Dominican Republic; Short-Term Faculty Exchange Research Program, International Exchange with the Brazilian Academy of Letters (Rio de Janeiro, Brazil), to support the project “Brazilian Literature in a Global Context: Machado de Assis on Foreign Influences,” Office of the Vice President for International Affairs, Indiana University (Spring 2015): research in Brazil; IAS Individual Research Award to support the project “The Many Ages of Clarice Lispector,” Institute for Advanced Study, Indiana University (Spring 2015): research in Brazil **Language(s) and level of proficiency:** Portuguese: native speaker: 3; Spanish: advanced: 3\

**Time Devoted to European Studies:** 50%

**Area Courses Taught:** 8

**Research/Training Specializations:** Transatlantic Luso-Brazilian Studies; Contemporary Latin American Narrative

**Recent publications:** 1

**Number of dissertations or theses supervised in the last five years:** 1 dissertation supervised

**Language Competency Scale: 1 = Basic, 2 = Good, 3 = Fluent**

**NASH, RICHARD**

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Professor, English, (tenured) appointed 1986

**Education:** Ph.D., University of Virginia, 1986

**Time Devoted to European Studies:** 50%

**Area Courses Taught:** 4

**Research/Training Specializations:** British Literature and Culture in the Long Eighteenth Century, with a special interest in Literature and Science, concentrating on the Restoration and Early Eighteenth Century

**Recent Publications:** 1

**Distinctions:** President, Society for Literature, Science and the Arts (2010)

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**NIZYNSKA, JOANNA**

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Associate Professor, Slavic and East European Languages, (tenured) appointed 2002

**Education:** Ph.D., University of California Los Angeles, 2002.

**Language(s) and level of proficiency:** Polish (3)

**Time Devoted to European Studies:** 100%

**Area Courses Taught:**8

**Research/Training Specializations:** Comparative approaches to Polish studies; trauma and post-memory in post-Communist countries; "glocalization" of Western theory in Eastern Europe, gender and queer studies; writing history of "minor literatures"; Polish-American poetic relations; rewriting Classics in modern literature

**Recent Publications:** 4

**Language Competency Scale: 1 = Basic, 2 = Good, 3 = Fluent**

**OLSON, DARIN**

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Associate Professor of European and World History, (tenured) appointed 2007

**Time Devoted to European Studies:** 75%

**Area Courses Taught:** 5

**Research/Training Specializations:** Modern Norway, Nationalism and Identity, Transnationalism and Migration

**Education:** Ph.D., Historical Studies, Southern Illinois University Carbondale, 2006, M.A., History, University of North Dakota, 1993, B.A., History, Minnesota State University Moorhead, 1986

**Academic Experience:** Visiting Lecturer in History, Southern Illinois University Carbondale, 2007-2009. Adjunct Professor of History, Minnesota State University Moorhead, 2006-2007.

**Language(s) and level of proficiency:** Norwegian (3); Swedish (2)

**Distinctions:** Indiana University East Award for Excellence in Research, 2013.

**Recent Publications:** 3

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**OSSI, MASSIMO**

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Professor of Music (Musicology), (tenured) appointed 1990

**Education:** Ph.D., Doctor of Philosophy, Harvard University, 1989, M.A., Master of Arts, Harvard University, 1985, B.S., Bachelor of Science, Old Dominion University, 1979

**Language(s) and level of proficiency:** Italian (3)

**Time devoted to European studies:** 75%

**Area courses taught:** 6

**Research/Training Specializations:** early seventeenth-century Italian music theory and aesthetics, Italian lyric poetry, opera, and the Italian madrigal.

**Recent Publications:** 4

**Distinctions:** General Editor, *Music at the Courts of Italy*; National Endowment for the Humanities Fellowship

**Language Competency Scale: 1 = Basic, 2 = Good, 3 = Fluent**

**PANAÏTÉ, OANA**

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Professor of French, Department of French and Italian, (tenured) appointed 2004

**Education:** Ph.D. Johns Hopkins, 2005, Docteur ès Lettres Université Paris-Sorbonne, 2004

B.A., Universitatea “Alexandru Ioan Cuza”, 1997

**Academic Experience:** Interim Director of the Center for Theoretical Inquiry in the Humanities. IUB. Fall 2015;

Assistant Professor of French. Department of French and Italian. IUB. 2005-2011; Acting Assistant Professor of French. Department of French and Italian. IUB. 2004-2005; Graduate Fellow in French. Department of Romance Languages and Literatures. The Johns Hopkins University. 1998-2004.

**Overseas experience:** Senegal, Martinique, South Africa, France, Romania

**Language(s) and level of proficiency:** Romanian (3), English (3), French (3), Italian (3), German (2), Latin (2)

**Time devoted to European studies:** 100%

**Area courses taught:** 6

**Research/Training Specializations:** French Literature, Culture and Civilization; Postcolonial Francophone Literature and Culture; Literary Theory; The Politics of Writing

**Recent Publications:** 4

**Number of dissertations or theses supervised in the last five years:** 4 dissertations

**Distinctions:** Vice-President of the Conseil International d’Études Francophones. 2017-2019; “Arts of Survival: Recasting Lives in African Cities” Summer Institute for College and Universities. National Endowment for Humanities Grant. Faculty Co-Convener. Indiana University. 2016; Trustees Teaching Award. Indiana University. 2014-2015; Individual Research Award. Institute for Advance Study. IUB. 2014; Chaire des Amériques. Visiting Professor. Institut des Amériques. Université de Haute Bretagne – Rennes 2. Fall 2013; Summer Stipend Office of the Vice Provost for Research. Indiana University. 2013

**PARRISH-SPROWL, JOHN**

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Professor of Communication Studies, (tenured) appointed 2000

**Education:** PhD Bowling Green University 1983, MA Miami University 1977, BS Ball State University 1976

**Academic Experience:** University of Connecticut; Central Connecticut State University; IPFW

**Overseas experience:** Taught study abroad for 19 years. Work with WHO, various MoH etc. every year. Publish in multiple countries

**Time devoted to European studies:** 30%

**Area courses taught:**2

**Research/Training Specializations:** Global Health Issues including campaigns, provider-patient conversation, health systems design, communication theory

**Recent Publications:** 4

**Distinctions:** Susan Buck Sutton Award, 2017. Elected Visiting Faculty, SEE University, Tetovo, Macedonia. University Gold Medal, University of Wroclaw, Poland. University Distinguished Professor Award for Teaching Excellence-University of Connecticut

**Language Competency Scale: 1 = Basic, 2 = Good, 3 = Fluent**

**PERGHER, ROBERTA**

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Assistant Professor, History, appointed 2012

**Education:** Ph.D., University of Michigan, History, August 2007; M.A., University of Denver, International Studies, June 2000; B.A., University of Denver, Economics and Women's Studies, Summa Cum Laude, June 1998

**Academic Experience:** 2009-2012, Assistant Professor, Department of History, University of Kansas

**Overseas Experience:** European University Institute, Florence (Italy) Max Weber Postdoctoral Fellow, 2008-2009

Archival Research in Italy and Germany

**Language(s) and level of proficiency:** Italian (3), German (3)

**Time Devoted to European Studies:** 100 %

**Area Courses Taught:** 6

**Research/Training Specializations:** Modern Europe with an emphasis on Italy and Germany, fascism, colonialism and empire, borderlands, First World War, comparative and transnational history

**Recent publications:** 9

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**PHILLIPS, SARAH**

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Professor, Anthropology Department, (tenured) appointed 2003

**Education:** Ph.D., (2002); M.A., University of Illinois (1998); B.A., Wake Forest University (1993)

**Academic Experience:** 2009 Associate Professor of Anthropology Indiana University, Bloomington; 2003-2008 Assistant Professor of Anthropology, Indiana University, Bloomington; 2003 Visiting Assistant Professor in the Department of Anthropology at The University of the South.; 2002 Visiting Assistant Professor in the Department of Anthropology and Russian and East European Center, University of Illinois at Urbana-Champaign

**Overseas experience:** Extensive research in Ukraine, most recently June 2017. Residence in Ukraine since 1995 is 30 months; residence in Russia since 1993 is 7 months.

**Language(s) and level of proficiency:** Russian (3), Ukrainian (2)

**Time devoted to European studies:** 25%

**Area courses taught:** E412/E612 Anthropology of Russia and East Europe; E614 Post-Socialist Gender Formations; E445/645 Advanced Seminar in Medical Anthropology (includes at least 25% REE area content)

**Research/Training Specializations:** Central and Eastern Europe; the Former Soviet Union, especially Ukraine and Russia.

**Recent Publications:** 6

**Number of dissertations or theses supervised in the last five years:** 10 dissertations and 4 theses

**Distinctions:** Distinguished Service Award from the Association for Women in Slavic Studies (2015)

**Language Competency Scale: 1 = Basic, 2 = Good, 3 = Fluent**

**POPESCU, GABRIEL**

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Assistant Professor of Geography, Department of Political Science

**Education:** 2006 Ph.D. Florida State University, Geography. 2001 M.A. Kent State University, Geography. 1998 EUROSTAT Certificate in Geographical Information Systems (GIS). Lisbon, Portugal. 1997 M.A. University of Bucharest, Romania, Geography. 1996 B.A. University of Bucharest, Romania, Geography.

**Academic Experience:** 2006 – present Assistant Professor of Geography, Department of Political Science, Indiana

University South Bend; 2005-2006 Visiting Instructor, Department of Geography, Ball State University; 2001-2005 Teaching Assistant, Department of Geography, Florida State University; 1999-2001 Teaching Assistant, Geography Department, Kent State University; 1998-1999 Lecturer, Faculty of History-Geography, Valahia University, Targoviste, Romania; 1998-1999 GIS Specialist, National Commission for Statistics, Department of Census,

Geographic Information Systems (GIS) Division. Bucharest, Romania.

**Language(s) and level of proficiency:** Romanian (3), Spanish (3), French (3), Italian (2), German (1)

**Time devoted to European studies:** 75%

**Area courses taught:** 3

**Research/Training Specializations:** Political Geography (Critical Geopolitics, De- & Re-territorialization, Governance), Border Studies (Cross-Border Cooperation, Networked borders, Biometrics, Remote Control), Diaspora Studies (Identity Politics, Migrations, Transnationalism), Social Theory (Mobility, the Body, Technology), Europe

**Recent Publications:** 3

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**RASCH, WILLIAM W.**

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Professor, Department of Germanic Studies, (tenured) appointed 1990.

**Education:** B.A. Eckerd College, 1971; Bacc. Philol. University of Iceland, 1978; M.A. 1984, Ph.D. University of Washington, 1989

**Academic Experience:** 2013- 2015; Professor of Germanic StudHallHawkinSinnoes and International Studies, Indiana U.; 1994-2000: Assistant Professor, Indiana University; 1992-'94: Full-time Visiting Assistant Professor, Indiana University; 1990-'92: Part-time Visiting Assistant Professor, Indiana University; 1987-'90: Lecturer, University of Missouri

**Overseas experience:** Iceland: Student, University of Iceland, Reykjavik, 1976- 78; Austria: Senior Fellow, Internationales Forschungszentrum Kulturwissenschaften (International Center for Cultural Studies), Vienna, 2007; Germany: Dissertation Research: Bielefeld University, 1987; Fritz Thyssen Stiftung, 1994; Research, Deutsche Forschungsgemeinschaft, 1999; Fellow, Zentrum für Literaturforschung, 2003; Visiting Scholar, University of Constance, 2006

**Language(s) and level of proficiency:** German (3), French (1), Scandinavian languages (1)

**Time devoted to European studies:** 100%

**Area courses taught:** 7

**Research/Training Specializations:** German philosophical tradition with an emphasis on social and political theory

**Recent publications:** 7

**Number of dissertations or theses supervised in the last five years:** 2 dissertations

**Distinctions:** DAAD Summer Seminar, University of Chicago; Henry H. H. Remak Professor of Germanic Studies

**Language Competency Scale: 1 = Basic, 2 = Good, 3 = Fluent**

**RAUN, TOIVO**

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Professor, Central Eurasian Studies; Adjunct Professor, History; (tenured)

**Education:** PhD, Princeton Univ., 1969; MA, Princeton Univ., 1966; BA, Swarthmore College, 1964

**Academic Experience:** 1990-Present, Professor of Central Eurasian Studies, IU; 2016-2017, Acting Chair, Central Eurasian Studies, IU; 2012-2013, Interim Director, Western European Studies, IU

**Overseas Experience:** Dissertation, sabbatical, & multiple summer months of research on 19th- and 20th-century Baltic and Finnish history in Helsinki in Cold War years; archival, library, research & consultation in Tallinn, Tartu, Riga and Vilnius in post-Soviet era

**Language(s) and level of proficiency:** Estonian (3), Finnish (2), German (2), Russian (2), French (2), Latvian (1), Swedish (1)

**Time devoted to European studies:** 100%

**Area courses taught:** 5

**Recent publications:** 4

**Number of dissertations or theses supervised in the last five years:** 4

**Research/Training Specializations:** Order of the White Star 4th Class for services to the Estonian state and people; Honorary Member, Estonian Learned Society, Tartu, Estonia; Member, Editorial Board, Tuna–Journal of Historical Culture (Tartu, Estonia); President, Association for the Advancement of Baltic Studies

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**RAYMOND, ANGIE**

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Associate Professor, Department of Business Law and Ethics, Kelley School of Business, (tenured) appointed 2011

**Education:** University of London, Queen Mary, PhD Law, (expected 2019); University of London, Queen Mary, LL.M. International Commercial Law, (2004); Loyola University School of Law, J.D. (2003); Western Illinois University, Master of Science in Education 2000; St. Ambrose University, B.A. 1992

**Academic Experience:** University of London, QMUL

**Overseas Experience:** Currently working on my PHD at University of London, QMUL, CCLS

**Time Devoted to European Studies:** 25%

**Area Courses Taught:** 6

**Research/Training Specializations:** International and Domestic Contracts; International and Domestic Commercial Arbitration; International and Domestic Secured Transactions; Online Contracting, including: Cloud Computing, Open Source Licensing, Internet Law, and Online Dispute Resolution

**Recent publications:** 3

**Distinctions:** 2015 SEALSB Best paper Award

**Language Competency Scale: 1 = Basic, 2 = Good, 3 = Fluent**

**RISNER, JOHNATHAN**

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Professor; Spanish and Portuguese, (tenured) appointed 2013

**Education:** Ph.D., 2012, M.A., 2005; B.A., 1999, University of North Carolina at Chapel Hill

**Academic Experience:** Visiting Assistant Professor, McDaniel College, August 2012 – June 2013

**Language(s) and level of proficiency:** Spanish (3); French (2); Portuguese (2); German (1)

**Time Devoted to European Studies:** 40 %

**Area Courses Taught:** 2

**Research/Training Specializations:** Genre cinema in Latin America and Spain, drug trafficking in film and television, documentary cinema in Spain.

**Recent publications:** 6

**Number of dissertations or theses supervised in the last five years:** 2 undergraduate honors theses

**Distinctions:** 2017: Grant-in-Aid of Research and Creative Activity from the Office of the Vice Provost for Research to support the publication of *Blood Circuits: Contemporary Argentine Horror Cinema* (\$3,000); 2017: Trustees Teaching Award, Indiana University (\$2,500); 2017: Primary Sources Immersion Grant, Indiana University (\$2,000); 2016: co-recipient of Mellon Innovating International Research, Teaching and Collaboration Innovative Curriculum Fellowship Grant (\$19,984)

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**ROBBINS, KEVIN**

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Associate Professor of Modern European and French History, (tenured) appointed 1994

**Education:** PhD Johns Hopkins University 1991; MA Johns Hopkins University 1985; MA University of Pennsylvania 1983; BA Reed College 1981

**Academic Experience:** Associate Professor of Modern French, Urban and Cultural History, Department of History

**Language(s) and level of proficiency:** French (3), German (2)

**Time devoted to European studies:** 80%

**Area courses taught:** 8

**Research/Training Specializations:** Cultural history of visual satire, irreverent, comic mockeries of all authorities in multiple media, and the visual politics of the French Third Republic.

**Recent Publications:** 4

**Distinctions:** IUPUI Outstanding Tenure Track Faculty Award 1997 and TERA Award for Teaching Excellence 1997

**Language Competency Scale: 1 = Basic, 2 = Good, 3 = Fluent**

**ROBINSON, BENJAMIN B.**

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Associate Professor, Germanic Studies, (tenured) appointed 2010.

**Education:** B.A. Harvard University, 1985; Ph.D. Stanford University, 1997;

**Academic Experience:** Stanford University, Post-doctoral Fellow, 1997-2000; Ohio State University, Visiting Assistant Professor, 2000-2002; Northern Illinois University, Assistant Professor, 2002-2004; 2004-2010 Indiana University, Assistant Professor, Germanic Studies

**Language(s) and level of proficiency:** German (3), Italian (2), French (1), Classical Greek (1)

**Time devoted to European Studies:** 100%

**Area courses taught:** 11

**Research/Training Specializations:** 20th century and contemporary literature and culture, especially with respect to institutions of law, economics and science; modernism and socialism; questions of literary reference and realism, particularly as they are thought about in phenomenological and sociological traditions

**Recent Publications:** 3

**Number of dissertations or theses supervised in the last five years:** 1

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**ROOS, JULIA**

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Associate Professor, Department of History, (tenured) appointed 2012

**Education:** Ph.D, 2001; M.A, 1995 Carnegie Mellon University,; M.A. University of Bremen, 1994

**Academic Experience:** 2006-2012: Assistant Professor of History, Indiana University, Bloomington; Lecturer, History and German, University of Minnesota, Twin Cities, 2003-2005; Visiting Research Fellow, Department of History, Princeton University, 2002-2003

**Overseas Experience:** Germany: Undergraduate studies (country of origin); frequent archival research

**Language(s) and level of proficiency:** German (3), French (2), Latin (1), Russian (1)

**Time devoted to European Studies:** 100%

**Area courses taught:** 12

**Research/Training Specializations:** Modern Europe; 20th-Century Germany; Social & Political History; Gender & Sexuality; Race; Afro-German History; Propaganda

**Recent publications:** 4

**Number of dissertations or theses supervised in the last five years:** 1 MA thesis

**Distinctions:** Fellow, Historisches Kolleg, Forschungskolleg Humanwissenschaften, Bad Homburg, Germany, August-December 2016 (Institute for Advanced Study of Goethe University, Frankfurt am Main);

**Language Competency Scale: 1 = Basic, 2 = Good, 3 = Fluent**

**ROSEMAN, MARK**

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Distinguished Professor, Pat M Glazer Chair in Jewish Studies, Professor in History, (tenured) appointed 2004

**Education:** B.A., 1979; M.A., 1981 Cambridge University; Ph.D., Warwick University, 1987

**Academic Experience:** 2000-2003 Professor of Modern History, University of Southampton; 1994-2000 Senior Lecturer (Associate Professor) in Modern History, History Dept., Keele University; 1989-1994 Lecturer (Assistant Professor) in Modern History, History Dept., Keele University;

**Language(s) and level of proficiency:** German (3), French (1), Italian (1)

**Time Devoted to European Studies:** 100%

**Area Courses Taught:** 6

**Overseas Experience:** 2017 Visiting guest professor University of Jena Fall; 2015, One of three-person external evaluation panel for accreditation of the Institute for the Study of German Jews, for the Senate of Hamburg; 2015 One of three external evaluators for evaluation of the History Faculty of Oxford University for Oxford University;

2013 Faculty Mentor, German Historical Institute 2013 Transatlantic Historisches Kolleg, Munich

**Distinctions:** 2018 Distinguished Professor, Indiana University

**Number of dissertations or theses supervised in the last five years:** 9 dissertations

**Recent publications:** 8

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**ROSENFELD, ALVIN H.**

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Professor, Department of English, Jewish Studies (tenured), Irving Glazer Chair in Jewish Studies, Director for Institute for the Study of Contemporary Antisemitism, appointed 1968.

**Education:** A.B. Temple University, 1960; M.A. Brown University, 1962; PhD Brown University, 1967

**Overseas experience:** Invited speaker in Germany, England, India, Canada and Israel (etc.)

**Language(s) and level of proficiency:** German (3), Hebrew (3), Yiddish (3)

**Time devoted to European studies:** 50%

**Area courses taught:** 3

**Research/Training Specializations:** Literature of the Holocaust, Holocaust Memory, Post-Holocaust Anti-Semitism

**Recent publications:** 8

**Number of dissertations or theses supervised in the last five years:** 6 dissertations

**Distinctions:** Provost's Medal for Distinguished Service to Indiana University, 2013; Recipient of President's International Research Award, 2017

**Language Competency Scale: 1 = Basic, 2 = Good, 3 = Fluent**

**ROTHSTEIN, BRET**

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Associate Professor (tenured), Art History, appointed 2007; Affiliate Faculty, Germanic Studies, appointed 2012

**Education:** B.A. 1989, Reed College; M.A. 1991 University of California Santa Barbara; Ph.D. University of California, Santa Barbara, 1998

**Academic Experience:** Associate Professor of Art History, Rhode Island College, 2003-2007; Assistant Professor of Art History, Rhode Island College, 1998-2003; Participating Faculty, Film Studies Program, Rhode Island College, 1999-2007

**Overseas Experience:** Belgium: Fulbright Fellowship, 1995-1996; Kress Travel Fellowship, 1996; Germany: Kress Travel Fellowship, 1996; The Netherlands: Kress Travel Fellowship, 1996; UC Dissertation Fellowships, 1996-97; various faculty fellowships 1998- , England, France

**Language(s) and level of proficiency:** Dutch (3), French (2), German (2), Middle Dutch (2), Old & Middle French (2), Latin (1)

**Time devoted to European Studies:** 75%

**Area courses taught:**9

**Research/Training Specializations:** Visual enigmatology; Hermeneutic risk; Social value of optical wit

**Recent publications:** 7

**Number of dissertations and theses supervised in the last five years:** 14 dissertations, 12 theses

**Distinctions:** Research Travel Grant, College Arts and Humanities Institute, Indiana University, 2017; Collaborative Research and Creative Activity Fellowship, Indiana University, 2016-2017; Research Award, Institute for Advanced Study, Indiana University, 2014

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**ROTTET, KEVIN**

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Associate Professor, Departments of French and Italian (tenured), Adjunct Professor, Dept. of Linguistics, appointed 2003.

**Education:** B.A. Central Michigan University, 1988; M.A. University of Michigan 1990; M.A. Indiana University, 1991; Ph.D. Indiana University, 1995

**Academic Experience:** Assistant Professor, Indiana University, 2003-2007; Assistant Professor, University of Wisconsin, 1997-2003

**Overseas experience:** Intensive Breton courses in 2004, 2006, 2009

**Language(s) and level of proficiency:** English (3), French (3), Welsh (3), Breton (2), Spanish (2), Romanian (2), Chichewa (1), Latin (1), Ojibwe (1), Koine (1), Greek (1), Czech (1)

**Time devoted to European studies:** 75%

**Area courses taught:** 10

**Research/Training Specializations:** French linguistics; Historical Lexicography of Louisiana French; Endangered minority languages; Celtic languages (especially Welsh and Breton)

**Recent publications:** 6

**Number of dissertations and theses supervised in the last five years:** 2 dissertations

**Distinctions:** Spring 2017 Faculty/Student Collaborative Project grant, Department of French and Italian; Spring 2016, grant of \$ 239,539 from the Preservation and Access Division of the National Endowment for the Humanities for the preparation of a *Differential, Historical, and Etymological Dictionary of Louisiana French*. Grant number PW-234786-16. Principal Investigator: Albert Valdman; Institute for Advanced Studies Award of \$5,000 for a Collaborative Fellowship for the project *Languages in Context: Comparative Structure of Welsh and English in Translation*. (Fall 2014);

**Language Competency Scale: 1 = Basic, 2 = Good, 3 = Fluent**

**ROYCE, ANYA P.**

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Chancellor's Professor, Anthropology; Chancellor's Professor, Department of Comparative Literature; (tenured)

**Education:** PhD, University of California Berkeley, 1974; MA, University of California Berkeley, 1971; BA, Stanford University, 1968; DLitt, University of Limerick, 2010; , ,

**Academic Experience:** 1973–Present, Chancellor's Professor, Indiana University; 1993–1995, Provost and Vice President for Academic Affairs, Southern Methodist University; -, , ; -, , ; -, ,

**Overseas Experience:** Mexico ( field research since 1968), Poland (mime, 1980; lectures 2009, 2011), France ( commedia 1989, 1993, Ballets Russes 1998), Italy ( commedia 1983–86, 2001), England, commedia 2001), Hungary, lecturing 2014, 2015), Ireland (research/teaching)

**Language(s) and level of proficiency:** Spanish (3), Isthmus Zapotec (2), Italian (2), French (1), German (1), Russian (1), Polish (1)

**Time devoted to European studies:** 60%

**Area courses taught:** 4

**Research/Training Specializations:** Mexico--indigenous populations, heritage and global culture, local versus state politics; Ireland--landscape and identity. medieval to modern; Poland--theatre, drama, and dance; Hungary--landscape, dance; public art

**Recent Publications:** 7

**Number of dissertations or theses supervised in the last five years:** 75

**Distinctions:** Guggenheim Fellow; American Council of Learned Societies Fellow; Erasmus Visiting Scholar; Bogliasco Fellow; Medalla Binniza [Medal of the Zapotec People]; Thomas Hart Benton Medal for Distinguished Service; Tracy M. Sonneborn Award for Distinguished Research and Teaching; Honorary Doctorate, D.Litt, University of Limerick; Phi Beta Kappa Couper Scholar

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**RUTKOWSKI, DAVID J.**

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Associate Professor, School of Education, (tenured) appointed 2018

**Education:** Ph.D., University of Illinois at Urbana-Champaign; M.Ed. Educational Policy, University of Illinois, 2004; B.A. Economics, summa cum laude, University of New Mexico, 2003; A.S., Electronic Systems Technology, Community College of the Air Force

**Academic Experience:** 2015–2017 Professor of Educational Measurement, Center for Educational Measurement, University of Oslo; 2011–2015 Assistant Professor of Educational Policy Studies, Department of Educational Leadership and Policy Studies, Indiana University; 2011–2015 Adjunct Assistant Professor of Inquiry Methodology, Counseling and Educational Psychology, Indiana University; 2011–2015 Consultant, Center for Evaluation and Education Policy, Indiana University; 2010–2011 Visiting Lecturer of Education Policy, University of Vienna

**Overseas experience:** 2018–Present Professor II of Educational Measurement, Center for Educational Measurement, University of Oslo, Oslo, Norway; Apr 2018 Writing Policy Briefs with ILSA Data. Santiago, Chile; Nov 2017 Writing Policy Briefs with ILSA Data. Dubai, UAE; Jul 2017 Mixed Methods Research in Education, Bath, UK; Mar 2017 Introduction to Classical Test Theory. Trondheim, Norway; Feb 2017 Introduction to Statistics for Testing Professionals, Oslo, Norway

**Language(s) and level of proficiency:** Norwegian (1) German (1)

**Time devoted to European studies:** 25%

**Research/Training Specializations:** educational policy and educational measurement

**Recent Publications:** 6

**Number of dissertations or theses supervised in the last five years:** 3 dissertations and 3 theses

**Language Competency Scale:** 1 = Basic, 2 = Good, 3 = Fluent

**SALETNIK, JEFFREY**

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Assistant Professor, Department of Art History, appointed 2013

**Education:** Ph.D., University of Chicago; M.A., Williams College; B.A., B.M., Oberlin University

**Academic Experience:** Amherst College, Amherst, MA – Visiting Assistant Professor of the History of Art and American Council of Learned Societies (ACLS) New Faculty Fellow (2011-2013); Columbia University, Department of Art History and Archaeology, New York, NY Lecturer and Mellon Postdoctoral Fellow (2009-2011)

**Overseas experience:** Research Fellow, Institut für Kunst- und Bildgeschichte der Humboldt-Universität zu Berlin (AY 2016-2017, AY 2018-2019)

**Language(s) and level of proficiency:** German (2)

**Time devoted to European studies:** 67%

**Area courses taught:** 5

**Research/Training Specializations:** Modernism, Visual culture of the interwar years, Modern architecture and design, Media Theory, History and theory of pedagogy, Relationships between the visual arts and music

**Recent Publications:** 6

**Number of dissertations or theses supervised in the last five years:** 6 theses

**Distinctions:** Alexander von Humboldt Stiftung, Fellowship for Experienced Researchers, held at the Institut für Kunst- und Bildgeschichte der Humboldt-Universität zu Berlin (AY 2016-2017, AY 2018-2019); The Josef and Anni Albers Foundation, Writing Residency (AY 2015-2016);

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**SCALABRINI, MASSIMO**

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Professor of Italian, (tenured) appointed 2016

**Education:** B.A. University of Bologna, Italy, 1990; Ph.D. Yale University, 1998

**Academic Experience:** Middlebury College – Language Schools, Faculty of Italian, Summers 2010, 2013; University of Washington – Seattle, Assistant Professor of Italian, 9/98-6/00; Princeton University, Lecturer of Italian, 9/95-6/98; Yale University, Teaching Assistant of Italian, 9/92-8/95.

**Overseas experience:** United Kingdom: Erasmus Scholarship, Pembroke College, Oxford, the European Community, 1989

**Language(s) and level of proficiency:** Italian (3), French (2), German (1), Spanish (1), Latin (1)

**Time devoted to European studies:** 100%

**Area courses taught:** 4

**Research/Training Specializations:** Renaissance and early modern literature and culture; Lyric poetry; Heroic and mock-heroic poetry; Comic literature; Humanism

**Recent publications:** 2

**Number of dissertations and theses supervised in the last five years:** 4 dissertations

**Distinctions:** Premio “*Letteratura*” *poesia, narrativa, saggistica* (sec. XIV, Saggio edito), awarded by the Istituto Italiano di Cultura of Naples (Italy) and the journal “*Nuove Lettere*,” for Lodovico Castelvetro, *Parere sopra una comedia di Aristophano et sopra ciascuna di Plauto*. Ed. critica a cura di Massimo Scalabrini (Bologna: Commissione per i testi di lingua, 2015), XXXII edition (2016); Trustees Teaching Award, Indiana University – Bloomington, 01-02, 09-10, 13-14; Olga Ragusa Fund grant for the publication of the edition of Lodovico

**Language Competency Scale: 1 = Basic, 2 = Good, 3 = Fluent**

**SCHEUERMAN, WILLIAM E.**

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Professor, Department of Political Science, (tenured) appointed 2006.

**Education:** B.A. Yale University, 1987; Ph.D. Harvard University, 1993

**Academic Experience:** University of Minnesota, Professor 2003-2005; University of Minnesota, Associate Professor; University of Pittsburgh, Associate Professor 1998-2000; University of Pittsburgh 1993-1998.

**Overseas experience:** Germany: German Academic Exchange Program (DAAD) Scholarship, 1990-91; Czech Republic: Co-Director of annual Conference on Philosophy and the Social Sciences, Czech Academy for Sciences, Prague

**Language(s) and level of proficiency:** German (3), French (2)

**Time devoted to European Studies:** 10%

**Area courses taught:** 7

**Research/Training Specializations:** Modern political thought, twentieth-century European political thought, legal theory and the rule of law, democratic theory, international political and legal theory.

**Recent publications:** 9

**Number of dissertations and theses supervised in the last five years:** 4 dissertations

**Distinctions:** Fulbright Research Professorship (Germany), Fall 2016; Humboldt Renewed Research Fellowship, August 2016

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**SCHICKORE, JUTTA**

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Professor (tenure-track), Department of History and Philosophy of Science, appointed 2004.

**Education:** M.A. University of Hamburg, 1991; Ph.D University of Hamburg, 1996

**Academic Experience:** 2017-2018 Membership, Institute for Advanced Study, School of Historical Studies, Princeton; 2009- 2017 Associate Professor, Department of History and Philosophy of Science and Medicine; 2004-2009 Assistant Professor, Department of History and Philosophy of Science; 2011 Research Fellow, National Humanities Center, Research Triangle Park, NC; 2007-2008 Membership, Institute for Advanced Study, School of Historical Studies, Princeton; 2001-2004 Wellcome Research Fellow, Department of History and Philosophy of Science, University of Cambridge, UK. Research project: “Transforming Microscopical Practice in Britain and Germany, 1820–1890”

**Overseas experience:** 2001-2004 Wellcome Research Fellow, Department of History and Philosophy of Science, University of Cambridge, UK; 1997 1999 Postdoctoral Fellow, Max Planck Institute for the History of Science, Berlin; PhD Germany 1996

**Language(s) and level of proficiency:** German (3), French (1), Latin (1)

**Time devoted to European studies:** 70%

**Area courses taught:**4

**Research/Training Specializations:** Scientific methods, experiments, error in science, science and values

**Recent publications:** 9

**Number of dissertations or theses supervised in the last five years:** 4 dissertation

**Distinctions:** Membership Institute for Advanced Study, Princeton: 2007-2008, 2017-2018; 2016 Trustees’ teaching award Indiana University Bloomington; Membership National Humanities Center 2008 Paul Bunge Prize of the Hans R. Jenemann Foundation, issued by Deutsche Bunsen-Gesellschaft and Gesellschaft Deutscher Chemiker for “The Microscope and the Eye: A History of Reflections, 1740-1870”. (The €7,500 award honors outstanding publications in German, English or French in all fields of the history of scientific instruments.)

**Language Competency Scale: 1 = Basic, 2 = Good, 3 = Fluent**

**SCHNEIDER, ROBERT A.**

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Professor, Department of History, (tenured) appointed 2005.

**Education:** B.A., Yale University, 1971; M.A. Wesleyan University, 1974; Ph.D. University of Michigan, 1982

**Academic Experience:** Brandeis University, Assistant Professor, 1981-89; Catholic University of America, Associate Professor, 1990-2005; National University of Ireland, Maynooth, Visiting Professor, 1991

**Language(s) and level of proficiency:** French (3), Spanish (1), Italian (1), German (1)

**Time Devoted European Studies:** 50%

**Area courses taught:** 2

**Research/Training Specializations:** Early Modern France and Europe; Culture and Society

**Recent Publications:** 2

**Number of dissertations or theses supervised in the last five years:** 5 dissertations

**Distinctions:** Visiting Fellow, Oriel College, Oxford University, 2015-2016

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**SCHNEIDER, WILLIAM**

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Professor of History, Professor of Medical Humanities and Health Studies, (tenured)

**Education:** PhD University of Pennsylvania 1976, MA Duquesne University 1970, BA Stanford University 1967

**Language(s) and level of proficiency:** French (3)

**Time devoted to European studies:** 25%

**Area courses taught:** 3

**Research/Training Specializations:** History of science and medicine, French history and twentieth-century Europe; global health history; humanitarian assistance

**Recent Publications:** 2

**Distinctions:** Fulbright Scholar, National Science Foundation, National Institutes of Health, National Endowment for the Humanities

**Language Competency Scale: 1 = Basic, 2 = Good, 3 = Fluent**

**SHACKELFORD, SCOTT**

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Chair, IU Cybersecurity Program; Director, Ostrom Workshop Program on Cybersecurity and Internet Governance; Associate Professor, Kelley School of Business (tenured)

**Education:** PhD, University of Cambridge (2012); JD, Stanford Law School (2009); MPhil, University of Cambridge (2006); BA, Indiana University (2005)

**Overseas Experience:** Have visited over 50 nations, worked in three, lead classes to China, Indonesia, Georgia, and Turkey, taught in Croatia

**Academic Experience:** Assistant Professor, IU, 2010-2016

**Language(s) and level of proficiency:** Spanish (2)

**Time Devoted to European Studies:** 10%

**Area Courses Taught:** 4

**Research/Training Specializations:** Cybersecurity, sustainability

**Recent publications:** 10

**Number of dissertations or theses supervised in the last five years:** 1 dissertation

**Distinctions:** Notre Dame Distinguished Fellow (2013), IU Outstanding Junior Faculty Award (2014), Hoover Institution National Fellowship (2014), Elinor Ostrom Award (2015), Harvard University Research Fellowship (2016)

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**SHAPSHAY, SANDRA**

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Associate Professor, Philosophy, (tenured) appointed 2014

**Education:** B.A. University of Pennsylvania 1992; M.A., MPhil, Ph.D. Columbia University 2001

**Academic Experience:** Portland State University, Department of Philosophy, Assistant Professor 2001-2007

**Overseas Experience:** France: Study abroad in Paris, Columbia Univ. Reid Hall Program, 1989-90; Germany: Year-long dissertation Grant from DAAD, Berlin, Germany 1996-97; Research Grant from DAAD 2009; Various language programs in Germany

**Language(s) and level of proficiency:** German (3), French (3), Spanish (2)

**Time devoted to European Studies:** 60%

**Area courses taught:** 3

**Research/Training Specializations:** 19<sup>th</sup> century German philosophy, esp. Kant and Schopenhauer; Biomedical ethics

**Recent publications:** 7

**Number of dissertations/theses supervised in the last five years:** 6 dissertations

**Distinctions:** Nominated for the University-wide graduate student mentor award (2015); Trustees Teaching Award (Dept. of Philosophy), 2014-15

**Language Competency Scale: 1 = Basic, 2 = Good, 3 = Fluent**

**SINNO, ABDULKADER**

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Associate Professor (tenure-track), Political Science and Near Eastern Languages & Cultures, appointed 2010.

**Education:** B.A. University of Florida, 1994; Ph.D. 2002 University of California, Los Angeles

**Academic Experience:** Assistant Professor of Political Science & NELC, Indiana University, 2003-10; Postdoctoral Fellow, Center for International Security & Cooperation (CISAC), Stanford Univ., 2002-03

**Overseas experience:** Traveled extensively in more than twenty countries, conducted fieldwork throughout Europe

**Language(s) and level of proficiency:** Arabic (3), French (3), Hebrew (1), Persian (1)

**Time devoted to European Studies:** 25%

**Area courses taught:** 2

**Research/Training Specializations:** Strategy and organization in politicized group conflicts, parliamentary settings, and transnational relations; Conflict studies; Islam Studies; Islam in the West

**Recent Publications:** 4

**Number of dissertations or theses supervised in the last five years:** 10 dissertations

**Distinctions:** Indiana University Emerging Areas of Research planning grant for “Governing the Refugee Crisis” (Co-PI, Main PI Elizabeth Dunn), \$28, 156; Fellowship, Woodrow Wilson International Center, Washington D.C., 2014-15, 85% salary;

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**SOLÁ, MARÍA PILAR LOPE**

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Independent researcher

**Education:** MA, University of Alcalá de Henares, Spain, 1990; MA, University of the Basque Country, Spain, 1989; BA, University of the Basque Country, Spain, 1983

**Academic Experience:** 2015, Lecturer, Quest University, British Columbia, Canada; 2004-2011, Lecturer, Indiana Univ.

**Overseas Experience:** Education in Spain, United Nations Development Programme in Kyrgyzstan

**Language(s) and level of proficiency:** Spanish 3, French 2

**Time devoted to European studies:** 50%

**Area Courses Taught:** 3

**Research/Training Specialization:** Refugees in Global Perspective, International Public Law

**Language Competency Scale: 1 = Basic, 2 = Good, 3 = Fluent**

**SPANG, REBECCA L.**

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Professor, History, (tenured) appointed 2015; Director, Liberal Arts and Management Program appointed 2017; Director, Center for Eighteenth-Century Studies, appointed 2013

**Education:** A.B. Harvard University, 1984; M.A. Cornell University, 1989 Ph.D. Cornell University, 1993

**Academic Experience:** Spring 2015 Acting Director, Institute for European Studies, Indiana University; 2006-2015 Associate Professor, History, Indiana University; 2002 Union Pacific Visiting Professor, Center for Early Modern History, University of Minnesota; 2000 Gastprofessor, Seminar für Zeitgeschichte, Eberhard Karls Universität Tübingen; 1996-2004 Lecturer, Department of History, University College London (UCL)

**Overseas Experience:** Co-convenor, Seminar in Modern French History, Institute for Historical Research (London), 1997- 2006.

**Language(s) and level of proficiency:** French (3), German (2), Spanish (1)

**Time Devoted to European Studies:** 25%

**Area Courses Taught:** 6

**Research/Training Specializations:** Modern France, c. 1750-1914; Cultural, social, and economic history; Numismatics

**Recent Publications:** 6

**Number of dissertations or theses supervised in the last five years:** 3 dissertations

**Distinctions:** Enlightened Economist Book of the Year for *Stuff and Money in the Time of the French Revolution*, Diane Coyle, OBE, 2016; Louis J. Gottschalk Prize for *Stuff and Money in the Time of the French Revolution*, American Society for Eighteenth-Century Studies, 2016; College Arts and Humanities Institute (Indiana University) travel grant, “Brothers without Fraternity: Sibling Relations and the French Revolution,” 2015-2016; Individual Research Award, Institute for Advanced Study (Indiana University) for publication of *Stuff and Money in the Time of the French Revolution*, 2014.

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**SPECHLER, MARTIN C.**

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Professor Emeritus, Department of Economics, Indiana University – Purdue University Indianapolis; (tenured)

**Education:** PhD, Harvard Univ., 1971; MA, Harvard Univ., 1967; BA, Harvard Univ., 1964

**Academic Experience:** 1990-Present, Professor Emeritus of Economics, Indiana University

**Overseas Experience:** Consultant to Asian Development Bank in Kazakhstan, Uzbekistan, Kyrgyzstan and Xinjiang, 1997-98; Consultant to World Bank, Uzbekistan, 2000; Senior Researcher and Advisor to the Ministry of Economy, USAID, Uzbekistan, 2003

**Language(s) and level of proficiency:** Hebrew (2), Russian (1), French (1), German (1)

**Time devoted to European studies:** 25%

**Area courses taught:** 1

**Research/Training Specializations:** Regional economic cooperation in Central Asia; Political economy of Uzbekistan; Comparative economics of the former Soviet Union; Globalization and economic history; Economic development of Central Asia

**Recent Publications:** 3

**Number of dissertations or theses supervised in the last five years:** 1

**Distinctions:** Phi Beta Kappa, Harvard Alpha of Massachusetts; Teaching Excelling Recognition Award, three times

**Language Competency Scale:** 1 = Basic, 2 = Good, 3 = Fluent

**SPROUSE, REX A.**

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Professor of Germanic Studies and Second Language Studies, (tenured) appointed 2006.

**Education:** B.A. Hiram College, 1979; M.A. 1983, Princeton University Ph.D. 1989 Princeton University

**Academic Experience:** 2006-2014 Professor of Germanic Studies and Second Language Studies, Indiana University; Henry H.H. Remak Professor (2011-2014), Indiana University; 1999-2006 Associate Professor of Germanic Studies, Indiana University; 1994-1999 Assistant Professor of Germanic Studies, Indiana University; 1989-1994 Assistant Professor of Germanic Philology, Harvard University; 1988-1989 Instructor in German, Harvard University; 1993 Gastdozent für Linguistik/Germanistik University of Stuttgart (Stuttgart, Germany)

**Overseas Experience:** Resident Director, Indiana University Summer Overseas Study program, Graz, 2002-2008; Elliott Evans, and Rex A. Sprouse. 2016. Double definiteness, diachrony, and Danish. Germanic Linguistics Annual Conference (GLAC). University of Iceland (Reykjavik, Iceland), May 21, 2016

**Language(s) and level of proficiency:** German (3), French (2), Welsh (2), Swedish (2), Dutch (2), Norwegian (1), Spanish (1), Icelandic (1), Russian (1)

**Time devoted to European studies:** 75%

**Area courses taught:** 9

**Research/Training Specializations:** History and structure of Germanic, Romance, and Celtic languages; Second language acquisition; Language contact in Western Europe

**Recent publications:** 5

**Number of dissertations or theses supervised in the last five years:** 9 dissertations

**Distinctions:** 2017 Title VIII Program for Research and Training in Eastern Europe and Eurasia Fellowship [Total amount: \$5,400.]; 2016 Summer Instructional Development Fellowship, Indiana [Total amount: \$8,000.]; 2013 Trustees Teaching Award, Indiana University.

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**THILL, ELIZABETH**

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Assistant Professor of Classical Studies, appointed 2013

**Education:** PhD, University of North Carolina-Chapel Hill 2012, MA, University of North Carolina-Chapel Hill 2007, BA, University of Michigan 2005

**Language(s) and level of proficiency:** French (2), Italian (2), German(1), Latin (3), Ancient Greek (2)

**Time devoted to European studies:** 100%

**Area courses taught:** 5

**Research/Training Specializations:** Roman sculpture, Roman architecture, Classical Archaeology, numismatics, Dacia, state development

**Recent Publications:** 3

**Language Competency Scale: 1 = Basic, 2 = Good, 3 = Fluent**

**TSITSOPOULOU, VASSILIKI**

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Adjunct Lecturer, Modern Greek Program, European Studies, first appointed 2009

**Education:** PhD Cinema and Comparative Literature University of Iowa (2003); BA English National and Kapodistrian University of Athens, Greece (1991)

**Academic Experience:** University of Aegean, Greece (Visiting Scholar, 2013); University of Illinois, Urbana-Champaign (Visiting Assistant Professor, 2012); Brown University (Visiting Assistant Professor, 2011); University of Notre Dame (Assistant Professional Specialist, 2008)

**Overseas Experience:** Visiting Scholar University of Aegean (Greece), External Associate Greek Film Archive (Tainiothiki tis Ellados) (Greece)

**Language(s) and level of proficiency:** Greek (3), French (3), Italian (2)

**Time Devoted to European Studies:** 100%

**Area Courses Taught:** 3

**Research/Training Specializations:** Early Greek and European cinema (pre-1940s); archival film research for restoration; international image of Modern Greece.

**Recent publications:** 2

**Distinctions:** John S. Latsis Public Benefit Foundation (€10,000), grant funding for the conference *Early Cinema in the Balkans and the Near East*, 2015.

Modern Greek Studies Association Fund for Innovative Initiatives (\$500), grant funding for the conference *Early Cinema in the Balkans and the Near East*, 2015.

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**TÜRK, JOHANNES**

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Associate Professor of Germanic Studies (tenure track), appointed 2012

**Education:** M.A. Freie Universität Berlin, 2002; Ph.D. Freie Universität Berlin, 2006

**Academic Experience:** Assistant Professor, Indiana University 2006-2012; 2003-2006  
Wissenschaftlicher Mitarbeiter, Peter-Szondi-Institut FUBerlin, Forschungsprojekt Rhetorik der Immunität.

**Overseas Experience:** Visiting Professor University of Lisbon, Spring 2017, in the context of a faculty exchange program.

**Language(s) and level of proficiency:** German (3), French (3), Italian (1), Latin (1)

**Time devoted to European Studies:** 100%

**Area courses taught:** 3

**Research/Training Specializations:** Literary Theory, Aesthetic Theory, Rhetoric, Philosophy, The history of the German and the European Novel, Modernism, Literature and Life Sciences (especially Immunology), Trauma and Literature

**Recent Publications:** 5

**Number of dissertations or theses supervised in the last five years:** 1 dissertation and 3 theses

**Distinctions:** 2017 CAHI Two Conference Grants; 2016 CAHI Conference Grant; 2016 Horizons of Knowledge Grant; 2016 Trustees' Teaching Award; 2015 EURO Mellon International Travel Fund; 2013 EURO Mellon Conference Fund Grant

**Language Competency Scale: 1 = Basic, 2 = Good, 3 = Fluent**

**VALAZZA, NICOLAS**

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Associate Professor of French, (tenured) appointed 2009

**Education:** Ph.D., John Hopkins University; Licence ès Lettres, French and Italian Literatures, University of Geneva, 2004

**Overseas Experience:** US Correspondent for the Société des Études Romantiques et Dix-neuviémistes (SERD). Member of the *Centre de Recherche sur les Poétiques du XIX<sup>e</sup> siècle* (CRP19), University of Paris 3 – Sorbonne Nouvelle

**Language(s) and level of proficiency:** French 3; Italian 3; Spanish 1; German 1; Latin 1; Ancient Greek 1

**Time devoted to European studies:** 100%

**Area courses taught:** 1

**Research/Training Specializations:** 19<sup>th</sup> Century French literature, relationship between painting and literature, Parnassian and Symbolist poetry, history of the book, clandestine literature, literature and the press

**Recent Publications:** 7

**Number of dissertations or theses supervised in the last five years:** 2 dissertations

**Distinctions:** Larry Schehr Memorial Award for the best junior faculty essay presented at the Nineteenth-Century French Studies Colloquium (2013); Trustees Teaching Award, Indiana University Bloomington (2010-2011)

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**VANCE, BARBARA**

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Associate Professor (tenured), Departments of French and Italian and Linguistics, appointed 1993.

**Education:** A.B. University of North Carolina, 1979; M.A. 1981, Ph.D. 1989 Cornell University

**Academic Experience:** Harvard University, 1988-1993 (Assistant Professor)

**Overseas experience:** Germany: Invited lectures, University of Hamburg, 2001; University of Stuttgart, 2003; University of Konstanz, 2008; France: Student, Université de Montpellier, 1977-78; Student, Université de Nice, 1983-84; Faculty-in-Residence, Indiana University and International Educational Service program in Paris, 2001

**Language(s) and level of proficiency:** French (3)

**Time devoted to European studies:** 75%

**Area courses taught:** 9

**Research/Training Specializations:** French and Romance linguistics; Syntactic theory; Historical linguistics

**Recent publications:** 2

**Number of dissertations and theses supervised in the last five years:** 2

**Language Competency Scale: 1 = Basic, 2 = Good, 3 = Fluent**

**VIEIRA, ESTELA**

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Associate Professor, Spanish and Portuguese; Adjunct Associate Professor, Comparative Literature (tenured)

**Education:** PhD, Yale University, 2006; MA, University of Virginia, 2001; BA, University of Virginia, 1997

**Academic Experience:** 2014-Present, Associate Professor, Indiana University Bloomington; 2007-2014, Assistant Professor, Indiana University Bloomington; 2007-2006, Visiting Assistant Professor, Indiana University Bloomington

**Overseas Experience:** Archive and library research in Brazil (2017, 1 month), archive and library research in Portugal (2017, 3 months, 2016, 7 weeks, 2014, 2 weeks, 2013, 3 weeks)

**Language(s) and level of proficiency:** Portuguese (3), Spanish (2)

**Time devoted to European studies:** 100%

**Area courses taught:** 7

**Research/Training Specializations:** Portuguese and Brazilian literature, Nineteenth-century realist narrative, Women in Iberian film, Lusophone studies

**Recent Publications:** 9

**Number of dissertations and theses supervised in the last five years:** 10

**Distinctions:** OVPIA New Frontiers of Creativity and Scholarship Award; CAHI Research Travel Grant; OVPIA Overseas Study Program Development Grant; OVPIA Short-Term Faculty Research Program Brazilian Academy of Letters; IAS Research Consultation Grant

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**VILA-BELDA, REYES**

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Associate Professor, Department of Spanish and Portuguese (tenured) appointed 2008

**Education:** 1996 – 2002 PhD Spanish Literature, Indiana University; 1993 – 1996 M.A. Hispanic Literature, Indiana University; 1981 – 1982 MLIS Master Library & Information Sciences, University of Southern California

1972 – 1977 B.A. Journalism, Universidad de Navarra Ph.D.,

**Academic Experience:** 1987 – 1991 Lecturer, University of Strathclyde, Glasgow, UK; 1977 – 1980 Profesor No numerario, Universidad Complutense de Madrid, Spain

**Overseas Experience:** 2013 – 2014 Resident Director, Wisconsin Indiana Purdue Program, Universidad Complutense de Madrid, Spain; 2010 – 2011 Resident Director, Wisconsin Indiana Purdue Program, Universidad Complutense de Madrid, Spain

**Language(s) and level of proficiency:** Spanish (3)

**Time Devoted to European Studies:** 100%

**Area Courses Taught:** 8

**Research/Training Specializations:** 20th-Century Spanish Literature; Women Writers and the Spanish Civil War

Censorship and Cultural Production under Franco's Dictatorship

**Recent publications:** 7

**Number of dissertations or theses supervised in the last five years:** 2 dissertations and 2 theses

**Distinctions:** 2009 TTA (Trustees Teaching Award), Department of Spanish & Portuguese, Indiana University, Bloomington (\$2,500)

**Language Competency Scale:** 1 = Basic, 2 = Good, 3 = Fluent

**VITTI, ALICIA**

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Senior Lecturer in Italian, appointed 2010

**Education:** DML, Italian and French, Middlebury College, 2005, MA, French Literature, The University of North Carolina at Greensboro, 1995, BA, International Relations and French, summa cum laude, Salem College, 1990

**Language(s) and level of proficiency:** Italian (3)

**Time devoted to European studies:** 100%

**Area courses taught:** 7

**Research/Training Specializations:** Second language acquisition and foreign language pedagogy, Translation, Contemporary Italian theater)

**Recent Publications:** 1

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**WAGSCHAL, STEVEN**

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Chair and Associate Professor, Department of Spanish and Portuguese; (tenured)

**Education:** PhD, Columbia University, 1999; MPhil, Columbia University, 1995; MA, Columbia University, 1992; BA, Concordia University, 1991

**Academic Experience:** 2007-Present, Associate Professor, Indiana University, Bloomington; 2002-2007, Assistant Professor, Indiana University, Bloomington; 1999-2001, Assistant Professor, Franklin and Marshall College

**Overseas Experience:** Mexico

**Language(s) and level of proficiency:** Spanish (3), French (3), Portuguese (1)

**Time Devoted to European Studies:** 75%

**Area Courses Taught:** 3

**Research/Training Specializations:** Golden Age Hispanic-American Literature

**Recent publications:** 7

**Number of dissertations or theses supervised in the last five years:** 9

**Distinctions:** Canadian Federation for Humanities and Social Science ASPP Publication Grant; Spain's Ministry of Culture Program for Cultural Cooperation; Newberry Library Folger Institute Year-Long Colloquium; Nation Endowment for the Humanities Summer Seminar; IU Trustees Teaching Award

**Language Competency Scale: 1 = Basic, 2 = Good, 3 = Fluent**

**WALSH, JOHN**

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Associate Professor of Information and Library Science, (tenured) appointed 2013

**Education:** Ph.D., Indiana University, 2000; M.A., Indiana University, 1988; A.B., Ohio University, 1987.

**Academic Experience:** Adjunct Associate Professor, Department of English, Indiana University, 2013-present; Assistant Professor, School of Library and Information Science, Indiana University, 2006-2013; Adjunct Assistant Professor, Department of English, Indiana University, 2004-2013.

**Time devoted to European studies:** 10%

**Area courses taught:** 4

**Research/Training Specializations:** Digital and computational literary studies, cultural heritage informatics, textual studies and bibliography, text technologies, book history, 19th-Century British literature, poetry, and poetics, comic books

**Recent Publications:** 6.

**Number of dissertations or theses supervised in the last five years:**

**Distinctions:** Comic Book Readership Archive (CoBRA). PI. Indiana University New Frontiers in the Arts and

Humanities grant (\$36,658). 2014-2015; Comic Book Readership Archive (CoBRA). PI. Indiana University Institute for Advanced Study Research Consultation Fellowship (\$9,769). 2014-2016; The Petrarch Project: A Rich Text Edition/Commentary of Petrarch's Rerum vulgarium fragmenta Co-PI. National Endowment for the Humanities Scholarly Editions and Translations Grant (\$275,000). 2014-2017;

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**WATERS, TIMOTHY**

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Professor of Law and Val Nolan Faculty Fellow, Maurer School of Law; (tenured)

**Education:** Harvard JD 1999; Columbia MIA 1998; UCLA BA 1989

**Academic Experience:** Associate Professor, Indiana University, 2007-2013; Visiting Professor, University of Mississippi 2005-2006; Assistant Professor, Boston University 2004-2005

**Overseas Experience:** Germany, Sweden, Bosnia, Netherlands, Hungary, Turkey, Serbia, Kosovo

**Language(s) and level of proficiency:** German (2); Hungarian (2), Swedish (2), Turkish (1), Serbo-Croatian (1)

**Time devoted to European studies:** 30%

**Area courses taught:** 9

**Research/Training Specializations:** International criminal law; Ethnic conflict; Secession; State formation; Public international law

**Recent Publications:** 7

**Number of dissertations or theses supervised in the last five years:** 10

**Distinctions:** Val Nolan Faculty Fellow, Indiana University Maurer School of Law 2015-2018; Visiting Fellow, American University of Iraq – Sulaimani 2016; Experienced Researcher Fellowship, Alexander von Humboldt Foundation 2012-2013; Visiting Fellow, Max Planck Institute for Comparative Public Law and International Law 2012-2013

**Language Competency Scale: 1 = Basic, 2 = Good, 3 = Fluent**

**WATT, STEPHEN**

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Provost Professor (tenured), Department of English; Associate Dean, College of Arts and Sciences, appointed 2013.

**Education:** M.A. University of Wyoming, 1975; Ph.D. University of Illinois at Urbana-Champaign, 1982

**Academic Experience:** University of Tennessee, 1982-85

**Overseas Experience:** External Examiner, Ph.D. Dissertations (last five years): University College Dublin (UCD); University of Tel Aviv

**Language(s) and level of proficiency:** French (2), Latin (1)

**Time devoted to European studies:** 75%

**Area courses taught:** 3

**Research/Training Specializations:** Irish Studies; Drama and Theatre, 1800-present; Contemporary university and the profession of English

**Recent publications:** 4

**Number of dissertations and theses supervised in the last five years:** 5 dissertations

**Distinctions:** Winner of Robert Rhodes Prize for Outstanding Book in Irish Studies, American Conference for Irish Studies, 2010; Named Provost Professor, Indiana University, 2013; Named Sonnenborn Lecturer, Indiana University, 2011; Research Fellowship, Ransom Humanities Center, University of Texas at Austin, 2010

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**WHITE, EVA**

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Associate Professor of English, (tenured) appointed 2010

**Education:** Southern Illinois University at Carbondale 2002, Ph.D; Southern Illinois University at Carbondale 1998, M.A.; Indiana University Kokomo 1994, B.A.S.

**Academic Experience:** William Penn University, Assistant Professor of English, 2002-2007

**Language(s) and level of proficiency:** Spanish (3), French (3)

**Time devoted to European studies:** 75%

**Area courses taught:** 10

**Research/Training Specializations:** Irish Studies and Immigration Studies

**Recent Publications:** 1

**Distinctions:** IU Herman Frederic Lieber Award for Teaching Excellence 2013

**Language Competency Scale: 1 = Basic, 2 = Good, 3 = Fluent**

**WHITE, ROBERT**

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Professor and Chair, (tenured) IUPUI Department of Sociology

**Education:** PhD 1987, Indiana University, Department of Sociology

**Academic Experience:** 2012 – current, Chair, Department of Sociology, IU School of Liberal Arts; 2008 – 2013 (Founding) Director, Motorsports Studies, IU School of Liberal Arts; 2004 – 2008 Dean, IU School of Liberal Arts; 2003 – 2004 Acting Dean, IU School of Liberal Arts; 1999 – 2002 Associate Dean for Academic Affairs, School of Liberal Arts; 1998 – 1999 Acting Associate Dean, School of Liberal Arts; 1998 – 1999 Acting Co-Director, Women’s Studies; 2001 – current Professor of Sociology, IU School of Liberal Arts, Indiana University-Purdue University Indianapolis (IUPUI); 2013 – current Adjunct Professor of Motorsports Studies, Liberal Arts; 2009 – 2010 Adjunct Professor of Motorsports Engineering, Purdue School of Engineering, IUPUI; 2003 - 2008; Adjunct Professor of Philanthropic Studies; 2012 – 2013, 1994 – 2001 Associate Professor of Sociology, IUPUI; Fall 1996 Visiting Associate Professor of Sociology, University of Dublin, Trinity College;

**Overseas Experience:** My research focuses on the causes and consequences of small group political violence with a special focus on the Irish Republican Movement. I have interviewed (and will continue to interview) a variety of activists involved in this movement, including veterans and members of Sinn Féin, the Provisional Irish Republican Army, Republican Sinn Féin, the 32 County Sovereignty Movement, Cumann na mBan, and so forth.

**Time Devoted to European Studies:** 5%

**Area Courses Taught:** 1

**Research/Training Specializations:** Social Movements, Political Violence, Terrorism, Visual Sociology

**Recent publications:** 3

**Distinctions:** 341-70 (Winner of the Outstanding Article Award of the ASA Section on Collective Behavior & Social Movements, 2011).

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**WINCHESTER, BRIAN N.**

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Independent Researcher

**Education:** PhD, Indiana University, 1976; MA, Indiana University; BA, Marquette University

**Academic Experience:** 2015, Visiting Scholar, Quest University, Canada; 1996-2011, Director, Center for the Study of Global Change, Indiana Univ.; 1993-1996, Director, African Studies Program, Indiana Univ.; 1977-1993, Associate/Assistant Director, African Studies Program, Indiana Univ.; 1972-1977, Assistant Professor of Political Science, University of Lethbridge, Canada

**Overseas Experience:** Canada, Kazakhstan, Kyrgyzstan, France, Spain, Macedonia, Ghana, South Africa, Zimbabwe, Malawi, Great Britain

**Language(s) and level of proficiency:** Spanish 3, French 3

**Time devoted to European studies:** International 100%

**Area Courses Taught:** 14

**Relevant Sample Courses Taught:** Comparative and Third World Politics, African, American and Canadian Politics courses, Introduction to International Studies

**Research/Training Specialization:** Muslim minority politics in urban Africa; Governments’ preparedness for the emerging, global environmental refugee crisis

**Recent Publications:** 1

**Distinctions:** Editorial Board, International Journal of Development Education; Ford grantee

**Language Competency Scale: 1 = Basic, 2 = Good, 3 = Fluent**

**WINECOFF, WILLIAM**

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Assistant Professor, Department of Political Science, appointed 2013

**Education:** M.A. University of North Carolina Chapel Hill, Ph.D. University of North Carolina Chapel Hill

**Language(s) and level of proficiency:** Spanish (2), French (2)

**Time devoted to European studies:** 25%

**Area courses taught:** 4

**Research/Training Specializations:** structural power in the world economy, the political nature of supposedly-technocratic economic institutions, theories of hegemonic financial (in)stability

**Recent Publications:** 6

**Number of dissertations or theses supervised in the last five years:** 3 dissertations

**Distinctions:** Ostrom Workshop Research Award (\$10,000): “Market Concentration, Transnational Corporate Networks, and Politically-Connected Firms.”

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**ZADOFF, MIRJAM**

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Associate Professor, Department of History, appointed 2014

**Education:** M.A. at University of Vienna, 2001; Ph.D. University of Munich, 2006

**Academic Experience:** Assistant Professor, Univ. of Munich/Germany (2006-2014)

**Overseas experience:** 2017 Guest Professorship University of Augsburg 2017; 2016 Zurich, Switzerland Guest Professor

**Language(s) and level of proficiency:** German (3), Hebrew (2), Yiddish (2), French (1), Spanish (1), Italian (1)

**Time devoted to European studies:** 90%

**Area courses taught:** 7

**Research/Training Specializations:** Modern Cultural History, Global History of the Jews, Body Politics, Migration Studies from 1800 until Today, History of the Holocaust, Jews & the Left, Biographies of Jewish Communists and Socialists

**Recent Publications:** 8

**Number of dissertations or theses supervised in the last five years:** 5 dissertations and 3 theses

**Distinctions:** Finalist, Yad Vashem International Book Prize for Holocaust Research (2015); Fraenkel Prize in Contemporary History (2014); Geisteswissenschaften International Translational Funding for Works of Humanities and Social Sciences by the Fritz Thyssen Foundation, the Federal Foreign Office and the German Publishers and Booksellers Association (2014); Munich University, Award for Innovation in Teaching (2013)

**Language Competency Scale: 1 = Basic, 2 = Good, 3 = Fluent**

**ZADOFF, NOAM**

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Assistant Professor, Department of History, appointed 2014

**Education:** Ph.D. at Hebrew University, Jerusalem 2011; M.A. at Hebrew University, Jerusalem 2005; B.A. at Hebrew University, Jerusalem 2003

**Language(s) and level of proficiency:** German (2)

**Time devoted to European studies:** 25%

**Area courses taught:** 3

**Research/Training Specializations:** Intellectual and Cultural History of the State of Israel; Zionism and Zionist Thought; Life and Work of Gershom Scholem; Environmental History and History of Emotions; Post-War European History

**Recent Publications:** 4

**Distinctions:** Jonathan Shapiro Award for Best Book in Israel Studies, The Association for Israel Studies (2016); Jacob Katz Prize of the Leo Baeck Institute Jerusalem (2012)

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**ZULAICA, IKER**

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Associate Professor of Spanish Linguistics, (tenured) appointed 2011

**Education:** BA Universidad de Alicante (Spain), MA The Ohio State University, PhD The Ohio State University

**Academic Experience:** Director of Graduate Studies (Spanish) 2015-present

**Language(s) and level of proficiency:** Spanish (3)

**Time devoted to European studies:** 100%

**Area courses taught:** 11

**Research/Training Specializations:** Discourse syntax, semantics and pragmatics, reference and anaphora

**Recent Publications:** 4

**Language Competency Scale: 1 = Basic, 2 = Good, 3 = Fluent**

**ZWICKER, LISA**

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Professor, History Department, Indiana University South Bend, (tenured) appointed 2018

**Education:** Ph.D. History, University of California, Berkeley 2002; M.A. History, University of California, Berkeley 1998; B.A. History, University of California, Berkeley 1995

**Academic Experience:** 2013-present Director of International Programs, Indiana University South Bend; 2011-2018 Associate Professor, History Department, Indiana University South Bend; 2004-2011 Assistant Professor, History Department, Indiana University South Bend

**Language(s) and level of proficiency:** German (3), French (1), Spanish (1)

**Time devoted to European studies:** 50%

**Area courses taught:** 13

**Recent Publications:** 2

**Distinctions:** 2017 Trustees Teaching Award, Indiana University South Bend (\$2,500); 2015 Inducted into the Faculty Colloquium on Excellence in Teaching (FACET).

**Language Competency Scale: 1 = Basic, 2 = Good, 3 = Fluent**

**Position Title:** LCTL Instructional Support Coordinator

**Position Type:** Hourly Non-Student (29 hrs/wk for 35 weeks)

**Department Name:** Institute for European Studies

**Division Name:** School of Global and International Studies

**Compensation:** \$20/hr, (approximately \$20,300 annually, with a 3% increase)

**Justification of Need:** As part of the EURO LCTL Initiative, the position provides technical and administrative assistance in support of two critical goals in LCTL instruction: reaching a greater number of students and sustaining course offerings over the medium- to long-term for Dutch, Modern Greek and Norwegian.

**Job Summary:**

Provides programming support and project coordination for the Institute for European Studies Dutch, Modern Greek and Norwegian language courses. Working with individual language program directors, the coordinator will maintain timeline for constructive instructional support (both synchronous and asynchronous), develop design and implement curricular modules and online teaching resources, and promote and broaden online course delivery to reach learners beyond the IU-Bloomington campus. Position will assist, facilitate and develop language outreach program materials for Business is Global summer program, CIBER Language & Culture modules and the Bridges program in consultation with faculty and teaching assistants.

Position will work closely with and provide *EURO*-specific information to SGIS Shared Services for grant application data collection and reporting, as well as delegating needs to members of staff responsible for arranging financial processing.

**Required Qualifications:**

B.A. degree (M.A. preferred): Familiarity with language pedagogy and K-12 or higher education language learning. Experience with curriculum design and online learning platforms, and multi-media web-based applications. Excellent interpersonal and communication skills, written and verbal, including exceptional public relations skills and ability to interact and communicate with a wide variety of individuals. Strong organizational and multitasking skills including ability to manage multiple tasks in a timely and accurate manner and maintain confidentiality. Operating knowledge of standard office equipment, and proficiency in Microsoft Office Suite, WCMS and Canvas. Possess a valid driver's license with the ability to be insured by Indiana University.

**Preferred Qualifications:**

M.A. degree strongly preferred; experience in higher education; facility in a European language (Dutch, Modern Greek or Norwegian) and knowledge of European areas studies; knowledge of and experience in using IU systems (including but not limited to KFS, UHRS, Travel Management); experience in website management and social media outreach; experience in Adobe Suite or similar software in the design of promotional materials.

<b>Position Title:</b>	Language Teaching Assistant (Dutch)
<b>Position Type:</b>	Hourly (20 hrs/week for 32 weeks)
<b>Department Name:</b>	Institute for European Studies
<b>Division Name:</b>	School of Global and International Studies
<b>Salary Level:</b>	\$25/hr. (approximately \$16,000 annually with a 3% increase)

**Justification of Need:**

As part of EURO's initiative to make less-commonly-taught languages more accessible to students in the IU system, other Big Ten Academic Alliance Schools, minority-serving institutions, and community colleges, the Language Teaching Assistant (LTA) in Dutch is needed to support the development and delivery of instructional materials in both face-to-face and online formats.

**Job Summary:**

The LTA will assist the supervising faculty member in all aspects of Dutch language instruction, with a particular focus on creating new materials and updating existing materials to support web-based courses at the elementary through advanced levels. Additional duties include grading; facilitating conversation among students on line and in person during class meetings and at extracurricular activities; participating in the creation of recruiting and promotional materials, especially via social and other electronic media; assisting in workshops to train pre- or in-service teachers at the undergraduate level; organizing and facilitating public events such as lectures or film screenings that complement classroom instruction.

**Required Qualifications:**

B.A. degree or equivalent; native or near-native proficiency in the target language; strong knowledge of target culture and society; prior experience teaching the target language and / or training in second-language-acquisition pedagogy. Excellent interpersonal and social skills; ability to interact and communicate with a diverse range of learners. Strong organizational and multitasking skills. Basic proficiency in Microsoft Office Suite including Word, Outlook, Access, and Excel.

**Preferred Qualifications:**

M.A. degree or equivalent. Proficiency in web software and social media applications necessary to develop and deliver pedagogical materials.

**Position Title:** Language Teaching Assistant (Modern Greek)  
**Position Type:** Hourly (20 hrs/week for 32 weeks)  
**Department Name:** Institute for European Studies  
**Division Name:** School of Global and International Studies  
**Salary Level:** \$25/hr. (approximately \$16,000 annually with a 3% increase)

**Justification of Need:**

As part of EURO's initiative to make less-commonly-taught languages more accessible to students in the IU system, other Big Ten Academic Alliance Schools, minority-serving institutions, and community colleges, the Language Teaching Assistant (LTA) in Modern Greek is needed to support the development and delivery of instructional materials in both face-to-face and online formats.

**Job Summary:**

The LTA will assist the supervising faculty member in all aspects of Modern Greek language instruction, with a particular focus on creating new materials and updating existing materials to support web-based courses at the elementary through advanced levels. Additional duties include grading; facilitating conversation among students on line and in person during class meetings and at extracurricular activities; participating in the creation of recruiting and promotional materials, especially via social and other electronic media; assisting in workshops to train pre- or in-service teachers at the undergraduate level; organizing and facilitating public events such as lectures or film screenings that complement classroom instruction.

**Required Qualifications:**

B.A. degree or equivalent; native or near-native proficiency in the target language; strong knowledge of target culture and society; prior experience teaching the target language and / or training in second-language-acquisition pedagogy. Excellent interpersonal and social skills; ability to interact and communicate with a diverse range of learners. Strong organizational and multitasking skills. Basic proficiency in Microsoft Office Suite including Word, Outlook, Access, and Excel.

**Preferred Qualifications:**

M.A. degree or equivalent. Proficiency in web software and social media applications necessary to develop and deliver pedagogical materials.

<b>Position Title:</b>	Language Teaching Assistant (Norwegian)
<b>Position Type:</b>	Hourly (20 hrs/week for 32 weeks)
<b>Department Name:</b>	Institute for European Studies
<b>Division Name:</b>	School of Global and International Studies
<b>Salary Level:</b>	\$25/hr. (approximately \$16,000 annually with a 3% increase)

**Justification of Need:**

As part of EURO's initiative to make less-commonly-taught languages more accessible to students in the IU system, other Big Ten Academic Alliance Schools, minority-serving institutions, and community colleges, the Language Teaching Assistant (LTA) in Norwegian is needed to support the development and delivery of instructional materials in both face-to-face and online formats.

**Job Summary:**

The LTA will assist the supervising faculty member in all aspects of Norwegian language instruction, with a particular focus on creating new materials and updating existing materials to support web-based courses at the elementary through advanced levels. Additional duties include grading; facilitating conversation among students on line and in person during class meetings and at extracurricular activities; participating in the creation of recruiting and promotional materials, especially via social and other electronic media; assisting in workshops to train pre- or in-service teachers at the undergraduate level; organizing and facilitating public events such as lectures or film screenings that complement classroom instruction.

**Required Qualifications:**

B.A. degree or equivalent; native or near-native proficiency in the target language; strong knowledge of target culture and society; prior experience teaching the target language and / or training in second-language-acquisition pedagogy. Excellent interpersonal and social skills; ability to interact and communicate with a diverse range of learners. Strong organizational and multitasking skills. Basic proficiency in Microsoft Office Suite including Word, Outlook, Access, and Excel.

**Preferred Qualifications:**

M.A. degree or equivalent. Proficiency in web software and social media applications necessary to develop and deliver pedagogical materials.

<b>Position Title:</b>	Area Studies Content Coordinator
<b>Position Type:</b>	Hourly Non-Student (15 hrs/wk for 40 weeks)
<b>Department Name:</b>	Institute for European Studies
<b>Division Name:</b>	School of Global and International Studies
<b>Compensation:</b>	\$25/hr, (approximately \$15,000 annually, with a 3% increase)

**Justification of Need:** The Area Studies Content Coordinator will support the EURO Initiative to increase dissemination of European content for specific target audiences including K-12, Higher Education, Business and the general public through the development and creation of engaging, accessible and accurate knowledge outputs.

**Job Summary:** Provide project coordination to develop accurate, cogent and accessible European content for varied constituencies. Position will work closely with the EURO leadership and individual program directors to recruit and schedule faculty and content specialists, and to research and compile information for developing curriculum and lesson plans. Coordinate content specialists to develop materials that are accessible and engaging to multiple audiences. Identify and research content for the Globally Ready Digital Toolbox, develop orientation modules for the Global Gateway Teachers Program on specific European countries and cultures, and work closely with content specialists and faculty to maintain timelines for production of materials. Serve as a resource for MSI faculty for identifying and procuring supplementary classroom resources, solicit presenters for K-12 teacher workshops, offer guidance and review their presentation materials. Facilitate faculty support in the creation of Language & Culture Modules (IU-CIBER joint Initiative), a series of video presentations and audio interviews on Dutch and Modern Greek for the business community and general public. Provide faculty support for session materials on the Netherlands, Greece and Norway for the Business is Global (BIG) Summer Institute for high school students.

Position will work closely with and provide *EURO*-specific information to SGIS Shared Services for grant application data collection and reporting, and to members of staff responsible for financial processing.

**Required Qualifications:**

B.A. degree (M.A. preferred): Familiarity with instructional pedagogy and K-12, high school or higher education instructional design. Experience with curriculum design and online learning platforms, and multi-media web-based applications. Excellent interpersonal and communication skills, written and verbal, including exceptional public relations skills and ability to interact and communicate with a wide variety of individuals. Strong organizational and multitasking skills including ability to manage multiple tasks in a timely and accurate manner and maintain confidentiality. Operating knowledge of standard office equipment, and proficiency in Microsoft Office Suite and WCMS. Possess a valid driver's license with the ability to be insured by Indiana University.

**Preferred Qualifications:**

M.A. degree strongly preferred; experience in higher education; Facility in a European language (Dutch, Modern Greek or Norwegian) and knowledge of European areas studies; knowledge of and experience in using IU systems (including but not limited to KFS, UHRS, Travel Management); experience in website management and social media outreach; experience in Adobe Suite or similar software in the design of promotional materials.



**Position Title:** Outreach Graduate Research Assistant

**Position Type:** Graduate Assistant (.50 FTE 20 hrs/wk)

**Department Name:** Institute for European Studies

**Division Name:** School of Global and International Studies

**Salary Level:** \$16,000 per academic year stipend, with fee remission and health insurance

**Justification of Need:** The Outreach Graduate Research Assistant will support the Institute for European Studies (EURO) in its mission to promote multi- and inter-disciplinary knowledge of Europe through engaged and accessible outreach initiatives, programming and publications.

**Job Summary:** Provides broad-based programming and project coordination for EURO. Position will work closely with the EURO leadership to ensure the Institute maintains a robust and high quality program schedule. Provides support for educational and public outreach projects, including event organization, preparation of text for outreach materials, publicity coordination, content development for EURO's Across the Pond blog posts on European current events, and management of distanced synchronous K-12 presentations on the CILC learning platform. Also prepares and disseminates bi-weekly email digest announcement of events.

Duties include managing record-keeping and database compilation relating to EURO activities; management of program's archival materials from programming including colloquia, panels, tabling events, conferences, and seminars. Compiles data for grant reporting. Oversees scheduling and coordinates logistical arrangements for EURO collaborative programming. In addition, the GA is expected to assist with office duties, and assist EURO staff with special projects as needed.

Position will work closely with and provide EURO specific information to the SGIS Shared Services for grant application data collection and reporting, as well as delegating needs of the Institute to staff responsible for arranging travel, hospitality, and purchasing.

**Required Qualifications:** B.A. degree: Familiarity with event planning and coordination. Experience with desktop publishing, graphic design software, online learning platforms, and multi-media web-based applications. Excellent interpersonal and communication skills, written and verbal, including exceptional public relations skills and ability to interact and communicate with a wide variety of individuals. Strong organizational and multitasking skills including ability to manage multiple tasks in a timely and accurate manner and maintain confidentiality. Operating knowledge of standard office equipment, and proficiency in Microsoft Office Suite and WCMS. Possess a valid driver's license with the ability to be insured by Indiana University.

**Preferred Qualifications:**

Facility in a European language and knowledge of European areas studies; knowledge of and experience in using IU systems (including but not limited to KFS, UHRS, Travel Management); experience in website management and social media outreach; experience in Adobe Suite or similar software in the design of promotional materials.

**Position Title:** Editorial Graduate Assistant

**Position Type:** Graduate Assistant (.50 FTE 20 hrs/wk)

**Department Name:** Institute for European Studies

**Division Name:** School of Global and International Studies

**Salary Level:** \$16,000 per academic year (G901) stipend only with health insurance

**Justification of Need:** The Editorial Graduate Assistant will support the Institute for European Studies (EURO) in its mission to promote multi- and inter-disciplinary knowledge of Europe through a vibrant media presence, and strategic use of professional communication tools and publicity platforms.

**Job Summary:**

Provides technical support for and coordination of EURO's communications and media needs. Position will work closely with the EURO leadership to ensure the Institute maintains an engaging and informative website, social media presence and disseminates information to the public in a professional and timely manner.

Duties include providing technical support for maintaining and updating EURO's website, responsible for timely updates to calendars and current program schedules, coordinating graphic design projects, designing and editing EURO *Exchange*, the biannual newsletter of the Institute, and managing and posting regularly to EURO's social media platforms. The graduate assistant is expected to assist with daily office duties, and provide support to EURO leadership when needed for special projects.

Position will work closely with and provide EURO specific information to SGIS Shared Services for grant application data collection and reporting, as well as delegating needs to members of staff responsible for financial processing.

**Required Qualifications:**

M.A. degree (ABD preferred): Familiarity with website design and programming for K-12, high school or higher education. Experience with desktop publishing, graphic design software, online learning platforms, and multi-media web-based applications. Excellent interpersonal and communication skills, written and verbal, including exceptional public relations skills and ability to interact and communicate with a wide variety of individuals. Strong organizational and multitasking skills including ability to manage multiple tasks in a timely and accurate manner and maintain confidentiality. Operating knowledge of standard office equipment, and proficiency in Microsoft Office Suite and WCMS. Possess a valid driver's license with the ability to be insured by Indiana University.

**Preferred Qualifications:**

Facility in a European language and knowledge of European areas studies; knowledge of and experience in using IU systems (including but not limited to KFS, UHRS, Travel Management); experience in website management and social media outreach; experience in Adobe Suite or similar software in the design of promotional materials.

**Position Title:** Director of Global Education Initiatives  
**Position Type:** Professional Staff (1 FTE 40 hrs/wk)  
**Department Name:** Center for P-16 Research and Collaboration  
**Division Name:** School of Education and School of Global and International Studies  
**Salary Level:** \$51,000 annually

**Justification of Need:**

The Director of Global Education Initiatives will work with the School of Global and International Studies, School of Education, Indiana Department of Education, and the School of Global and International Studies' area studies centers to develop and implement multiple statewide initiatives to create a stronger infrastructure for proficiency-based language instruction, broadly internationalize K-12 education through trainings for teachers and administrators, provide professional development to school districts in Indiana, and expand teacher certification and licensing for language instruction.

**Job Summary:**

The primary responsibility of the Director is to internationalize P-16 education in Indiana by working with in-service and pre-service teachers and elementary and secondary school leaders to advance and strengthen global and area studies and language learning. The Director will develop and advance many internationalization initiatives, including:

- Global Competency Certificate: a certificate available to all Indiana University-Bloomington students that consists of academic coursework, fieldwork, and capstone projects with global components, which will help to prepare students for a global career.
- Advance high-quality language instruction in K-12 schools: This position will lead teacher workshops in proficiency-based language instruction and will promote the Indiana Certificate of Multilingual Proficiency.
- Professional development: lead multiple workshops for middle and high school social studies in-service teachers (Urban Growth Workshops), elementary language arts teachers (Global Literacy Invitations), and Dual Language Immersion teachers from pilot programs across Indiana.

**Required Qualifications:**

Master's degree in international education, language education, or a related field; Strong commitment to working with teachers in K-12 settings; Ability to work collaboratively with university colleagues and school district partners; Experience with curriculum design and language pedagogy; Excellent interpersonal and communication skills, written and verbal, including ability to interact and communicate with a wide variety of individuals; Strong organizational and multitasking skills, including ability to manage multiple tasks in a timely and accurate manner and maintain confidentiality; Must possess a valid driver's license with the ability to be insured by Indiana University and able to travel regularly in-state.

**Preferred Qualifications:**

Doctoral degree in international education, language education, or related field is strongly preferred; Experience in elementary, secondary, and or higher education; Bilingualism.

**Position Title:** Global Employability Coordinator

**Position Type:** Hourly (29 hrs/wk for 48 weeks)

**Department Name:** Center for the Study of Global Change

**Division Name:** School of Global and International Studies

**Salary Level:** \$18/hour (approximately \$25,000 annually)

**Justification of Need:**

The Global Employability Coordinator will support the Global Employability Initiative through overseeing the development of the Ivy Tech Global Workforce Skills Certificate and by facilitating professional development opportunities for educators in Career and Technical Education programs.

**Job Summary:**

Provides programming and project coordination for the Global Employability Initiative to support the objectives of Indiana University Area Studies Centers in meeting workforce needs for global competencies. Position will work closely with the Center for the Study of Global Change leadership to ensure that the Ivy Tech Global Workforce Skills Certificate and that professional development workshops and presentations for K-12 educators and counselors are developed and implemented efficiently and effectively.

Duties include supporting Ivy Tech faculty in developing the Global Workforce Skills certificate and applicable curricular materials, organizing and leading the summer Global Employability Workshop for CTE educators, presenting on Global Workforce Skills at IDOE organized professional development events for school counselors, and coordinating speakers on global workforce skills for College and Career Pathway Fairs at Indiana high schools. This individual must also help Ivy Tech seek approval for certificate at state level.

**Required Qualifications:**

Bachelor's degree; Familiarity with K-12, CTE or Community College educational institutions; Experience with curriculum design; Excellent interpersonal and communication skills, written and verbal, including ability to interact and communicate with a wide variety of individuals; Strong organizational and multi-tasking skills, including ability to manage multiple tasks in a timely and accurate manner and maintain confidentiality; Must possess a valid driver's license with the ability to be insured by Indiana University and able to regularly travel in-state.

**Preferred Qualifications:**

Master's degree strongly preferred; Experience in international education; Knowledge of and experience in working for a global company or organization; Bilingualism.



**Position Title:** Bridges Coordinator  
**Position Type:** Hourly (20 hrs/wk for 44 weeks)  
**Division Name:** School of Global and International Studies  
**Salary Level:** \$20/hour (approximately \$22,000 annually)

**Justification of Need:**

The Bridges Coordinator will administer the *Bridges: Children, Languages, World* program, which offers language and culture classes to young learners in the greater Bloomington, Indiana area. *Bridges* emphasizes Less Commonly Taught Languages (LCTLs), many of which have been identified as Critical Needs Languages by the U.S. State Department and other federal agencies.

**Job Summary:**

Provides oversight of the *Bridges: Children, Language, World* program and will work closely with the Indiana University National Resource Centers' leadership. Duties include the supervision of and guidance for student volunteer teachers reviewing and approving all lesson plans, visiting classes and offering post-class feedback, conducting orientations and mid-semester workshops for volunteer teachers, overseeing the registration process, communicating with parents and guardians of children enrolled in the program, maintaining records of attendance and performance, ordering materials, maintaining website, and other duties as needed.

**Required Qualifications:**

Bachelor's degree; Experience with second language acquisition and curriculum design; Excellent interpersonal and communication skills, written and verbal, including ability to interact and communicate with a wide variety of individuals; Strong organizational and multitasking skills, including ability to manage multiple tasks in a timely and accurate manner and maintain confidentiality; Must possess a valid driver's license with the ability to be insured by Indiana University.

**Preferred Qualifications:**

Facility in language pedagogy and knowledge of various areas studies; Experience in elementary, secondary, and or higher education; Bilingualism; Knowledge of and experience in using IU systems (including but not limited to KFS, UHRS, Travel Management, Purchasing); Experience in website management and social media outreach.

<b>Section 1: European Studies</b>									
College of Arts and Sciences									
Course	Title	Cross-Listed Departments & Courses	%	Credit Hours	Instructor	Term 2016-2017	Enroll 2016-2017	Term 2017-2018	Term 2018-2019
<b><i>Institute for European Studies (EURO)</i></b>									
X373	Internship in European Studies		100	1-3	Bowles	F/S	0	F/S	F/S
X490	Individual Reading in European Studies		100	3	Bowles	F/S	0	F/S	F/S
W301	Modern European Politics & Society	Meets with POLS-Y 335	100	3	Faculty	F	53	F	F
W405	Special Topics in European Studies: Modern Finland	Meets with EURO-W 605, CEUS-R 302, and CEUS-R 502	100	3	Raun			F	F
W405	Special Topics in European Studies: Democracy in East Central Europe	Meets with CEUS-R 349, CEUS-R 549, and EURO-W 605	100	3	Kreko	S	4		
W405	Special Topics in European Studies: Greek History meets Greek Film	Meets with EURO-W 605	100	3	Hess			F	
W405	Special Topics in European Studies: Liberal Amsterdam	Meets with GER-E 341 and EURO-W 605	100	3	Haitjema	S	17		
W405	Special Topics in European Studies: European Anti-Semitism	Meets with HIST-B 315 and JSTU-J 304	100	3	Jikeli	F	17	F	
W405	Special Topics in European Studies: Geography of Europe	Meets with GEOG-G 428	100	3	Nordahl	S	17		
W405	Special Topics in European Studies: Russia and the EU	Meets with INTL-I 300, EURO-W 605, REEI-R 300 and REEI-R 500	100	3	Dekalchuk			S	
W405	Special Topics in European Studies: War and Peace in Eastern Europe	Meets with EURO-W 605, CEUS-R 349, & CEUS-R 549	100	3	Borhi	F	4	S	
W405	Special Topics in European Studies: History of Dutch Film and Culture	Meets with GER-E 341	100	3	Ham	F	23		
W405	Special Topics in European Studies: Russia and its Neighbors	Meets with EURO-W 605, CEUS-R 399, CEUS-R 599 and GEOG-G 427	100	3	Zlotin			S	
W405	Special Topics in European Studies: Hungary in the 20th Century	Meets with CEUS-R 349, CEUS-R 549, and EURO-W 605	100	3	Borhi	S	8		
W405	Special Topics in European Studies: Politics After Communism	Meets with CEUS-R 349, CEUS-R 549, and EURO-W 605	100	3	Kreko	S	2	S	
W405	Special Topics in European Studies: Modern German Imagination	Meets with GNDR-G 302 and GER-E 321	100	3	Breger	S	24		
W405	Special Topics in European Studies: Contemporary Security Issues in Europe	Meets with EURO-W 405 and EURO-W 605	100	3	Coyle	S	15		
W406	Special Topics in European Studies: Nazi Stalinist Art in Hungary	Meets with CEUS-R 349, CEUS-R 549, EURO-W 406 and EURO-W 605	100	3	Kappanyos	S	1		
W406	Special Topics in European Studies: Scandanavian Culture The Multicultural North	Meets with GER-E 362, GER-K 506 and EURO-W 605	100	3	May			S	

<b>W406</b>	Special Topics in European Studies: French/Francophone Studies-Film	Meets with MSCH-F 398 and FRIT-F 311	100	3	Bowles	F	2		
<b>W406</b>	Special Topics in European Studies: European Cinema and Genre	Meets with FRIT-M 311 and MSCH-F 398	100	3	Bouchard			S	
<b>W406</b>	Special Topics in European Studies: Inventing Eastern Europe	Meets with SLAV-S320, SLAV-S540, EURO-W605 and HON-H	100	3	Antic	S	15		
<b>W406</b>	Special Topics in European Studies: Dutch American Connection	Meets with EURO-W 605, GER-E 342, and GER-N 508	100	3	Ham	S	23		
<b>W406</b>	Special Topics in European Studies: Dutch Footprints	Meets with EURO-W 605, GER-E 342, and GER-N 508	100	3	Ham			F	F
<b>W406</b>	Special Topics in European Studies: German Film Culture	Meets with GER-E 323	100	1-3	Breger	F	14		
<b>W406</b>	Special Topics in European Studies: German Cultural History	Meets with GER-E 322; HON-H 303 and GER-E 322	100	1-3	Chaouli/ Robison	F	11	F	F
<b>W406</b>	Special Topics in European Studies: Topics in Dutch Literature	Meets with GER-N 509, GER-E 343 and EURO-W 605	100	3	Ham			S	
<b>W406</b>	Special Topics in European Studies: Food Cultures of Greece	Meets with EURO-W 605	100	3	Tsitsopoulou	S	4		F
<b>W406</b>	Special Topics in West European Studies: Italian Film Culture	Meets with FRIT-M 311 and CMCL 398	100	3	Vitti	S	0	S	
<b>W605</b>	Select Topics in European Studies: Liberal Amsterdam	Meets with EURO-W 406 and GER-E 341	100	3	Haitjema	S	17		
<b>W605</b>	Select Topics in European Studies: Unity/Diversity in the European Union	Meets with CEUS-R 509	100	3	Raun			S	
<b>W605</b>	Select Topics in European Studies: Nazi Stalinist Art in Hungary	Meets with CEUS-R 349, CEUS-R 549, and EURO-W 406	100	3	Kappanyos	S	2		
<b>W605</b>	Select Topics in European Studies: Hungary in the 20th Century	Meets with CEUS-R 349, CEUS-R 549, and EURO-W 405	100	3	Borhi	S	8		
<b>W605</b>	Select Topics in European Studies: Greek History meets Greek Film	Meets with EURO-W 405	100	3	Hess			F	
<b>W605</b>	Select Topics in European Studies: Inventing Eastern Europe	Meets with SLAV-S320, SLAV-S540, EURO-W406 and HON-H	100	3	Antic	S	15		
<b>W605</b>	Select Topics in European Studies: Dutch American Connection	Meets with EURO-W 406, GER-E 342, and GER-N 508	100	3	Ham	S	23		
<b>W605</b>	Select Topics in European Studies: Politics After Communism	Meets with CEUS-R 349, CEUS-R 549, and EURO-W 405	100	3	Kreko	S	8	S	
<b>W605</b>	Select Topics in European Studies: Democracy in East Central Europe	Meets with CEUS-R 349, CEUS-R 549, and EURO-W 405	100	3	Kreko	S	1		
<b>W605</b>	Select Topics in European Studies: Food Cultures of Greece	Meets with EURO-W 406	100	3	Tsitsopoulou	S	11		F
<b>W605</b>	Select Topics in European Studies: Modern Finland	Meets with EURO-W 405, CEUS-R 302, and CEUS-R 502	100	3	Raun			F	F
<b>W605</b>	Select Topics in European Studies: Russia and the EU	Meets with INTL-I 300, EURO-W 405, REEI-R 300 and REEI-R 500	100	3	Dekalchuk			S	

<b>W605</b>	Select Topics in European Studies: Russia and its Neighbors	Meets with EURO-W 405, CEUS-R 399, CEUS-R 599 and GEOG-G 427	100	3	Zlotin			S	
<b>W605</b>	Select Topics in European Studies: Contemporary Security Issues in Europe	Meets with EURO-W 405	100	3	Coyle	S	2		
<b>W605</b>	Select Topics in European Studies: Europe in the 20th Century	Meets with HIST-H 620	100	3	Roos			F	F
<b>W605</b>	Select Topics in European Studies: Scandanavian Culture The Multicultural North	Meets with GER-E 362, GER-K 506 and EURO-W 405	100	3	May			S	
<b>W605</b>	Select Topics in European Studies: Topics in Dutch Literature	Meets with GER-N 509, GER-E 343 and EURO-W 406	100	3	Ham			S	
<b>W605</b>	Select Topics in European Studies: The Baltic States Since 1918	Meets with CEUS-R 309 and CEUS-R 501	100	3	Raun	F	1		
<b>W605</b>	Select Topics in European Studies: Dutch Footprints	Meets with EURO-W 605, GER-E 342, and GER-N 508	100	3	Ham			F	F
<b>W605</b>	Balkans	500,	100	3	Bucur-Deckard		1		
<b>W605</b>	Select Topics in European Studies: War and Peace in Eastern Europe	Meets with CEUS-R549, CEUS-R349, and EURO-W405	100	3	Borhi	F	4	S	
<b>W800</b>	MA Thesis		100	1-6	Bowles	F/S/SU	7	F/S/SU	F/S
<b>W805</b>	Individual Reading in European Studies		100	1-8	Bowles	F/S/SU	6	F/S/SU	F/S
<b>W875</b>	Research in European Studies		100	1-6	Bowles	F/S/SU	0	F/S/SU	F/S
<b>X490</b>	Individual Reading in European Studies		100	3	Bowles	F/S/SU	0	F/S/SU	F/S
<b>Total</b>							<b>360</b>		

<b>Section 2: EURO-Related Language Courses</b>								
College of Arts & Sciences								
Course	Title	%	Credit Hours	Instructor	Term 2016-2017	Enroll 2016-2017	Term 2017-2018	Term 2018-2019
<b>Department of Central Eurasian Studies</b>								
<i>(CEUS)</i>								
R600	Advanced Readings: Baltic-Finnish Studies	100	1-6	Raun	F/S/SU	0	F/S/SU	F/S
R640	Advanced Readings in Hungarian Studies	100	1-6	Raun	F/S/SU	1	F/S/SU	F/S
R680	Advanced Readings in Turkish Studies	100	1-6	Raun	F/S/SU	2	F/S/SU	F/S
<b>Total Finnish</b>						<b>3</b>		
<i>Finnish (CEUS)</i>								
T101	Introductory Finnish I	100	4	Rasenen	F	7	F	F
T102	Introductory Finnish II	100	4	Rasenen	S	6	S	S
T201	Intermediate Finnish I	100	4	Rasenen	F	5	F	F
T202	Intermediate Finnish II	100	4	Rasenen	S	4	S	S
T301	Advanced Finnish I	100	4	Rasenen	F	2	F	F
T302	Advanced Finnish II	100	4	Rasenen	S	2	S	S
T501	Introductory Finnish I	100	3	Rasenen	F	7	F	F
T502	Introductory Finnish II	100	3	Rasenen	S	6	S	S
T601	Intermediate Finnish I	100	3	Rasenen	F	5	F	F
T602	Intermediate Finnish II	100	3	Rasenen	S	4	S	S
T701	Advanced Finnish I	100	3	Rasenen	F	2	F	F
T702	Advanced Finnish II	100	3	Rasenen	S	2	S	S
<b>Total Finnish</b>						<b>52</b>		
<i>Estonian (CEUS)</i>								
T103	Introductory Estonian I	100	4	Kivik	F/SU	0	F/SU	F
T104	Introductory Estonian II	100	4	Kivik	SU	0	S/SU	S
T203	Intermediate Estonian I	100	4	Kivik	F	4	F	F
T204	Intermediate Estonian II	100	4	Kivik	S	2	S	S
T303	Advanced Estonian I	100	4	Kivik	F	1	F	F
T304	Advanced Estonian II	100	4	Kivik	S	0	S	S
T503	Introductory Estonian I	100	3	Kivik	F/SU	3	F/SU	F
T504	Introductory Estonian II	100	3	Kivik	SU	2	S/SU	S
T603	Intermediate Estonian I	100	3	Kivik	F	5	F	F
T604	Intermediate Estonian II	100	3	Kivik	S	3	S	S
T703	Advanced Estonian I	100	3	Kivik	F	1	F	F
T704	Advanced Estonian II	100	3	Kivik	S	0	S	S
<b>Total Estonian</b>						<b>21</b>		

<b>Lithuanian (CEUS)</b>								
T198	Introductory Central Eurasian Languages I: Intro Lithuanian I	100	4	Cidzikaite	SU	2	SU	
T199	Introductory Central Eurasian Languages II: Intro Lithuanian II	100	4	Cidzikaite	SU	2	SU	
T598	Introductory Central Eurasian Languages I: Intro Lithuanian I	100	4	Cidzikaite	SU	5	SU	
T599	Introductory Central Eurasian Languages II: Intro Lithuanian II	100	4	Cidzikaite	SU	5	SU	
<b>Total Lithuanian</b>						<b>14</b>		
<b>Hungarian (CEUS)</b>								
T141	Introductory Hungarian I	100	4	Varga	F/SU	2	F/SU	F
T142	Introductory Hungarian II	100	4	Varga	S/SU	3	S/SU	S
T241	Intermediate Hungarian I	100	4	Varga	F	4	F	F
T242	Intermediate Hungarian II	100	4	Varga	S	3	S	S
T341	Advanced Hungarian I	100	4	Varga	F	3	F	F
T342	Advanced Hungarian II	100	4	Varga	S	2	S	S
T541	Introductory Hungarian I	100	3	Varga	F/SU	7	F/SU	F
T542	Introductory Hungarian II	100	3	Varga	S/SU	8	S/SU	S
T641	Intermediate Hungarian I	100	3	Varga	F	4	F	F
T642	Intermediate Hungarian II	100	3	Varga	S	3	S	S
T741	Advanced Hungarian I	100	3	Varga	F	3	F	F
T742	Advanced Hungarian II	100	3	Varga	S	2	S	S
<b>Total Hungarian</b>						<b>44</b>		
<b>Total Department of Central Eurasian Studies</b>								<b>134</b>

<b>Department of French &amp; Italian (FRIT)</b>								
<b>French (FRIT)</b>								
F100	Elementary French I	100	4	Faculty	F/S	288	F/S/SU	F
F115	Accelerated Elementary French	100	4	Faculty	F/S	27	F/S	F
F150	Elementary French II: Language & Culture	100	4	Faculty	F/S/SU	320	F/S/SU	F
F152	Beginning French Conversation II	100	1	Vance	F/S	10	S	F
F200	Second Year French I: Language & Culture	100	3	Faculty	F/S/SU	298	F/S/SU	F
F202	Intermediate French Conversation I	100	1	Vance	F/S	9	S	F
F250	Second Year French II: Language & Culture	100	3	Faculty	F/S/SU	315	SU	F
F252	Intermediate French Conversation II	100	1	Vance	F/S	10	S	F
F300	Reading & Expression In French	100	3	Faculty	F/S	154	F/S	F
F305	Theature Et Essai	100	3	Okamoto-Macphail	F	14	S	F
F306	Roman Et Poesie	100	3	Macphail	S	10	F	
F310	Topics in French/Francophone Culture: Tocqueville's America	100	3	Julien			F	
F311	French/Francophone Studies Film: French and European Cinema	100	3	Bowles, Bouchard	F	14	S	
F313	Advanced Grammar	100	3	Faculty	F/S	74	F/S	F
F314	Advanced Composition	100	3	Ansart, Gray	F	12	F	F

F315	Phonetics & Pronunciation	100	3	Faculty	F	28	F	F
F316	Conversational Practice	100	3	Faculty	S	43	S	S
F317	French in the Business World	100	3	Ansart, Bowels	S	14	S	S
F361	La France Medievale (A 1500)	100	3	Wood, Hebbard	S	8	F	
F362	La France 1500-1800	100	3	Calhoun	S	24	F	F
F363	La France 1800-Aujourd'hui	100	3	Panaite	F	23	S	F
F375	Thms Et Perspctvs Litteraires	100	3	Faculty	F/S	34	F/S	F
F399	Reading for Honors	100	1-12	Scalabrini	F/S	0	F/S	F
F401	Structure and Development of French	100	3	Vance, Rottet	S	13	S	
F402	Introduction to French Linguistics	100	3	Vance, Auger	F	18		F
F413	The French Renaissance	100	3	MacPhail			F	
F423	17th Century French Literature	100	3	Calhoun			S	
F424	Ideas/Culture 17th-Cent France	100	3	Bjornstad	F	13		
F436	Voltaire, Diderot, & Rousseau	100	3	Ansart				?
F450	Culture/Society in French Studies	100	3	Panaite, Gray	S	17	S	S
F451	French Studies-Literature and Arts	100	3	Gray				F
F455	Le Roman au 20e Siecle	100	3	Gray	F	13		
F460	La Francophonie Nord-Americain	100	3	Bouchard			F	
F461	La France Contem: Conema/Culture	100	3	Bowles				?
F467	French Beyond the Hexagon	100	3	Julien	S	10		
F491	Elementary French for Grad Students	100	4	Uzzell	F/SU	52	F/SU	F
F492	Reading French for Grad Students	100	4	Faculty	S/SU	55	S/SU	S
F499	Readings for Honors	100	1-12	Scalabrini	F/S	4	F/S	F
F535	Le XVIII Siecle: L'Essai	100	3	Ansart				F
F536	Le Roman au XVIII Siecle	100	3	Ansart	S	10		
F556	Roman aux 20E Et 21E Siecles	100	3	Gray			S	
F564	Issues in Literary Theory	100	3	Panaite			F	
F572	Practicum-College French Teaching	100	1	Sax, Bastin	F	7	F	F
F573	Methods of College French Teaching	100	3	Sax	S	7		
F576	Introduction to French Phonology	100	3	Vance			F	
F577	Introduction to French Syntax	100	3	Dekydtpotter	F	5		F
F579	Introduction to French Morphology	100	3	Auger	S	8		
F580	Applied French Linguistics	100	3	Rottet			F	
F581	Structure of Regional Languages of France	100	3	Auger			S	
F582	Introduction to French Semantics	100	3	Dekydtpotter			S	
F603	History of the French Language I	100	3	Vance	F	13		F
F615	Studies in Medieval French Literature	100	3	Wood, Hebbard	F	13	S	
F620	Studies in 16th Century French Literature	100	3	MacPhail	S	7		
F630	Studies in 17th Century French Literature	100	3	Bjornstad			F	
F632	17th-Century French Drama	100	3	Calhoun			S	

F640	Studies in 19th-Century French Literature	100	3	Valazza	F	7		
F650	Etudes de Litterature Contemporaine	100	3	Gray				F
F651	Studies in French Cinema	100	3	Bowles			F	
F671	Advanced French Syntax	100	3	Vance	S	7		
F672	French Dialectology	100	3	Auger			F	
F677	French Lexicology/Lexicography	100	3	Rottet			S	
F680	Bilingualism and Language Contact	100	3	Rottet				F
F810	Individual Readings in French and Francophone Civilization	100	1-6	Scalabrini	S	0		
F815	Individual Readings in French Literature and Linguistics	100	1-6	Scalabrini	F/S/SU	1	F/S/SU	F
F825	Seminar in French Literature	100	3	Boucharde	F	5		
F875	Research in French Literature & Language	100	1-12	Scalabrini	F/S/SU	38	F/S/SU	F
G901	Advanced Research	100	6	Scalabrini	F/S/SU	33	F/S/SU	F
<b>Total French</b>						<b>2085</b>		
<b>Italian (FRIT)</b>								
M100	Elementary Italian I	100	4	Faculty	F/S	210	F/S	F
M115	Accelerated Elementary Italian	100	4	Serafin, Bonaiti	F/S	22	F/S	F
M150	Elementary Italian II	100	4	Faculty	F/S/SU	154	F/S/SU	F
M200	Intermediate Italian I	100	3	Faculty	F/S/SU	123	F/S/SU	F
M215	Accelerated Second-Year Italian	100	4	Mioni, Serafin	F/S	31	F/S	F
M222	Topics in Italian Culture	100	3	Faculty	F/S	94	F/S	F
M236	Dante's Divine Comedy	100	3	Storey	S	30		F
M250	Intermediate Italian II	100	3	Faculty	F/S/SU	103	F/S/SU	F
M300	Italian Conversation and Diction	100	3	Faculty	F	11	F	F
M301	Italian Reading & Expression	100	4	Faculty	S	14	S	S
M305	Civiltà Italiana Moderna	100	3	Vitti	S	7		
M307	Masterpieces of Italian Literature 1	100	3	Gemmani			F	F
M308	Masterpieces of Italian Literature 2	100	3	Ryan	F	9		
M311	Italian Film and Culture	100	3	Vitti	S	5	S	S
M333	Dante and His Times	100	3	Storey				?
M390	Studies in the Italian Film	100	3	Vitti			S	
M450	Seminar in Italian Literature	100	3	Storey, Sarafin	F	6	S	
M455	Readings in the Italian Cinema: The New Maestri of Italian Cinema	100	3	Vitti			F	F
M499	Reading for Honors	100	3	Scalabrini	F/S	5	F/S	F
M500	Seminar in Italian Cinema	100	3	Vitti			F	
M504	Renaissance Italian Literature and Culture	100	3 or 4	Scalabrini				F
M572	Italian Teaching Practicum	100	1	Serafin	F	2	F	F
M573	Methods-Italian Language Teaching	100	3	Ryan			F	
M603	Seminar in Medieval Italian Literature	100	3	Storey	S	9		
M604	Seminar in Renaissance Italian Literature	100	3 or 4	Scalabrini			F	
M605	Seminar in Modern Italian Literature: Aspects of Contemporary Italian Culture	100	3 or 4	Ciccarelli			S	

M815	Individual Readings in Italian Literature	100	1-6	Scalabrini	F/S/SU	2	F/S	F
M825	Seminar in Italian Literature and Culture	100	3	Arnaudo	F	8	S/SU	
M875	Research in Italian Literature	100	1-12	Scalabrini	F/S/SU	17	S/SU	F
<b>Total Italian</b>						<b>862</b>		
<b>Total Department of French and Italian</b>								<b>2947</b>

<b>Department of Germanic Studies (GER)</b>								
<b>German (GER)</b>								
G100	Beginning German I	100	4	Faculty	F/S/SU	220	F/S	F
G105	Accelerated Elementary German I	100	5	Flego, Morias	F	22	F/S	F
G150	Beginning German II	100	4	Faculty	F/S/SU	164	F/S	F
G200	Intermediate German I	100	3	Faculty	F/S/SU	168	F/S	F
G250	Intermediate German II	100	3	Faculty	F/S/SU	164	F/S/SU	F
G300	Fifth-Semester College German	100	3	Faculty	F/S	52	F/S	F
G330	Sixth-Semester College German	100	3	Faculty	F/S	43	F/S	F
G375	Conversational German	100	3	Langjahr	S	15	F/S	
G397	Residential Workshop	100	1-2	Robinson	S	0	S	
G399	Honors Tutorial	100	1-2	Robinson	F/S	0	F/S	F
G400	Advanced College German	100	3	Faculty	F/S	33	F/S	F
G404	Modern German Literature	100	3	Turk	F	12	S	
G415	Perspectives on German Literature	100	3	Weiner			S	
G416	Studies in German Authors	100	3	Weiner, Chaouli	S	10	F	
G418	German Film & Popular Culture	100	3	Byler			F	F
G448	Introduction to German Phonetics and Phonology	100	3	Hall	F	19		F
G458	Intro to German Morphology	100	3	Hall			F	
G464	German Culture and Society	100	3	Robinson				F
G491	Elementary German for Graduate Students	100	3 or 4	Bolter, Flego	F/SU	38	F/SU	F
G492	Read in German for Grad Students	100	3	Ewing	S/SU	37	S/SU	
G496	Advanced German Language Abroad	100	1-6	Robinson	F/S/SU	0	F/S/SU	F
G499	Honors Thesis	100	3	Robinson	F/S	0	F/S	F
G500	College German Teaching	100	3	Even	F	11		F
G503	Theories and Methods of Studying German Literature and Culture	100	3	Turk			F	
G505	New Literary Theory and German Text	100	3	Breger	F	14		F
G532	History of the German Language	100	3	Hall	F	16		F
G548	German Phonetics and Phonology	100	3	Hall			F	
G558	Principles of German Morphology	100	3	Hall			S	
G599	Thesis Research	100	0	Gade	F/S	0	F/S	F
G605	Special Topics Teaching German	100	3	Even, Gade	SU	7	F/S	
G625	Literature and Culture: Special Topics	100	3	Faculty	S	6	F/S/SU	F

G635	Old Icelandic	100	3	Gade			F	
G636	Old Icelandic Literature	100	3	Gade			S	
G639	Old Saxon	100	3	Gade	F	10		
G815	Individual Readings	100	3	Gade	F/S/SU	7	F/S/SU	F
G820	Research Tutorial	100	3	Gade	F/S	0	F/S	F
G825	Seminar in German Literature	100	3 or 4	Robinson, Breithaupt	S	7	S	F
G835	Seminar in Germanic Linguistics:Historical Phonology	100	4	Hall, Fleischer	S	13	F	
G850	Master's Project	100	ARR	Gade	F/S/SU	0	F/S/SU	F
G875	Research in German Literature	100	1-12	Gade	F/S/SU	15	F/S/SU	F
G885	Research in German Linguistics	100	1-12	Gade	F/S/SU	13	F/S/SU	F
G901	Advanced Research	100	6	Gade	F/S/SU	17	F/S/SU	F
<b>Total German</b>						<b>1133</b>		
<b>Norwegian (GER)</b>								
K100	Beginning Norwegian I	100	4	May	F	11	F	F
K150	Beginning Norwegian II	100	4	May	S	10	S	S
K200	Intermediate Norwegian I	100	3	May	F	19	F	F
K250	Intermediate Norwegian II	100	3	Gade	S	15	S	S
K300	Advanced Norwegian I	100	3	May	F	6		
K501	Beginning Norwegian I	100	3	May	F	11	F	F
K502	Beginning Norwegian II	100	3	May	S	10	S	S
K503	Intermediate Norwegian I	100	3	May	F	19	F	F
K504	Intermediate Norwegian II	100	3	May	S	15	S	S
<b>Total Norwegian</b>						<b>116</b>		
<b>Dutch (GER)</b>								
N100	Intensive Dutch I	100	4	Faculty	F	20	F	F
N150	Intensive Dutch II	100	4	Faculty	S	15	S	S
N200	Dutch Reading, Comprehension, and Conversation I	100	3	Faculty	F	10	F	F
N250	Dutch Reading, Comprehension, and Conversation II	100	3	Ham	S	9	S	S
N300	Advanced Dutch I	100	3	Ham	F	4	F	F
N330	Advanced Dutch II	100	3	Ham	S	3	S	S
N401	Intensive Dutch I	100	3	Faculty	F	12	F	F
N402	Intensive Dutch II	100	3	Faculty	S	11	S	S
N403	Dutch Reading, Comprehension, and Conversation I	100	3	Faculty	F	10	F	F
N404	Dutch Reading, Comprehension, and Conversation II	100	3	Ham	S	9	S	S
N505	Advanced Dutch I	100	3	Ham	F	3	F	F
N506	Advanced Dutch II	100	3	Ham	S	4	S	S
<b>Total Norwegian</b>						<b>110</b>		
<b>Yiddish (GER)</b>								
Y100	Beginning Yiddish I	100	4	Posner, Kerler	F	2	F	F

Y150	Beginning Yiddish II	100	4	Kerler	S	3	S	S
Y200	Intermediate Yiddish I	100	3	Kerler			F	F
Y250	intermediate Yiddish II	100	3	Kerler			S	S
Y501	Beginning Yiddish I	100	3	Posner	F	2	F	F
Y502	Beginning Yiddish II	100	3	Kerler	S	3	S	S
Y503	Intermediate Yiddish I	100	3	Kerler			F	F
Y504	Intermediate Yiddish II	100	3	Kerler			S	S
Y505	Topics in Yiddish Literature	100	3	Kerler	S	13		F
Y815	Individual Readings in Yiddish Studies	100	1-4	Kerler	F	1	F/S	F/S
<b>Total Yiddish</b>						<b>24</b>		
<b>Total Department of Germanic Studies</b>								<b>1383</b>

<b>Department of Spanish and Portuguese (HISP)</b>								
<b>Catalan (HISP)</b>								
C105	Intensive Catalan Language	100	3	Milla Munoz	F	1	F	F
C491	Elementary Catalan for Graduate Students	100	3	Faculty	F	3	F	F
C492	Readings in Catalan for Graduate Students	100	3	Illas	S	0	S	S
C618	Topics in Catalan Literature	100	3	Illas			S	
C619	Topics in Catalan Studies	100	3	Illas	S	4		
C803	Individual Readings in Catalan Literature or Language	100	1-3	Illas	F/S/SU	2	F/S/SU	F/S
<b>Total Catalan</b>						<b>10</b>		
<b>Portuguese (HISP)</b>								
P100	Elementary Portuguese I	100	4	Faculty	F	13	F	F
P135	Intensive Portuguese	100	4	Faculty	F/S/SU	18	F/S/SU	F
P150	Elementary Portuguese II	100	4	Faculty			S	X
P200	Second-Year Portuguese I	100	3	Faculty	F	8	F	F
P250	Second-Year Portuguese II	100	3	Pecorelli	S	13	S	S
P311	Advanced Grammar and Composition in Portuguese	100	3	Namorato, Castro	F	17	F	F
P317	Reading and Conversation in Portuguese	100	3	Vieira, Namorato	S	11	S	S
P401	Literature of the Portuguese Speaking World	100	3	Namorato	S	6		S
P425	Structure of Portuguese Language	100	3	Vieira			F	
P467	Contemporary Portuguese Literature	100	3	Vieira				?
P470	Poetry in Portuguese	100	3	Vieira			S	
P475	Theater in Portuguese	100	3	Namorato			F	
P476	Prose In Portuguese	100	3	Vieira				?
P491	Elementary Portuguese for Graduate Students	100	3	Faculty	F/S/SU	9	F/S/SU	F/S
P492	Reading Portuguese for Graduate Students	100	3	Faculty	F/S	2	F/S	F/S
P495	Luso-Brazilian Colloquium	100	3	Namorato	F	1		F
P498	Portuguese Honors Seminar	100	3	Faculty	F/S	0	F/S	F/S

P499	Honors Research in Portuguese	100	1-3	Namorato	F/S	0	F/S	F/S
P500	Lit of Port-Speaking World I	100	3	Vieira	F	5		F
P501	Literature of the Portuguese-Speaking World II	100	3	Namorato	S	7		
P525	Structure of Portuguese Language	100	3	Vieria			F	X
P570	Poetry in Portuguese	100	3	Vieira			S	
P575	Theater in Portuguese	100	3	Vieria			F	
P695	Luso-Brazilian Colloquia	100	3	Sadler				F
P802	M.A. Thesis	100	1-6	Namorato	F/S/SU	1	F/S/SU	F/S
P803	Individual Readings in Portuguese/Brazilian Literature	100	1-6	Namorato	F/S/SU	0	F/S/SU	F/S
P805	PH D Thesis	100	1-12	Namorato	F/S/SU	3	F/S/SU	F/S
<b>Total Portuguese</b>						<b>114</b>		
<b>Spanish (HISP)</b>								
S100	Elementary Spanish	100	4	Faculty	F/S/SU	149	F/S/SU	F/S
S105	First Year Spanish	100	4	Faculty	F/S	1064	F/S	F/S
S150	Elementary Spanish II	100	4	Faculty	F/S/SU	134	F/S/SU	F/S
S200	Second-Year Spanish I	100	3	Faculty	F/S/SU	1198	F/S/SU	F/S
S250	Second-Year Spanish II	100	3	Faculty	F/S/SU	1342	F/S/SU	F/S
S280	Spanish Grammar in Context	100	3	Faculty	F/S	819	F/S	F/S
S308	Composition and Conversation in Spanish	100	3	Faculty	F/S	197	F/S	F/S
S315	Spanish in the Business World	100	3	Faculty	F/S	43	F/S	F/S
S317	Spanish Conversation and Diction	100	3	Faculty	S	18	F/S	F
S326	Introduction to Spanish Linguistics	100	3	Faculty	F/S/SU	442	F/S	F/S
S328	Introduction to Hispanic Literature	100	3	Faculty	F/S/SU	343	F/S/SU	F/S
S334	Panoramas of Hispanic Literature	100	3	Faculty	F/S	39	F/S	F/S
S407	Survey of Spanish Literature 1	100	3	Giles			F	
S408	Survey of Spanish Literature 2	100	3	Villa-Belda			S	F
S419	Modern Spanish Prose Fiction	100	3	Villa-Belda			F	
S420	Modern Span-Amer Prose Fiction	100	3	Cohn	F	21		F
S422	Hispanic Cinema	100	3	Risner, Dinverno	S	23	S	S
S425	Spanish Phonetics	100	3	Willis	F/S	41	F/S	F/S
S427	The Structure of Spanish	100	3	Faculty	F/S	45	F/S	F/S
S429	Spanish Sociolinguistics Pragmatic	100	3	Felix-Brasdefer/Diaz-Ca	F/S	39	F/S	F/S
S430	The Acquisition of Spanish	100	3	Faculty	F/S	37	F/S	F/S
S450	Don Quijote	100	3	Wagschal	S	19	S	S
S491	Elementary Spanish for Graduate Students	100	3	Mojedano Batel	SU	3	SU	
S492	Reading in Spanish for Graduate Students	100	3	Alsmadi	SU	9	SU	
S494	Individual Readings in Hispanic Studies	100	1-3	Giles				?
S495	Hispanic Colloquium	100	3	Cohn				?
S498	Readings for Honors	100	3	Faculty	F/S	8	F/S	F/S

S499	Honors Research in Spanish	100	1-3	Diaz-Campos, Mejias-Lc	F/S/SU	6	F/S/SU	F/S
S504	Bibliography and Methods of Research	100	3	Birkenmaier			F	
S509	Spanish Phonology	100	3	Willis	S	11		
S511	Spanish Syntactic Analysis	100	3	Matos-Amaral			S	
S512	Theory and Criticism	100	3	Dove	F	12		F
S515	Acquisition of Spanish as a Second Language	100	3	Geeslin			F	?
S517	Methods of Teaching College Spanish	100	3	Gurzynski-Weiss	F	20	F	F
S518	Spanish Medieval Literature	100	3	Giles	S	9		
S528	Spanish Literature of the 16th and 17th Centuries	100	3	Wagschal			F	
S538	Spanish Literature of the 18th and 19th Centuries	100	3	Illas			F	
S548	Spanish Literature of the 20th and 21st Centuries	100	3	Villa-Belda	F	7		
S558	Colonial Spanish American Literature	100	3	Myers	F	12		F
S568	19th and 20th Century Spanish American Literature	100	3	Mejias-Lopez			S	
S578	20th and 21st Century Spanish American Literature	100	3	Risner			S	
S611	Advanced Spanish Syntax	100	3	Matos-Amaral	S	7		
S612	Topics in Linguistics: Variation and Language Context	100	3	Felix-Brasdefer, Diaz-Ca	F	10	F	F
S614	Topics in Acquisition Spanish	100	3	Gurzynski-Weiss	F	7		F
S618	Topics in Spanish Medieval Literature	100	3	Giles			S	?
S628	Topics in Early Modern Spanish Literature	100	3	Giles	F	11		F
S648	Topics in Contemporary Spanish Literature	100	3	Dinverno			F	
S659	Topics Colonial Span Amer Lit	100	3	Myers			S	
S668	Topics in 19th and 20th Century Spanish American Literature	100	3	Mejias-Lopez				F
S678	Topics in Contemporary Spanish American Literature	100	3	Risner	F	10		
S695	Graduate Colloquium	100	3	Faculty	S	14	F/S	
S708	Seminar in Hispanic Studies	100	3	Illas, Cohn	S	13	F	
S712	Seminar: Themes in Spanish Linguistics	100	3	Clements	S	8		
S716	Seminar: Second Language Acquisition	100	3	Felix-Brasdefer			S	
S802	M.A. Thesis	100	1-6	Dove, Matos-Amaral	F/S/SU	3	F/S/SU	F/S
S803	Individual Readings in Spanish or Spanish American Literature/Language	100	1-6	Dove, Matos-Amaral	F/S/SU	2	F/S/SU	F/S
S805	PH D Thesis	100	1-12	Dove, Matos-Amaral	F/S/SU	40	F/S/SU	F/S
<b>Total Spanish</b>						<b>6235</b>		
<b>Total Department of Spanish and Portuguese</b>						<b>6359</b>		

<b>Institute for European Studies (EURO)</b>								
<b>Modern Greek (EURO)</b>								
E100	Beginning Modern Greek I	100	4	Hess	F	13	F	F
E150	Beginning Modern Greek II	100	4	Hess	S	14	S	S
E200	Intermediate Modern Greek I	100	3	Hess	F	14	F	F
E250	Intermediate Modern Greek II	100	3	Hess	S	14	S	S

E300	Advanced Modern Greek: Culture, Liturature and Current Events	100	3	Hess	F	5	F	F
E350	Advanced Modern Greek II: Literature, History, and Cinema	100	3	Tsitsopoulou			S	S
E491	Elementary Modern Greek for Grad Students	100	3	Hess	F	13	F	F
E492	Readings in Modern Greek for Graduate Students	100	3	Hess	S	14	S	S
E582	Independent Study in Modern Greek	100	1-3	Hess	F/S	2	F/S	F/S
<b>Total Modern Greek</b>						<b>89</b>		
<b>Welsh (EURO)</b>								
W500	European Less Commonly Taught Languages: Welsh	100	3	Offered upon individual student request				
<b>Total Welsh</b>						<b>0</b>		
<b>Total Institute for European Studies</b>						<b>89</b>		
<b>Department of Slavic and East European Languages (SLAV)</b>								
<b>Czech (SLAV)</b>								
C101	Elementary Czech I	100	4	Cravens / Holdeman	F	5	F	F
C102	Elementary Czech II	100	4	Cravens	S	4	S	S
C201	Intermediate Czech I	100	3	Cravens	F	4	F	F
C202	Intermediate Czech II	100	3	Cravens	S	4	S	S
C301	Advanced Intermediate Czech I	100	3	Cravens	F	2	F	F
C302	Advanced Intermediate Czech II	100	3	Cravens	S	0	S	S
C501	Elementary Czech I	100	3	Cravens	F	5	F	F
C502	Elementary Czech II	100	3	Cravens	S	4	S	S
C503	Intermediate Czech I	100	3	Cravens	F	2	F	F
C504	Intermediate Czech II	100	3	Cravens	S	2	S	S
C505	Advanced Intermediate Czech I	100	3	Cravens	F	2	F	
C506	Advanced Intermediate Czech II	100	3	Cravens	S	1	S	
<b>Total Czech</b>						<b>35</b>		
<b>Romanian (SLAV)</b>								
M101	Elementary Romanian I	100	4	Illias			F	
M201	Intermediate Romanian I	100	3	Illias	F	1		
M202	Intermediate Romanian II	100	3	Illias	S	2		
M501	Elementary Romanian I	100	3	Illias			F	
M503	Intermediate Romanian I	100	3	Illias	F	0		
M565	Individual Readings in Romanian Language and Liturature	100	1-12	Illias	SU	0		
<b>Total Romanian</b>						<b>3</b>		
<b>Polish (SLAV)</b>								
P101	Elementary Polish I	100	4	Asher	F	5	F	F
P102	Elementary Polish II	100	4	Asher	S	6	S	S
P201	Intermediate Polish I	100	3	Sicinski	F	4	F	F
P202	Intermediate Polish II	100	3	Sicinski	S	3	S	S

P301	Advanced Intermediate Polish I	100	3	Sicinski	F	0	F	F
P302	Advanced Intermediate Polish II	100	3	Sicinski	S	3	S	S
P501	Elementary Polish I	100	3	Asher	F	1	F	F
P502	Elementary Polish II	100	3	Asher	S	6	S	S
P503	Intermediate Polish I	100	3	Sicinski	F	0	F	F
P504	Intermediate Polish II	100	3	Sicinski	S	3	S	S
P505	Advanced Intermediate Polish I	100	3	Sicinski	F	2	F	F
P506	Advanced Intermediate Polish II	100	3	Sicinski	S	2	S	S
<b>Total Polish</b>						<b>35</b>		
<b><i>Bosnia/Croatian/Serbian (SLAV)</i></b>								
S101	Elementary Bosnian/Croatian/Serbian I	100	4	Veinovic	F	6	F	F
S102	Elementary Bosnian/Croatian/Serbian II	100	4	Veinovic	S	8	S	S
S111	Intensive Elementary BCS I	100	4	Ismaili	SU	5	SU	
S122	Intensive Elementary BCS II	100	4	Ismaili	SU	5	SU	
S201	Intermediate Bosnian/Croatian/Serbian I	100	3	Veinovic	F	8	F	F
S202	Intermediate Bosnian/Croatian/Serbian II	100	3	Veinovic	S	8	S	S
S301	Advanced Intermediate Bosnian/Croatian/Serbian I	100	3	Veinovic	F	4	F	F
S302	Advanced Intermediate Bosnian/Croatian/Serbian II	100	3	Veinovic	S	6	S	S
S401	4th Year Bosnian Croatian and Serbian I	100	3	Veinovic	F	0	F	
S402	4th Year Bosnian Croatian and Serbian II	100	3	Antic			S	
S501	Elementary Bosnian/Croatian/Serbian I	100	3	Veinovic	F	1	F	F
S502	Elementary Bosnian/Croatian/Serbian II	100	3	Veinovic	S	8	S	S
S503	Intermediate Bosnian/Croatian/Serbian I	100	3	Veinovic	F	4	F	F
S504	Intermediate Bosnian/Croatian/Serbian II	100	3	Veinovic	S	8	S	S
S505	Advanced Intermediate Bosnian/Croatian/Serbian I	100	3	Veinovic	F	1	F	F
S506	Advanced Intermediate Bosnian/Croatian/Serbian II	100	3	Veinovic	S	6	S	S
S507	4th Year Bosnian Croatian and Serbian I	100	3	Veinovic	F	0	F	
S508	4th Year Bosnian Croatian and Serbian II	100	3	Antic			S	
S511	Intensive Elementary BCS I	100	3	Ismaili	SU	5	SU	
S512	Intensive Elementary BCS II	100	3	Ismaili	SU	5	SU	
<b>Total Bosnian/Croatian/Serbian</b>						<b>88</b>		
<b><i>Total Department of Slavic and East European Languages</i></b>								<b>161</b>

<b>Section 3: EURO-Related Non-Language Courses</b>													
College of Arts & Sciences													
Course	Title	%	Credit	Instructor	Term 2016-2017	Enroll 2016-2017	Term 2017-2018	Term 2018-2019					
<b>Anthropology (Anth)</b>													
E600	Seminar in Cultural and Social Anthropology: Religion	25	3	Shahrani	F	11							
E600	Seminar in Cultural and Social Anthropology: Anthropology of Citizenship	25	3	Friedman				F					
E656	The Anthropology of Race	25	3	Sterling	F	11		F					
E674	Anthropology of Human Rights	25	3	Sterling	S	10	S	S					
H500	History of Anthropological Thought 19th-20th Century	50	3	Gershon	F	5	F	F					
L200	Language and Culture	25+	3	Faculty	F/S	105	F/S	F/S					
L600	Seminar in Ethnography: Language in Media	25+	3	Graber			F						
<b>Total</b>						<b>142</b>							
<b>Art History (ARTH)</b>													
A203	Machine Age Modern: European Modernism, 1848-1939	75	3	Saletnik			S						
A205	Baroque Art in Europe: From Caravaggio to Rembrandt	100	3	Knox			S						
A206	Classical Art and Archaeology	100	3	Van Voorhis, Black	S	86	F	F					
A224	The Gothic Cathedral	100	3	Reilly			S						
A231	The Age of Giants: Art in the Time of Leonardo and Michelangelo	100	3	Knox			F						
A243	History of Photography, Intro	50	3	Facos				X					
A303	The Art and Ideas of Eighteenth-Century Europe and America	50	3	Gealt			S						
A315	The Body in Classical Art	100	3	Van Voorhis			F						
A333	From Van Eyck to Vermeer	100	3	Rothstein	F	34							
A335	Baroque Art in Italy, 1580-1700	100	3	Molotiu	F	24							
A337	Age of Rubens and Rembrandt	100	3	Rothstein	S	23							
A340	Topics in Modern Art	75	3	Faculty	S	25		F					
A341	Nineteenth-Century European Art	100	3	Facos	S	48		F					
A412	The Art and Archaeology of the Aegean	100	3	Kaye, Blackwell	F	7		F					
A413	The Art and Archaeology of Greece	100	3	Kaye	S	13							
A426	The Medieval City	100	3	Reilly	F	20							
A436	Italian Art of the Fifteenth Century	100	3	Knox				F					
A437	Playing with Pictures in the Fifteenth-Century Netherlands	100	3	Rothstein	F	6							
A441	Nineteenth-Century Painting II	50	3	Grewe			X						
A500	Historiography of Western Art	75	4	Bassett	F	5							
A501	Topics in Ancient Art: Art and Archaeology of Greece	100	3	Kaye	S	13							
A501	Topics in Ancient Art: Topography and Monuments of Athens	100	3	Blackwell			F						
A501	Topics in Ancient Art: Hellenistic and Roman Portraiture	100	3	Van Voorhis	S	8							
A501	Topics in Ancient Art: Greek Sanctuaries	100	3	Blackwell			S						

A501	Topics in Ancient Art: Art and Archaeology of the Aegan	100	3	Blackwell	F	0		F
A520	Topics in Medieval Art: The Medieval City	100	3	Reilly	F	6		
A580	Topics in Art History: 20th and 21st Century Photography	50	3	Gleisser	S	8		
A580	Topics in Art History: German Art in the European Context	100	3	Grewe			F	
A580	Topics in Art History: Italian Art of the 15th Century	100	3	Knox				F
A623	Problems in Romanesque Art	100	3	Reilly				F
A640	Problems in Modern Art: The Symbolist Movement	100	4	Facos	F	9		
A640	Problems in Modern Art: Religion, Art and Conflict	50	3	Grewe			F	
A647	Problems in European and American Art	50	3	Gleisser	F	10		F
<b>Total</b>						<b>345</b>		
<b>Central Eurasian Studies (CEUS)</b>								
R199	Intro Topic: Central Eurasian Studies	50	3	Golestaneh	F	6		
R294	Hungary, Estonia, and Finland	100	3	Kivik	F	3	S	
R295	Contemporary East Central Europe	100	3	Borhi	F	6		
R302	Finland in the 20th Century	100	3	Raun			F	
R309	Topics in Baltic-Finnish Studies: Baltic States Since 1918	100	3	Raun	F	1		
R309	Topics in Baltic-Finnish Studies: Estonia's Place	100	3	Kivik	S	2		
R309	Topics in Baltic-Finnish Studies: Scandanavia Today	100	3	Raun				F
R349	Topics in Hungarian Studies: War and Peace in Eastern Europe	100	3	Borhi	F	1	S	
R349	Topics in Hungarian Studies: Modernist Art and Culture in Hungary and Central Europe	100	3	Kappanyos	F	1		
R349	Topics in Hungarian Studies: Populism and Extremism in post-commuist Europe	100	3	Kreko	F	0		
R349	Topics in Hungarian Studies: Hungary in the 20th Century	100	3	Borhi	S	8		
R349	Topics in Hungarian Studies: Nazi & Stalinist Art & Culture in Hungary & Central Europe	100	3	Kappanyos	S	4		
R349	Topics in Hungarian Studies: Contenmporary International Relations in East Central Europe	100	3	Kreko	S	10		
R349	Topics in Hungarian Studies: From Dictatorship to Democracy	100	3	Kreko	S	5		
R349	Topics in Hungarian Studies: Hitler and Stalin in Europe	100	3	Borhi				F
R349	Topics in Hungarian Studies: American-Russian Rivalry in Central Europe	100	3	Borhi				F
R399	Russia and its Neighbors	50	3	Zlotin	S	12	S	
R399	Central Eurasian Languages	50	3	Ozcelik			S	
R501	The Baltic States since 1918	100	3	Raun	F	0		F
R502	Finland in the 20th Century	100	3	Raun			F	
R509	Topics in Baltic-Finnish Studies: Estonia's Place	100	3	Kivik	S	2		
R509	Topics in Baltic-Finnish Studies: Unity and Diversity in the EU	100	3	Raun			S	
R549	Topics in Hungarian Studies: War and Peace in Eastern Europe	100	3	Borhi	F	1	S	
R549	Topics in Hungarian Studies: Modernist Art and Culture in Hungary and Central Europe	100	3	Kappanyos	F	1		
R549	Topics in Hungarian Studies: Populism and Extremism in post-commuist Europe	100	3	Kreko	F	1		
R549	Topics in Hungarian Studies: Hungary in the 20th Century	100	3	Borhi	S	8		
R549	Topics in Hungarian Studies: Nazi & Stalinist Art & Culture in Hungary & Central Europe	100	3	Kappanyos	S	4		
R549	Topics in Hungarian Studies: Contenmporary International Relations in East Central Europe	100	3	Kreko	S	10		
R549	Topics in Hungarian Studies: From Dictatorship to Democracy	100	3	Kreko	S	5		
R549	Topics in Hungarian Studies: Hitler and Stalin in Europe	100	3	Borhi				F

R549	Topics in Hungarian Studies: American-Russian Rivalry in Central Europe	100	3	Borhi				F
<b>Total</b>						<b>91</b>		
<b>Classical Studies (CLAS)</b>								
C101	Ancient Greek Culture	100	3	Faculty	F/S	307	F/S	F/S
C102	Roman Culture	100	3	Faculty	F/S	263	F/S	F/S
C205	Classical Mythology	100	3	Faculty	F/S	769	F/S	F/S
C206	Classical Art and Archaeology	100	3	Van Voorhis	S	58	F	F
C209	Medical Terms from Greek and Latin	100	2	Faculty	F/S	418	F/S	F/S
C310	Classical Drama	100	3	Brod	F	13		
C311	Classical Epics	100	3	Ready			F	
C321	Classical Myth and Culture in Film	100	3	De Boer	S	13	S	
C351	The Golden Age of Athens	100	3	Brod			S	
C360	Roman Lit in Translation	100	3	Shedd	F	21	F	F
C361	The Golden Age of Rome	100	3	Faculty	S	20		F
C399	Reading for Honors	100	1-12	Christ	F/S/SU	0	F/S/SU	F/S
C395	Topics in Classical Art and Archaeology: Greek Sanctuaries	100	3	Blackwell			S	
C412	Art and Architecture of the Aegean	100	3	Kaye	F	8		F
C413	Art and Archaeology of Greece	100	3-4	Kaye	S	26		
C420	Topography and Monuments of Athens	100	3	Blackwell			F	
C423	Ancient Painting	100	3	Leach	F	1		
C494	Problems in Classical Civilization	100	3	Christ	F	6	F	F
C499	Reading for Honors	100	1-12	Christ	F/S	0	F/S	F
C501	Literary and Cultural Theory	100	3	Leach	S	8		
C502	Bibliographic Research in Classical Studies	100	1	Ready	F/S	11		F
C503	The Ancient City	100	3	Blackwell			F/S	
C875	Research in Greek or Latin	100	3	Leach	F/S/SU	10	F/S/SU	F/S
C880	PhD Thesis	100	1-12	Christ	F/S/SU	0	F/S/SU	F/S
G537	Survey of Greek Literature 2	100	4	Ready	F	6		F
L307	Cicero	100	3	Bannon	F	12		F
L308	Caesar	100	3	Bannon			F	
L424	Silver Age Historians	100	3	Faculty				F
<b>Total</b>						<b>1970</b>		
<b>College of Arts &amp; Sciences (COLL)</b>								
C103	Humor, Wit and the Italian Renaissance	100	3	Scalabrini	F	166		
C103	King Arthur of Britain	100	3	Faculty	F	196	F	
C103	Language and Religion	50	3	Faculty	S	253		
C103	Concepts of Self: East and West	50	3	Faculty	S	182	F	F
C103	European Roots of Modernity	100	3	Arnaudo			SU	
C103	Question of Identity: Judaism	75	3	Faculty			F	
C103	Radical Thinking: Marx to MLK	50	3	Faculty			S	

C103	Cloak and Dagger	100	3	Faculty	S	238	S	F
C104	The Scientific Revolution	75	3	Bertoloni Meli				F
C104	Rise and Fall of Ancient Civilization	75	3	Faculty	S	196		
C104	Immigration and Refugee Crisis	50	3	Bielasiak	S	55		
C104	Global Tourism	25	3	Slaughter			S	
C104	Global Pop Culture	25	3	McGraw	S	111	S	
<b>Total</b>						<b>1397</b>		
<b>Comparative Literature (CMLT)</b>								
C216	Science Fiction, Fantasy, and Western Tradition	50	3	Lukes	F	27	F	F
C219	Romance and the Western Tradition	50	3	Van der Laan	S	10	S	
C255	Modern Literature and Other Arts: introduction	50	3	Holler	S	21	S	
C321	Medieval Literature	100	3	McGerr	S	9	S	
C325	The Renaissance	100	3	Van der Laan			F	F
C337	20th Century: Tradition and Change	50	3	Marks	F	14		
C340	Women in World Literature	50	3	Riccio-Berry	F	30	F	F
C363	Black Paris	100	3	Julien			F	
C377	Topics in Yiddish Literature	100	3	Kerler	S	13		F
C378	Topics in Yiddish Culture: Ghetto Shtetl and Beyond	100	3	Kerler			F	
C523	Medieval Literature	100	4	McGerr	F/S	19	F/S	
C525	The Renaissance and the 17th Century	100	4	Van der Laan	F	5		
C529	The Eighteenth Century	75	4	Chaouli				
C537	The Twentieth Century I	50	4	Marks, Emery	S	12	F	
C538	The Twentieth Century II	50	4	Adesokan			S	
<b>Total</b>						<b>160</b>		
<b>Cultural Studies (CULS)</b>								
C601	Intro to Cultural Studies	25	4	Faculty	F	11	S	F
C701	Special Topics in Cultural Studies: Francophone Cinemas	100	3	Bouchard	F	5		
C701	Special Topics in Cultural Studies: Law and Culture	25	1-4	Friedman				
C701	Special Topics in Cultural Studies : The Citizenship of Anthropology	25	3-4	Friedman				F
C701	Special Topics in Cultural Studies: Collectivity	25	4	Breger	F	14		
C701	Special Topics in Cultural Studies: Marxist Geography and Spatial Theory	25	3	Akhter	S	14		
C701	Special Topics in Cultural Studies: Desired States Political Cultures	25	3	Frazier	S	3		
C701	Special Topics in Cultural Studies: Social Theory in Ethnomusicological Research	25	3	McDonald	S	0		
C701	Special Topics in Cultural Studies : Global Environment History	25	3	O'Bryan	S	6		
C701	Special Topics in Cultural Studies: Intersexuality	25	3	Goodman				
C701	Special Topics in Cultural Studies: East European Historiography	100	4	Bucur-Deckard			S	
<b>Total</b>						<b>53</b>		
<b>Economics (ECON)</b>								
E303	Survey of International Economics	33	3	Stone	F/S/SU	63	F/S	F

E331	International Trade	33	3	Faculty	F/S	150	F/S	
E332	International Monetary Economics	33	3	Hatchondo	S	25		
E390	Topics in International Trade	33	3	Lugovskyy	S	5	S	
E530	International Trade	33	3	Lugovskyy	F	4		F
E630	International Trade II	33	3	Beshkar	S	4		S
E830	Reading in International Trade	33	1-6	Faculty	F/SU	0	F/S/SU	F/S
<b>Total</b>						<b>251</b>		
<b>English (ENG)</b>								
G405	Studies in English Literature	100	3	Adams	S	14		
G601	Medieval Languages	100	4	Fulk				F
L111	Discovering Literature	75	3	Delgado	F/S	46	F/S/SU	F/S
L112	Experiencing World Cultures through English Literature	75	3	Halloran			F/S	F
L203	Introduction to Drama	33	3	Faculty	F/S	50	F/S	F/S
L204	Introduction to Fiction	50	3	Faculty	F/S/SU	827	F/S/SU	F/S
L205	Introduction to Poetry	33	3	Faculty	F/S	159	F/S	F/S
L207	Women and Literature	50	3	Li	F/S	52	F/S	F/S
L220	Introduction to Shakespeare	100	3	Smith	F	28	F/S	F
L224	Introduction to World Literature in English	75	3	Linton	S	29		F
L240	Literature and Public Life: Confession Culture	50	3	Farriss	F/S	57	F/S	F/S
L249	Representations of Gender and Sexuality	50	3	Lochrie	F	23	F	F
L305	Chaucer	100	3	Lochrie	S	21	S	F
L306	Middle English Literature	100	3	Gayk	F	25	F	
L309	Elizabethan Poetry	100	3	Smith	F	10		
L310	Literary History 1: Beginnings through the Seventeenth Century	100	3	Faculty	F/S	173	F/S	F/S
L312	Literary History 2: Eighteenth and Nineteenth Centuries	100	3	Faculty	F/S	149	F/S	F/S
L313	Early Plays of Shakespeare	100	3	Linton	F/S	24	F	
L314	Late Plays of Shakespeare	100	3	Anderson	F/S	21	F/S	
L316	Literary History 3: 20th and 21st Centuries	100	3	Faculty	S	120	F/S	F
L317	English Poetry of the Early Seventeenth Century	100	3	Anderson			F	F
L320	Restoration and Early Eighteenth-Century Literature	100	3	Nash				F
L328	Restoration and Eighteenth-Century Drama	100	3	Nash	F	10		
L332	Romantic Literature	100	3	Morgan	S	19		
L335	Victorian Literature	100	3	Greiner	F	22		
L345	Twentieth-Century British Poetry	100	3	Skillman	F	8		
L346	Twentieth-Century British Fiction	100	3	Samantrau	S	13		F
L347	British Fiction to 1800	100	3	Molesworth	F	12	F	
L348	Nineteenth-Century British Fiction	100	3	Kreilkamp	F	16	F	
L369	Studies in British and American Authors	100	3	Faculty	F/S	42		F
L380	Literary Modernism	25	3	Welsch	F	22		F
L395	British and American Film Studies	50	3	Faculty	S	40	S	F
L460	Seminar: Literary Form, Mode and Theme	50	3	Faculty	S	15	F/S	F

L610	Reading Late Medieval Lit and Culture	100	4	Faculty	S	7	F	F
L611	Early Modern Literature and Culture 1500-1600	100	4	Linton, Anderson	F	3	F	F
L615	Reading Poetry and Poetics to 1800	100	4	Gayk	F	8		
L625	Readings in Shakespeare	100	4	Charnes			S	
L626	British Lit and Culture 1660-1790	100	4	Molesworth, Nash			F	F
L627	British Lit and Culture 1790-1900	100	4	Faculty	F/S	14	F/S	
L645	English Fiction 1800-1900	100	4	Williams				
L646	Reading in Media, Lit and Culture	25	4	Hodgson	F	4		
L652	20th & 21st c British Literature and Culture	100	4	Watt			F	
L657	Reading in Literature and Critical Theory	50	4	Sheldon	S	14	S	
L713	Middle English Literature	100	4	Ingham			F	
L744	Research in Drama and Performance	25	4	Mackay	S	7		
L750	Research in Race and Ethnicities	25	4	Kilgore			S	
<b>Total</b>						<b>2104</b>		
<b><i>Folklore and Ethnomusicology (FOLK)</i></b>								
F111	World Music and Culture	25	3	Faculty	F/S/SU	1056	F/S/SU	F/S
F121	World Arts and Cultures	25	3	Jackson	F/S	332	S	
F252	Folklore and the Humanities: Representing Jews and African Americans in America	25	3	Cohen	S	36	F	F
F253	Folklore and the Social Sciences: Mythology and Culture	25	3	Faculty			F	F
F256	The Supernatural and Folklore	25	3	Faculty	S	296	S	S
F312	European Folklore/Folklife/Folk Music	100	3	McDonald	F/S	49	S	
F358	Jewish Folklore/Folklife/Music	100	3	Cohen	F	9		F
F517	History of Folklore Study	25	3	McDowell			S	
F545	Folk Narrative	25	3	Schrempp	F	7		F
F634	Jewish Folklore and Ethnology	25	3	Cohen				
F635	European Folklore and Folk Music: Irish Music and Culture	100	3	McDonald	F	5		
F635	European Folklore and Folk Music: Irish Folklore	100	3	Cashman	S	2	S	
F722	Colloquium in Theoretical Folklore and Ethnomusicology: Cultural Heritage and Tourism	25	3	Tuohy	F	12	F/S	F
<b>Total</b>						<b>1804</b>		
<b><i>French &amp; Italian (FRIT) courses taught in English</i></b>								
F222	Francophone Media Studies	100	3	Bouchard	F	15		
F225	Topics in French Culture	100	3	Boweles	S	19		
F226	Topics in French Society	100	3	Faculty	S	26	F	F
F227	French Food and Style	100	3	Sax	F	29		
F310	Francophone Culture	100	3	Julien			F	
F311	Topics in French Cinema	100	3	Bowels/Bouchard	F	12	S	
M222	Topics in Italian Culture	100	3	Faculty	F	25	F/S	F
M238	Italian Visual Culture	100	3	Vitti	F	23	S	
M311	Italian Film and Culture	100	3	Vitti	S	5	S	
<b>Total</b>						<b>154</b>		

<b>Gender Studies (GNDR)</b>								
G205	Themes in Gender Studies: Gender, Death and Western Medicine	25	3	Breitwieser	F	9		
G215	Sex and Gender: Cross Cultural Perspectives	25	3	Bucur			F	F
G302	Issues in Gender Studies: Modern German Imagination	100	3	Berger	S	24		
G410	International Feminist Debates	25	3	Faculty	S	108	S	S
G701	Graduate Topics in Gender Studies: Gender and Interaction	25	4	Taylor	F	0		
G701	Graduate Topics in Gender Studies: Queer of Color Critique	25	4	Foster	F	7		
G701	Graduate Topics in Gender Studies: Desired States, Political Cultures	25	3	Fraizer	S	4		
G701	Graduate Topics in Gender Studies: Women in Politics	25	3	O'Brien			F	
G704	Cultural Politics-Sexuality 20th Century	25	3	Johnson	F	11		
G708	Contested Masculinities	25	3	Weber				
G714	Gender Race and Media	25	4	Peoples	S	11		F
<b>Total</b>						<b>174</b>		
<b>Geography (GEOG)</b>								
G110	Intro to Human Geography	25	3	Betz	F/S	75	F/S	F/S
G120	Regions of the World	25	3	Seifers	F	171	F/S	F/S
G427	Russia and Its Neighbors	25	3	Zlotin	S	12	S	S
G428	Geography of Europe	100	3	Dunn	S	17		
G603	Marxist Geography and Spatial Theory	25	3	Akhter	S	14		
<b>Total</b>						<b>289</b>		
<b>Germanic Studies (GER)</b>								
E121	An Intro to German Culture	100	3	Faculty	F/S	186	F/S	F/S
E311	Tradition and Innovation in German Literature	100	3	Turk				F
E321	Gender & Sexuality in Germany	100	3	Breger	S	24		
E322	German Cultural History	100	3	Faculty	F	14	F	F
E323	German Film Culture	100	3	Breger	F	14		
E341	Dutch Culture: Mod Netherlands	100	3	Faculty	F/S	40		
E342	The Golden Age of Dutch Culture: Dutch Footprints All Over the World	100	3	Ham	S	23	F	F
E343	Topics in Dutch Culture	100	3	Ham			S	
E351	Topics in Yiddish Literature	100	3	Kerler	S	13		F
E352	Topics in Yiddish Culture	100	3	Kerler				
E361	Vikings and Sagas	100	3	Gade			S	
E362	Topics in Scandinavian Culture	100	3	May			S	
E363	Topics in Scandinavian Literature	100	3	May	S	27		F
E371	Special Topics in Germanic Studies	100	3	Chaouli			F	
K506	Topics in Scandinavian Culture: The Multicultural North	100	3	May			S	
K507	Topics in Scandinavian Literature	100	3	May	S	27		F
N508	Golden Age of Dutch Culture: Dutch Footprints All Over the World	100	3	Ham	S	23	F	F
N509	Topics in Dutch Literature	100	3	Ham			S	

Y505	Topics in Yiddish Literature	100	3	Kerler	S	13		F
Y506	Topics in Yiddish Culture	100	3	Kerler			F	
<b>Total</b>						<b>404</b>		
<b>History (HIST)</b>								
B200	Issues in Western European History	100	3	Faculty	S	33		F
B204	Medieval Heroes	100	3	Faculty	F	86	F	F
B208	Pagans and Christians in the Middle Ages	100	3	Deliyannis			S	
B215	Religion, Magic and Witchcraft, 1000-2000	100	3	Schneider			S	
B226	The Mafia and Other Italian Mysteries	100	3	Ispen	F	347	F	F
B260	Women, Men, and Society in Modern Europe	100	3	Roos	S	29		
B270	Inside Nazi Germany	100	3	Pergher	F	164	F	F
B303	Issues in Modern European History	100	3	Faculty	F	34		F
B313	The Crusades	100	3	Shopkow	S	30		
B315	European Anti-Semitism	100	3	Jikeli	F	17		
B323	History of the Holocaust	100	3	Faculty	S	70	S	
B348	Byzantine History	100	3	Deliyannis	F	34	S	
B351	Western Europe in the Early Middle Ages	100	3	Deliyannis			F	F
B352	Western Europe in the High and Later Middle Ages	100	3	Shopkow			S	
B354	The Reformation	100	3	Schneider			F	
B360	Europe from Napoleon to the First World War II	100	3	Hsia	F	34		
B377	History of Germany since 1648 I	100	3	Roos			F	
B378	History of Germany 1871 to the Present	100	3	Roos			S	
B386	British Sexual Histories: From Regency Scandals to Sexual Revolution	100	3	Allen			F	
C215	Sparta at War	100	3	Robinson			S	
C220	Ancient Leaders and Leadership	100	3	Elliott				F
C300	Issues in Classical and Byzantine History	100	3	Robinson				F
C320	The Rise and Fall of the Roman Republic	100	3	Elliott			S	
C376	Greek History: Bronze Age to the Persian Wars	100	3	Robinson	S	67		
C377	Greek History: The Persian Wars to the Legacy of Alexander	100	3	Robinson			F	
C388	Roman History	100	3	Elliott	F	34		
C390	The Decline and Fall of the Roman Empire	100	3	Elliott	S	32	S	
D201	Democratic Revolutions	75	3	Kenny	F	31	S	
D325	Nationalism in the Balkans, 1804-1923	100	3	Bucur-Deckard	F	14		
D327	The Habsburg Empire, 1780-1918	100	3	Hsia			F	
D330	Eastern Europe 1944-Present	100	3	Kenney				F
H206	Medieval Civilization	100	3	Shopkow	S	82		
H210	Britain's Road to Modernity	100	3	Kriegel	F	34	F	
H213	The Black Death	100	3	Craig	F	93	S	
H251	Jewish History: Bible to Spanish Expulsion	100	3	Gonzalez Dieguez	F	15	F	F
H252	Jewish History: Spanish Expulsion to Present	100	3	Zadoff	S	9	S	
H333	Epidemics in History	50	3	Maglen	S	74	F	F

H605	Colloquium in Ancient History: Greek Democracies	100	4	Robinson	F	8		
H605	Colloquium in Ancient History: Climate, Disease and the Ecology of the Roman World	100	4	Elliott	S	8		
H605	Colloquium in Ancient History: Economy and Society in the Roman World	100	4	Elliott			S	
H605	Colloquium in Ancient History: The Antonine Era	100	4	Elliott				F
H610	Colloquium in Medieval European History	100	4	Deliyannis	S	6	F	
H615	Colloquium in Early Modern West European History	100	4	Schneider			S	
H620	Colloquium in Modern West European History: French Revolution	100	4	Spang	F	6		
H620	Colloquium in Modern West European History: 20th Century Europe	100	4	Roos			F	
H620	Colloquium in Modern West European History: The Holocaust: History, Literature and Pop Culture	100	4	Zadoff			S	
H645	Colloquium in East European History: East European Historiography	100	4	Bucur-Deckard			S	
H699	Colloquium in Comparative History: Atlantic World	100	4	Knott	S	7		
H699	Colloquium in Comparative History: Global Environmental History	50	4	O'Bryan	S	6		
H699	Colloquium In Comparative History: Globalizing the Past	25	4	Machado	F	7		F
H699	Colloquium In Comparative History: Oral History	25	4	James	F	7		F
H699	Colloquium in Comparative History: Age of Revolutions	75	4	Knott			F	
H699	Colloquium in Comparative History: Nations and Nationalism	50	4	Guardino			S	
H720	Seminar in Modern West European History	100	4	Pergher				F
H730	Seminar in British Imperial History	100	4	Kreigel		1		
H799	Seminar in World History: Empires in the World	50	4	Pergher		5		
J300	Seminar in History: European Empires	100	3	Pergher	F	18		
J300	Seminar in History: Men, Women and Nation - Modern Europe	100	3	Hsia			F	
J300	Seminar in History: Jewish History Autobiographies	100	3	Zadoff			S	
J300	Seminar in History: Anglo Saxon England	100	3	Deliyannis				F
J300	Seminar in History: Legacies of WWI in Europe	100	3	Roos				F
J300	Seminar in History: The Jewish Body	100	3	Zadoff	F	17	F	
T500	Topics in History: Nationalism in the Balkans	100	3	Bucur-Deckard	F	3		
W200	Issues in World History: Genocide in the Modern World	50	3	Roseman	F	68		
W300	Issues in World History: Refugees and Migrants	50	3	Zadoff	S	18	F	
W300	Issues in World History: Economy and the Jew	100	3	Zadoff	F	20		
W325	World War II: The Peoples	100	3	Linenthal	S	61	S	
<b>Total</b>						<b>1629</b>		
<b>History and Philosophy of Science (HPSC)</b>								
X100	Human Perspectives on Science	50	3	Gliboff	S	13		F
X102	Scientific Revolutions: Plato to Nato	50	3	Faculty	F	67	F/S	F
X207	Occult in Western Civilization	50	3	Newman	F	49	F/S	F
X406	Survey of History of Science up to 1750	50	3	Bertoloni Meli	F	0	F	
X407	Survey of History of Science since 1750	25	3	Gliboff	S	0		F
X452	Modern Philosophy of Science	50	3	Cat	F	2	F	
X506	Survey of History of Science up to 1750	25	3	Bertoloni Meli	F	9	F	
X507	Survey of History of Science since 1750	25	3	Gliboff	S	6		F
X705	Special Topics in the History of Science	25	4	Faculty	S	4	S	F

<b>Total</b>		<b>150</b>						
<b>Honors (HON)</b>								
H213	Madness and Melancholy	25	3	Evans	F	35	F	
H233	German Autrian Music and Culture	100	3	Weiner			F	
H234	Literature of Time and Place: Anne Frank and Hitler	100	3	Rosenfeld	F	18		
H234	Literature of Time and Place: Literature of the Holocaust	100	3	Rosenfeld	S	14		F
H234	Literature of Time and Place: Germany's 'Others'	100	3	Weiner	S	15	S	F
H235	Monks Nuns and Medieval Art	100	3	Reilly	S	20		
H303	Inventing Eastern Europe	100	3	Antic	S	15		
H303	German Miracles	100	3	Robinson			F	
H303	Black Paris	100	3	Julien			F	
H303	The Yugoslav Experiment	100	3	Antic	S	8		
H303	The Bold and the Restless: Polish Film	100	3	Sincinski				F
H303	Postcommunist Nastolgia	25	3	Antic			F	
H303	Faces of War and Freedom	50	3	Sincinski			F	
H303	Literature and Nationalism	50	3	Antic	F	19		
H304	Espionage in the 21st Century	50	3	Coyle	S	13		
H304	Contemporary Antisemitism	25	3	Jikeli	S	2		
H304	Refugees and Migrants	50	3	Zadoff			F	
H304	Comparative Foreign Policy	25	3	Spechler	F	10	F	F
H304	Intellegence and National Securiry	25	3	Coyle	F	28		
<b>Total</b>		<b>197</b>						
<b>International Studies (INTL)</b>								
I204	Human Rights and International Law	25	3	Faculty	F/S/SU	290	F/S/SU	F
I205	International Communication and the Arts	25	3	Kousaleos	F/S/SU	130	F/S/SU	F
I206	Identity and Conflict	25	3	Pinaud	F/S	129	F/S	F
I300	Refugees and Migrants	50	3	Zadoff	S	14	F	
I304	Refugees and Displaced People	50	3	Dunn	F	29	S	
I306	Genocide In World History	25	3	Pinaud				F
I306	War and Peace in Eastern Europe	100	3	Borhi			S	
I310	War Peace and International Order	25	3	Istrabadi	F	30		
I423	Postcolonial and Postcommunist Discourse	25	3	Lipman			X	
I424	War and Peace	25	3	Faculty	S	19	F/S	F
I500	Topics in Global Studies: Global Governance	25	3	Bosco	F	11		
I500	Topics in Global Studies: Computers, Cultures and our Globalized Future	25	3	Ekbia	S	13	F	
I500	Topics in Global Studies: Democracy in a Global Age	25	3	Scheuerman				F
I500	Topics in International Studies: International Humanitary Aid	25	3	Dunn			F	F
I502	Seminar in Global Health and Enviroment	25	3	Faculty	F	23	F	F
I504	Seminar in Human Rights and Intl Law: genocide after WWII	25	3	Gilligan	S	19	S	
I504	Seminar in Human Rights and Intl Law: Business and Human Rights	25	3	Ochoa				

<b>Total</b>								<b>707</b>		
<b>Labor Studies (LSTU)</b>										
L205	Contemporary Labor Problems	25	3	Faculty	F/S/SU	49	F/S/SU	F/S		
L231	Globalization and Labor	25	3	Walker	S/SU	2	S/SU	S		
<b>Total</b>								<b>51</b>		
<b>Linguistics (LING)</b>										
L103	Introduction to the Study of Language	25	3	Faculty	F/S	146	F/S	F/S		
L210	French vs English	100	3	Vance			S			
L520	Sociolinguistics	25	3	Clements	F	15	S	S		
L712	Seminar in Phonology	100	3	Hall	S	13				
<b>Total</b>								<b>174</b>		
<b>Medieval Studies (MEST)</b>										
M200	Medieval Cultures: Literature of Muslim Spain	100	3	Gonzalez Dieguez	F	24				
M200	Medieval Cultures: Dante's Divine Comedy	100	3	Storey	S	30				
M390	Medieval Literature	100	3	McGerr	S	9	S			
M502	Colloquium in Medieval Studies	100	4	Faculty	F/S	19	F/S	F		
<b>Total</b>								<b>82</b>		
<b>Near Eastern Languages and Cultures (NELC)</b>										
N260	Literature of Muslim Spain	100	3	Gonzalez Dieguez	F	24				
N303	Issues in Middle Eastern History: Ancient Greek and Near Eastern Religion	50	3	Caner	S	3				
N303	Issues in Middle Eastern History: World War I in the Middle East	25	3	Wallbridge			F	F		
N681	War and Peace in Islam	25	3	Afsaruddin	F	20		F		
N695	Graduate Topics in NELC: Muslim Migration and Minorities in the West	50	1-4	Sinno	F	7				
N695	Graduate Topics in NELC: Ancient Greece and Near Eastern Religion	50	1-4	Caner	S	3				
N695	Graduate Topics in NELC: WWI in the Middle East	25	3	Wallbridge	S	0	F	F		
<b>Total</b>								<b>57</b>		
<b>Philosophy (PHIL)</b>										
P135	Introduction to Existentialism	75	3	Faculty	F	67	F	F		
P201	Ancient Greek Philosophy	100	3	Faculty	F	33	S			
P211	Early Modern Philosophy	100	3	Abramson	S	23	S	F		
P301	Medieval Philosophy	100	3	Wood	S	12		F		
P304	Nineteenth-Century Philosophy	25	3	Wood			F			
P340	Classics in Ethics	100	3	Abramson	F	19	S			
P343	Classics in Social and Political Philosophy	100	3	Wood	F	10		F		
P346	Classics in Philosophy of Art	100	3	Wood			S			
P370	Topics in Philosophy: Ancient Ethics	100	3	Hasper	F	6				
P401	History of Philosophy: Kant's Ethics	100	3	Wood	S	21	S			

P515	Medieval Philosophy	100	2	Wood				F
P522	Topics in History of Modern Philosophy	25	3	Faculty	S	21	S	
P540	Contemporary Ethical Theories	25	3	Abramson	F	3	F	
P595	Ancient Philosophy, Greek, Latin Text	100	1-4	Ebbs	F/S	0	F/S	F
P596	Readings in Medieval Philosophical Texts	100	1-4	Ebbs	F/S	0	F/S	F
P597	Reading: Modern Philosophical Sources	25	1-4	Ebbs	S	0	F/S	F
<b>Total</b>						<b>215</b>		
<b>Political Science (POLS)</b>								
X476	Model European Union Simulation Rider	100	1	Hellwig	S	7	S	
Y102	International Political Controversies	25	3	Espinoza			F	
Y107	Intro to Comparative Politics	25	3	Faculty	F/S	95	F/S	F
Y109	Intro to International Relations	25	3	Faculty	F/S	120	F/S	F
Y335	Western European Politics	100	3	Faculty	F	53	F	F
Y340	East European Politics	100	3	Bielasiak			F	
Y343	Politics of International Development	25	3	Schon	S	21		
Y348	The Politics of Genocide	25	3	Bielasiak			F	
Y350	Politics of the European Union	100	3	Hellwig, Kastart	S	22	S	
Y352	The Holocaust and Politics	100	3	Bielasiak	S	60		F
Y363	Comparative Foreign Policy	25	3	Spechler	F	16	F	F
Y368	Russian and Soviet Foreign Policy	25	3	Spechler	S	17	S	
Y375	War and International Conflict	50	3	Rasler	S	20	S	
Y376	International Political Economy	25	3	Winecoff	F	40	F	F
Y382	Modern Political Thought	50	3	Craiutu	S	42	S	S
Y657	Comparative Politics: Muslim Immigration and Minorities in the West	25	3	Sinno	F	7		F
Y657	Comparative Politics: Critical Debates in Post-Communist Politics	25	3	Smyth	F	9	F/S	F
Y657	Comparative Politics: Comparative Political Behavior	25	3	Hellwig	S	7		
Y657	Comparative Politics: Political Economy of Development	25	3	MacLean	S	11		
Y657	Comparative Politics: Comparative Regime Transitions	25	3	Bielasiak			S	
Y669	International Relations: Theories of Political Contention	25	3	Rasler	F	11		
Y669	International Relations: International Political Economy	25	3	Winecoff			S	
Y669	International Relations: International Security	25	3	Ganguly				F
Y675	Political Philosophy	25	3	Faculty	F	19	F/S	F
<b>Total</b>						<b>577</b>		
<b>Russian and East European Institute (REEI)</b>								
R300	Russian and East European Issues: Russian and its Neighbors	25	1-3	Zlotin	F	3	F	F
R300	Russian and East European Issues: Inventing Eastern Europe	100	3	Antic	S	15		
R300	Russian and East European Issues: Hitler and Stalin in Europe	100	3	Borhi				F
R300	Russian and East European Issues: Russia and the EU	100	3	Dakalchuk			S	
R300	Russian and East European Issues: American-Russian Rivalry in Central Europe	100	3	Borhi				
R300	Russian and East European Issues: War and Peace in Eastern Europe	100	3	Borhi			S	F

R500	Russian and East European Issues: Modern Ukraine	100	3	Kuromiya	F	8	F	F
R500	Russian and East European Issues: Nationalism in the Balkans	25	3	Bucur-Deckard	F	2		
R500	Russian and East European Issues: Inventing Eastern Europe	100	3	Antic	S	15		
R500	Russian and East European Issues: Russian and Soviet Foreign Policy	25	3	Spechler		2		
R500	Russian and East European Issues: War and Peace in Eastern Europe	100	3	Borhi			S	
R500	Russian and East European Issues: Russia and its Neighbors	25	3	Zlotin	F	3	F	F
R500	Russian and East European Issues: Russia and the EU	100	3	Dakalchuk			S	
R500	Russian and East European Issues: Hitler and Stalin in Europe	100	3	Borhi				F
R500	Russian and East European Issues: American-Russian Rivalry in Central Europe	100	3	Borhi				F
<b>Total</b>						<b>48</b>		
<b>Religious Studies (REL)</b>								
R152	Jews, Christians and Muslims	100	3	Faculty	F/S	174	S	F
R521	Studies in Early Christianity: Sexuality and Gender	100	3	Schott	F	19		
R521	Studies in Early Christianity: Jews, Christians, and others	100	3	Schott	S	0		
R531	Studies in Christian History: Orthodox Christianity	100	3	Michelson	S	1		F
R541	Studies in the Jewish Tradition	50	3	Magid	S	4		
R662	Cross-Cultural Study of Religion	25	4	Blair, Haberman	F	3	F	F
<b>Total</b>						<b>201</b>		
<b>Renaissance Studies (REN)</b>								
R501	The Culture of the Renaissance	100	4	Faculty	F	5	S	
R502	Topics in Renaissance Civilization	100	4	Faculty	F/S	7	F/S	F
<b>Total</b>						<b>12</b>		
<b>Slavic Languages and Literatures (SLAV) Courses Taught in English</b>								
C223	Intro to Czech Culture	100	3	Cravens	F	43		
C364	Modern Czech Literature and Culture	100	3	Cravens				F
C365	Seminar in Czech / Central European Literature and Culture	100	3	Cravens			S	
C366	Czech Cinema	100	3	Cravens	S	3	S	
C564	Modern Czech Literature and Culture	100	3	Cravens				F
C565	Seminar in Czech / Central European Literature and Culture	100	3	Cravens			S	
C566	Czech Cinema	100	3	Cravens	S	1	S	
P223	Intro to Polish Culture	100	3	Sicinski	S	39	S	
P363	Faces of War and Freedom	100	3	Sicinski			F	
P366	Polish Film	100	3	Sicinski	F	11		F
P563	Survey of Polish Literature and Culture	100	3	Sicinski			F	
P566	Polish Film	100	3	Sicinski	F	11		F
R353	Central European Cinemas	100	3	Cravens			F	
R553	Central European Cinemas	100	3	Cravens			F	
S223	Intro to Balkan and South Slavic Cultures	25	3	Antic			S	
S320	Topics in Slavic Studies: Polish Culture	100	3	Sicinski			S	

S320	Topics in Slavic Studies: Inventing Eastern Europe	25	3	Antic	S	15		
S363	Literature and Culture of Southern Slavs I	25	3	Antic	F	19		
S364	Literature and Culture of Southern Slavs II	25	3	Antic	S	8		
<b>Total</b>						<b>150</b>		
<b>Sociology (SOC)</b>								
S101	Social Problems and Policies: Immigration	25	3	Okamoto				F
S215	Social Change	25	3	Brooks	F/S	44		F
S230	Society and the Individual	25	3	Faculty	S	32	F/S	F
S311	Politics and Society	25	3	Brooks	S	32	S	F
S335	Race and Ethnic Relations	25	3	Okamoto	F/S	124	F/S	F/S
S338	Gender Roles	25	3	Rudel	F	17	F/S/SU	F
S339	The Sociology of Media	25	3	Von Der Haar	F/S/SU	197	F/S/SU	F/S
S422	Constructing Sexuality	25	3	Weinburg	S	24		
S510	Intro to Social Organizations	25	3	Rojas, Brooks	S	17	S	
S660	Advanced Topics in Sociology: Political Sociology	25	3	Brooks	F	8		
S660	Advanced Topics in Sociology: Culture and Organization	25	3	Hallett	S	6		
<b>Total</b>						<b>501</b>		
<b>Spanish and Portuguese (HISP)</b>								
S324	Intro to the Study of Hispanic Cultures	25	3	Faculty	F/S	494	F/S	F/S
S328	Intro to Hispanic Literature	75	3	Faculty	F/S/SU	343	F/S/SU	F/S
S411	Spain: The Cultural Context	100	3	Myers			S	F
S412	Spanish America: Cultural Context	100	3	Risner	F	19	F	
S417	Hispanic Poetry	25	3	Vila-Belda	F	20		
S422	Hispanic Cinema	25	3	Risner	S	23	S	
P290	Portuguese Around the World	25	3	Vieria	F	8		
P410	Brazilian Cinema	25	3	Namorato	S	6		
P412	Brazil: the Cultural Context	25	3	Namorato			S	
P510	Brazilian Cinema	25	3	Namorato	S	4		
<b>Total</b>						<b>917</b>		
<b>Theater &amp; Drama (THTR)</b>								
T370	History of Theatre and Drama I	25	3	Owicki	F/S	75	F/S	F/S
T371	History of Theatre and Drama II	25	3	Waincott, Owicki	F/S	61	F/S	F/S
T419	Acting IV: Acting Shakespeare	100	3	Woronicz	F/S	22	F/S	F/S
T483	Topics in Theater and Drama: French Theater Workshop	100	3	Calhoun	F	19	F	
T583	Topics in Theater and Drama: Contemporary British Theater	100	3	Owicki	S	5		
T583	Topics in Theater and Drama: Theatre and Irish Independence	100		Owicki			F	
T583	Topics in Theater and Drama: Shakespeare	100	3	Woronicz	S	6		
T583	Topics in Theater and Drama: French Theater Workshop	100	3	Calhoun	F	19		
T701	Readings in Theatre History and Drama	25	1-6	Faculty	F/S/SU	7	F/S	F/S

T775	Seminar in Theater History: European and American Theatre between the World Wars	50	3	Wainscott			S	
T775	Seminar in Theater History: Bodies and Machines in French Boroque Theatre	100	3	Calhoun			S	
T775	Seminar in Theater History: Elizabethan, Jocabean, Caroline drama without Shakespeare	100	3	Wainscott			F	
T775	Seminar in Theater History: Creating Actresses in Early Modern Europe	100	3	Wainscott	S	12		
<b>Total</b>							<b>226</b>	

Section 4: EURO-Related Professional School Courses								
College of Arts & Sciences								
Course	Title	%	Credit Hours	Instructor	Term 2016-2017	Enroll 2016-2017	Term 2017-2018	Term 2018-2019
<b>Business School (BUS)</b>								
A271	Global Business Analysis - Accounting: Global Financial Reporting	25	1.5	Pronobis	S	133	S	
A272	Global Business Immersion - Accounting: Global Accounting	75	3	Campbell	S	24	S	
A272	Global Business Immersion - Accounting: Romania: Measuring Performance	100	3	Cook	S	24	S	
A557	International Taxation	25	1.5	Crowell	S	21	S	
A582	International Financial Reporting Standards	25	1.5	Campbell	S	52	S	
C271	Global Business Analysis: Doing Business in Germany	100	1.5	Heidewald	S	46	S	
C272	Global Business Immersion - Business Communication: Doing Business in Germany	100	3	Heidewald	S	24	S	
C272	Global Business Immersion - Business Communication: Business Culture in Greece	100	3	Kolovou	S	24	S	
D270	Global Business Environments	25	1.5	Faculty	F/S	2146	F/S	F/S
D271	Global Business Analysis: Doing Business in Europe	100	1.5	Clark	F/S	199		F
D311	Global Management	25	3	Schlegel, Kovacs	F/S	81	F/S	F/S
D503	International Business Environment	25	1.5	Schlegel	F/S	121	F	F
D594	International Competitive Strategy	25	1.5	Wickramasekera	S	32		
D620	Doctoral Seminar in International Business	25	3	Li	S	3		
F272	Global Business Immersion - Finance: Hungary in Transition	100	3	Schockley	S	24	S	
F494	International Finance	25	3	Patterson	F/S	159	F/S/SU	F/S
F570	International Finance Markets	25	1.5	Shockley	S	13	S	
F571	International Corporate Finance	25	1.5	Shockley	S	9	S	
G345	Monet, Banking and Capital Markets	25	3	Marchionne	F/S	332	S	
G494	Public Policy and the International Economy	50	3	Hauskrecht	F/S	72	F/S	F/S
G593	International Monetary Systems and Hedging	25	1.5	Hauskrecht	F	25	F/S	F/S
I536	International Competitive Strategy	25	3	Garcia	SU	0	SU	
L314	International Business Law	25	3	Raymond	S	32		F
M255	Topics in Marketing: Marketing in our World today	25	3	Palmer			S	
M306	Global Sales Workshop	25	1	Ragland	F/S	54	F/S	F/S
M401	International Marketing	25	3	Kitzmilller	S	72	S	
M406	Global Sales Workshop II	25	0?	Ragland	F/S	41	F/S	F/S
M594	Global Marketing Management	25	1.5	Lalwani	S	29	S	
P256	Business In the Flat World	25	3	Gupta	S	22	S	
P271	Global Analysis - Management: International Global Sourcing	25	1.5	Dobos	SU	42	SU	
T144	Topics: The Global Business of Soccer	25	1	Metz	S	44		
T144	Topics: Investigating Europe's Cultural and Historic Destinations	100	1	Heidewald			S	
T144	Topics: European Travel	100	1	Heidewald	S	22		
X333	Managing Business Functions	25	3	Hillier	F/S	58	S	F
X418	Life Science of Global Events and Trends	25	1.5	Telthorst	S	10	S	
X540	International Practicum	25	0	Nichols	F/S/SU	68	F/S/SU	F/S
<b>Total</b>						<b>4058</b>		

<b>School of Education (EDUC)</b>								
G375	Multicultural Skills	25	3	Faculty	F/S	57	F/S	F/S
H551	Comparative Education I	50	3	Sutton	F	9		F
H637	Topical Seminar: Transnational Migration in Education	25	3	Levinson			F	
H637	Topical Seminar: Globalization and Education Reform	25	3	Levinson	F	9		
H637	Topical Seminar: History of Latino Education	25	3	Danns	S	4		
J655	Multicultural/Global Education	25	3	Kubow	F	4		
L441	Bilingual Education Introduction	25	3	Faculty	S	37	S	
L442	Teaching English Language Learners	25	3	Faculty	SU	19	SU	
L500	Institutional Issues in Language Learning	50	3	Faculty	F/S	15	F	F
L520	Advance Study of Foreign Language	25	3	Nyikos	F/SU	24	F/SU	F/SU
L525	Practicum in Literacy, Culture, and Language Education	25	3	Faculty	F/S	6	F/S	F/S
L543	Teaching English K-12 in Global Context	25	3	Klien	F	5	F	F
L600	Issues in Literature, Culture and Language Education	50	3	Faculty	F	33	F	F
L601	Language Literacy and Culture	25	3	Faculty	S	28	S	S
L630	Topics: International Perspectives on Research in Second/Foreign Language Teacher Education & Professional Development	25	3	Pawan			F	
L630	Topics: Ethnographic Perspective in Literacy, Culture and Language Education	25	3	Coronel-Molina	S	4		
L630	Topics: Language, Planning and Policy	25	3	Coronel-Molina	F	14		
L750	Topics: International Perspectives on Research in Second/Foreign Language Teacher Education & Professional Development	25	3	Pawan			F	
L750	Research Seminar: Language, Planning and Policy	25	3	Coronel-Molina	F	14		
P540	Learning and Cognition in Education	25	3	Faculty	F/S	75	F/S/SU	F/S
P681	Psychology of Cultural Diversity	25	3	Skiba			S	
<b>Total</b>						<b>357</b>		
<b>School of Informatics and Computing (INFO)</b>								
I202	Social Informatics	25	3	Faculty	F/S/Su	632	F/S/SU	F/S
<b>Total</b>						<b>632</b>		
<b>The Media School (MSCH)</b>								
C212	Screening Race and Ethnicity	25	3	Faculty	F/S	91	F/S/SU	F/S
F398	National and Transnational Cinemas: History of French Cinema	100	3	Bowles	F	10		
F398	National and Transnational Cinemas: European Cinemas of Migration	100	3	Breger	F	14		
F398	National and Transnational Cinemas: European Film and Genre	100	3	Bouchard			S	
F398	National and Transnational Cinemas: Czech Cinema	100	3	Cravens	S	14	S	
F398	National and Transnational Cinemas: The Cinema of Dissent	100	3	Vitti			S	
F398	National and Transnational Cinemas: African Cinema and Politics	25	3	Adesokan				F/S
F420	History of Documentary	25	3	Bell	F	19	F	F
F309	Images of War and Peace	25	3	Moorman				F
T604	Topic: Morality, Media and the Mind	25	3	Weaver				F
X478	Field Experience in Media: Covering Ireland and Northern Ireland	100	4	Monaghan			S	
X478	Field Experience in Media: In the Footsteps of Ernie Pyle	100	4	Layton			S	
<b>Total</b>						<b>148</b>		

<b>School of Law (LAW)</b>								
B549	International Intellectual Property	25	3	Leaffer	S	16	S	F
B665	International Law	50	3	Waters	S	9	F	
B666	International Securities Law	50	3	Hicks	F	14	F	
B735	International Business Transactions	25	3	Buxbaum	S	40	F	F
B755	European Union Law	100	3	Craig	F	15	F	F
B759	International Trade	25	3	Fidler	S	9		
L636	Seminar in Transnational Law	25	3	Aman	S	7	S	
L712	Seminar in International Law: World War I	50	3	Waters			S	
L712	Seminar in International Law: Drone Law	25	3	Fidler	F	16		F
L770	Seminar in Comparative Law: Constitutional Monarchy	50	3	Williams			S	
<b>Total</b>						<b>126</b>		
<b>Information and Library Science (ILS)</b>								
Z399	Topics in ILS: The Book 1450 to Present	25	3	Baumann	F	1	S	
Z542	International Information Issues	25	3	Fichman	F	12	S	
Z680	The Book to 1450	25	3	Dekydtpotter	F	12	F	F
Z681	The Book 1450 to the Present	25	3	Baumann	S	7	S	S
<b>Total</b>						<b>32</b>		
<b>School of Music (MUS)</b>								
C401	Sacred Music I	100	3	Carr				F
C540	History of Christian Worship and Sacred Music	100	2	Carr			S	
C541	Sacred Music: Philosophy and Practice I	100	2	Boney, Carr	F	7		F
C542	Sacred Music: Philosophy and Practice II	100	2	Carr			F	
F450	Chamber Music	75	1	Faculty	F/S/SU	368	F/S/SU	F/S
F520	Topics: Beethoven Sonatas	100	2	Im	F/S	27		
M401	History and Literature of Music I	75	4	Faculty	F/SU	135	F/SU	F/S
M402	History and Literature of Music II	75	4	Faculty	S/SU	153	F/SU	
M410	Sacred Works 15th - 21st Century	100	3	Ables			SU	
M410	Music in Judaism	75	3	Cohen				F
M410	The Music of Benjamin Britten	100	3	Dwinell				F
M410	Beethoven String Quartets	100	3	Burkholder			S	
M410	Expression in Haydn and Mozart	100	3	Frymoyer			F	
M410	European Sonic Tour	100	3	Zanovello	S	7		
M415	Interpreting Unaccompanied Bach	100	2	Ritchie	F	6	S	F
M431	Song Literature I	75	3	Phelps, Armstrong	F/SU	21	F	F
M432	Song Literature III	75	3	Faculty	S	12	S/SU	S
M502	Composers: JS Bach: Major Vocal Works	100	3	Melamed				S
M502	Composers: Cantatas of JS Bach	100	3	Melamed			S	
M502	Composers: Georg Philipp Telemann	100	3	Melamed			F	
M502	Composers: Chopin	100	3	Goldberg	S	18		
M502	Composers: Mozart Operas	100	3	Melamed	S	20	S	
M502	Composers: JS Bach	100	3	Melamed	F	11		
M502	Composers: Wagner	100	3	Ford	F	20		
M502	Composers: Schoenberg and Modernism	100	3	Bane	F	19		

M510	Topics in Music Literature: Early Opera to 1650	100	3	Ossi			F	
M510	Topics in Music Literature: Wagner II	100	3	Ford			SU	
M510	Topics in Music Literature: The Italian Madrigal	100	3	Ossi			S	
M510	Topics in Music Literature: Music in Venice 1500-1750	100	3	Ossi			F	
M510	Topics in Music Literature: Operas and Plays	75	3	Muxfeldt			F	
M510	Topics in Music Literature: Baroque Song	100	3	Bane	S	18	S	
M510	Topics in Music Literature: V. Galilei & the Flor Camerata	100	3	Ossi	F	5		
M510	Topics in Music Literature: The Concerto	100	3	Bane	F	9	F	
M515	Interpreting Unaccompanied Bach	100	2	Ritchie	F	6	S	F
M516	Advanced Topics in Early Music: Early Italian Baroque Performance	100	2	Marsh			F	
M516	Advanced Topics in Early Music: Bach Lute Music for Guitar	100	2	North	F	0		
M525	Survey of Operatic Literature	50	3	Faculty	F/S	37	F/S/SU	F/S
M528	Chamber Music Literature	75	3	Bishop	S	19		
M531	Song Literature III	75	3	Faculty	F/S/SU	44	F	F
M532	Song Literature IV	75	3	Faculty	F/S	27	S/SU	
M602	Seminar in Musicology: JS Bach, Mass in B Minor	100	3	Melamed	F	6		
M602	Seminar in Musicology: Music and Politics in Europe	100	3	Goldberg			S	
M651	Medieval Music	100	3	Long	F	5		F
M652	Renaissance Music	100	3	Zanovello	S	17	S	S
M653	Baroque Music	100	3	Smith	F	20	F	F
M654	Classic Music	50	3	Muxfeldt	F	18	S	S
M655	Romantic Music	100	3	Goldberg, Strandberg	F/SU	34	F/SU	F
M656	Modern Music	50	3	Burkholder	S	20	S	S
T151	Music Theory and Literature I	50	3	Tan, Hook	F	63	F	F
T152	Music Theory and Literature II	50	3	Mead, Johnston	S	136	S	S
T251	Music Theory and Literature III	50	3	Samarotto, Ivanovitch	F	112	F	F
T252	Music Theory and Literature IV	50	3	Johnston, Mead	S	112	S	S
T351	Music Theory and Literature V	50	3	Faculty	F/S	105	F/SU	F
T410	Topics in Music Theory: Chamber Music 1770-1930	100	3	Mead	F	15		
T545	Introductory Analysis of Music Literature	50	3	Faculty	F/S	25	F/S	F/S
T556	Analysis of Music Since 1990	50	3	Faculty	F/S	30	F/S	F/S
T561	Music Theory Topics: Opera in the Shadow of Wagner	100	3	Mead				F
T561	Music Theory Topics: The Later Beethoven	100	3	Samarotto			SU	
T561	Music Theory Topics: Music Form: Baroque and Classical	100	3	Mutch			S	
T561	Music Theory Topics: Quartets of Haydn, Mozart and Beethoven	100	3	Ivanovitch	S	10		
V120	English Diction for Singers	100	1	McNair, Simpson	F/S	17	F/S	F/S
V150	Italian Diction for Singers	100	1	Murphy	F/S	24	F/S	F/S
V250	German Diction for Singers	100	1	Arvin	F/S/SU	22	F/S/SU	F/S
V350	French Diction for Singers	100	1	Arvin	F/S/SU	27	F/S/SU	F/S
X60	Early Music Ensemble	100	2	Faculty	F/S	62	F/S	F/S
Z111	Introduction to Music Theory	75	3	Faculty	F/S/SU	233	F/S/SU	F/S
Z284	Music in Global Cinema	25	3	Bishop	F	30	F	
Z311	Music Theory III	25	3	Guntren	S	9	S	S
Z315	Music for Film	25	3	Bishop, Altizer	F/S/SU	98	F/S/SU	F/S
Z393	History of Jazz	25	3	Caswell	F	35	F	F
Z401	The Music of the Beatles	100	3	Gass	F	125	F	F
Z411	Music Theory IV	25	3	Guntren	F	7		

<b>Total</b>		<b>2406</b>						
<b>School of Public and Environmental Affairs (SPEA)</b>								
D577	International Economic Strategies and Trade Policy	50	3	Faculty	F	10		F/S
D578	Introduction to Comparative and International Affairs	50	3	Reuveny	F/S	28	S	
E535	International Environmental Policy	50	3	Liu			F	
E582	Overseas Topics - Environmental Science: SPEA in Augsburg: University of Augsburg, Germany	100	3	Nanney, Stevens			S	
E582	Overseas Topics - Environmental Science: SPEA in London : Study on the Bubonic Plague in London	100	3	Lame, Stevens	SU	1	SU	
E582	Overseas Topics - Environmental Science: Delft University of Technology, Netherlands	100	0-15	Meretsky, Smeltzer	F/S	0	F/S	F/S
E710	Topics in Environmental Science: International Environment Policy	50	3	Liu			F	
S160	Honors - National and International Policy	25	3	Karaagac, Preston	F/S	13	F/S	
V160	National and International Policy	25	3	Faculty	F/S	1264	F/S	
V450	Issues in Public Affairs: International Economic Strategies and Trade Policy	50	3	Ryan, Tran			F	F
V450	Issues in Public Affairs: International Organizations and Global Governance in the 21st Century	50	3	Afoaku	SU	15	SU	
V450	Issues in Public Affairs: Public Policy and Economic Development in Europe	100	3	Faculty	F	12	F	
V450	Issues in Public Affairs: International Relations, Theory, and Policy Choices	25	3	Karaagac	F	22	F	
V450	Issues in Public Affairs: International Health Care	25	3	Faculty				F
V450	Issues in Public Affairs: International Law and Policy	50	3	Waters	S	57		F
V450	Issues in Public Affairs: International Development Finance	25	3	Preston	S	25	S	
V482	Overseas Topics - Public Affairs: SPEA in Poland	100	1	Nierzwicki, Stevens	S	19	S	
V482	Overseas Topics - Public Affairs: SPEA in Berlin	100	1	Audretsch, Stevens	S	18	S	
V482	Overseas Topics - Public Affairs: Exchange Program at Delft University of Technology, Netherlands	100	1-15	Meretsky	F	0	F	F
V482	Overseas Topics - Public Affairs: SPEA in Rhine: Public Policy and Admin in the EU	100	6	Duncan, Stevens	SU	6	SU	
V482	Overseas Topics - Public Affairs: SPEA in Ireland: Cross-Cultural Conflicts and Dispute Resolution in Ireland	100	3	Branham, Stevens	SU	20	SU	
V482	Overseas Topics - Public Affairs: SPEA in London : Study on the Bubonic Plague in London	100	3	Lame, Stevens	SU	1	SU	
V482	Overseas Topics - Public Affairs: SPEA in Bavaria & Lombardia: Global Perspectives in Bavaria & Lombardia	100	4	Audretsch, Stevens	SU	13	SU	
V482	Overseas Topics - Public Affairs: SPEA In London: Managing Hazards in London	100	3-6	Graham, Stevens	SU	30	SU	
V482	Overseas Topics - Public Affairs: SPEA in Barcelona: Multi-Level Governance in Barcelona	100	3	Nelson, Stevens	SU	12		
V482	Overseas Topics - Public Affairs: SPEA In Athens: Democratic Institutions in Classical & Contemporary Greece	100	3	Helmke, Stevens	SU	25	SU	
V482	Overseas Topics - Public Affairs: SPEA in London: US & UK National Security and Homeland Security in London	50	3	Foley, Stevens	SU	23	SU	
V482	Overseas Topics - Public Affairs: SPEA in London: State Building in London	100	3-6	Brass, Stevens	SU	22	SU	
V482	Overseas Topics - Public Affairs: SPEA in Denmark: Nonprofit Sector in Comparative Perspective in Denmark	75	3	Gronbjerg, Stevens			SU	
V482	Overseas Topics - Public Affairs: SPEA in Graz: Comparative Music Industry in Graz	100	3	Herzig, Stevens			SU	
V550	Topics in Public Affairs: International Environmental Policy	50	3	Liu			F	
V550	Topics in Public Affairs International Organizations & Global Governance	50	3	Afoaku	SU	2	SU	
V550	Topics in Public Affairs: Global Governance in the 21st Century	50	3	Afoaku	F	14	F	F
V550	Topics in Public Affairs: Sustainability in a Tri-Sectorial World	25	3	Richards	S	14	S	
V550	Topics in Public Affairs: International Development Practice	25	3	Ryan, Liu	S	14		
V550	Topics in Public Affairs: The Practice of Diplomacy	25	3	Abhyankar	F/S	20	F	F
V550	Topics in Public Affairs: Global Security in the 21st Century	25	3	Afoaku			S	
V582	Overseas Topics - Public Affairs: SPEA in Graz: Comparative Music Industry in Graz	100	3	Herzig, Stevens			SU	
V582	Overseas Topics - Public Affairs: SPEA in Denmark: Nonprofit Sector in Comparative Perspective in Denmark	75	3	Gronbjerg, Stevens			SU	
V582	Overseas Topics - Public Affairs: SPEA in Augsburg: University of Augsburg, Germany	100	3	Nanney, Stevens			S	
V582	Overseas Topics - Public Affairs: SPEA in Barcelona: Multi-Level Governance in Barcelona	100	3	Nelson, Stevens	SU	3		
V582	Overseas Topics - Public Affairs: SPEA in Bavaria & Lombardia: Global Perspectives in Bavaria & Lombardia	100	3	Audretsch, Stevens	SU	1	SU	
V582	Overseas Topics - Public Affairs: SPEA in Rhine: Public Policy and Admin in the EU	100	6	Duncan, Stevens	SU	3	SU	
V582	Overseas Topics - Public Affairs: SPEA In London: Managing Hazards in London	100	3-6	Graham, Stevens	SU	1	SU	

V582	Overseas Topics - Public Affairs: SPEA in London: US & UK National Security and Homeland Security in London	50	3	Foley, Stevens	SU	2	SU	
V582	Overseas Topics - Public Affairs: SPEA in London : Study on the Bubonic Plague in London	100	3	Lame, Stevens	SU	3	SU	
V582	Overseas Topics - Public Affairs: SPEA in London: State Building in London	100	3-6	Brass, Stevens	SU	16	SU	
V582	Overseas Topics - Public Affairs: SPEA in Ireland: Cross-Cultural Conflicts and Dispute Resolution in Ireland	100	3	Branham, Stevens	SU	0	SU	
V582	Overseas Topics - Public Affairs: SPEA in Berlin	100	1	Audretsch, Stevens	S	2	S	
V582	Overseas Topics - Public Affairs: Delft University of Technology, Netherlands	100	3	Faculty	F/S	1	F/S	F/S
<b>Total</b>						<b>1732</b>		

<b>Section 5: EURO-Related Overseas Study Courses</b>								
College of Arts & Sciences								
<b>Course</b>	<b>Title</b>	<b>%</b>	<b>Credit Hours</b>	<b>Instructor</b>	<b>Term 2016-2017</b>	<b>Enroll 2016-2017</b>	<b>Term 2017-2018</b>	<b>Term 2018-2019</b>
<b><i>Overseas Studies (OVST)</i></b>								
A396	Overseas Study Art in Europe	100	6	Sideli	SU	0	SU	
A494	Overseas Study in Sweden	100	12	Sideli	F/S	1	F/S	F/S
A496	Overseas Study at Kent-Canterbury	100	16	Sideli	F/S	40	F/S	F/S
A497	Overseas Study in Germany	100	15-16	Sideli	F/S/SU	34	F/S/SU	F/S
B396	Overseas Study in Budapest	100	16	Sideli	F/S	59	F/S	F/S
B496	Overseas Study in Bologna	100	15	Sideli	F/S	14	F/S	F/S
C396	Overseas Study in Leiden	100	12	Sideli	F/S	0	F/S	F/S
C494	Overseas Study in Portugal	100	16	Sideli	F/S	0	F/S/SU	F/S
C497	CIEE Overseas Study in Prague	100	3-16	Sideli	F/S/SU	19	F/S/SU	F/S
C498	Overseas Study at University of Freiburg	100	15	Sideli	F/S	22	F/S/SU	F/S
D498	Overseas Study in Oxford	100	12-16	Sideli	F/S	0	F/S	F/S
E494	Overseas Study in Switzerland	100	16	Sideli	F/S	1	F/S	F/S
E497	IES Overseas Study at EU-Freiburg	100	17	Sideli	F/S	2	F/S	F/S
E498	Overseas Study at Royal Academy of Music, London	100	12	Sideli	F/S	0	F/S	
F396	Overseas Study in Rouen	100	15	Sideli	F/S	6	F/S	F/S
F498	Overseas Study in Dublin	100	15	Sideli	F/S/SU	65	F/S/SU	F/S
G494	Overseas Study in Italy	100	3	Sideli	SU	10	SU	
G497	Overseas Study in Athens	100	15	Sideli	F/S/SU	2	F/S/SU	F/S
G498	Overseas Study at ESB Ruetlingen, Germnay	100	15	Sideli	F/S	0	F/S	
H396	CIC London Internship Program	100	15	Sideli	F	0	F	F
H494	Overseas Study in Greece	100	3	Sideli	SU	6	SU	
H498	Overseas Study in Denmark	100	15	Sideli	F/S/SU	107	F/S/SU	F/S
I396	CIEE Overseas Study in Alicante	100	16	Sideli	F/S	0	F/S	
I496	Overseas Study in Florence	100	6-15	Sideli	F/S/SU	65	F/S/SU	F/S
I497	Overseas Study in Milan	100	6-15	Sideli	F/S/SU	49	F/S/SU	F/S

L497	IES Overseas Study in London	100	3-15	Sideli	F/S/SU	146	F/S/SU	F/S
L499	Overseas Study in Bonaire	100	17	Sideli	F/S	0	F/S	F/S
M496	Overseas Study in Madrid	100	15	Sideli	F/S	22	F/S	F/S
M497	IES Overseas Study in Madrid	100	16	Sideli	F/S	5	F/S	F/S
N496	CIEE Overseas Study in Rennes	100	16	Sideli	F/S	0	F/S	F/S
O498	IES Overseas Study in Salamanca	100	15	Sideli	F/S	1	F/S	F/S
P396	Overseas Study in Paris	100	3-15	Sideli	F/S/SU	9	F/S/SU	F/S
P497	Overseas Study in France	100	15- 16	Sideli	F/S	8	F/S	F/S
Q496	Overseas Study in the Netherlands	100	15	Sideli	F/S	3	F/S	F/S
Q498	Overseas Study in Britain	100	15	Sideli	F/S	0	F/S	F/S
Q499	Overseas Study in Western Europe	100	6	Sideli	SU	16	SU	
R396	Overseas Study in Rome	100	16	Sideli	F/S/SU	13	F/S/SU	F/S
R496	Overseas Study in Maastricht	100	15	Sideli	F/S/SU	12	F/S/SU	F/S
R498	Overseas Study in Barcelona	100	4-16	Sideli	F/S/SU	181	F/S/SU	F/S
S496	Overseas Study in Seville	100	6-17	Sideli	F/S/SU	44	F/S/SU	F/S
T396	Overseas Study in Croatia	100	8	Sideli	S/SU	0	S/SU	S
T499	Overseas Study in Spain	100	15	Sideli	F/SU	16	SU	F
V496	IES Overseas Study in Vienna	100	16-17	Sideli	F/S/SU	35	F/S/SU	F/S
V499	Overseas Study at the London School of Economics	100	3-6	Sideli	SU	38	SU	
W497	Overseas Study in Poland	100	13	Sideli	S	0	S	S
W498	Overseas Study in Amsterdam	100	6	Sideli	SU	0	SU	
Z396	Overseas Study in Slovenia	100	3	Sideli	SU	0	SU	
Z497	Overseas Study at University of De Provence, Aix-Marseille	100	15	Sideli	F/S	24	F/S	F/S
Z499	Overseas Study in Scotland	100	15	Sideli	F/S	7	F/S	F/S
<b>Total</b>						<b>1082</b>		

\*For additional courses with a **TRAVEL ABROAD** component see: MSCH-X478, SPEA-E582, SPEA-V482, SPEA-V582, BUS-A272, BUS-C272, BUS-F272

**Project Goal 1:** Increase access to and participation in European languages, particularly for LCTLs for higher education and K-12 communities.

Performance Measures	Activities	Data Indicators	Frequency	Data Source	Baselines and Targets				
					BL	T1	T2	T3	T4
1. Develop and enhance the number of online language courses in priority LCTLs by 12 courses by the end of the grant period	1a. Collaborate with IU faculty to develop or enhance online courses for Greek, Dutch, and Norwegian	1ai. # of online courses developed or enhanced (per LCTL)	Annually	EURO records	0	3	3	3	3
		1aii. # of online components developed or enhanced (per LCTL)	Annually	EURO records	0	10	10	10	10
	1b. Hire LCTL Instructional Support Coordinator for online instruction support and to increase student enrollment from other IU campuses	1bi. # of LCTL Coordinators	Annually	EURO records	0	1	1	1	1
		1bii. # of IU-Bloomington students enrolled	Annually	IU Registrar records	0	15	15	18	18
		# of students enrolled total			0	18	18	21	21
	1c. Hire teaching assistants for Dutch, Greek, or Norwegian	1ci. # of courses supported by teaching assistants	Annually	IU Registrar records	0	4	4	4	4
2. Increase IU faculty's training on proficiency assessment tools for European languages to 80 faculty trained over the course of the grant.	2a. IU faculty trained to use proficiency assessment and language pedagogy tools	2ai. # of new IU faculty trained	Annually	CLE Attendance records	0	5	5	5	5

**Project Goal 1:** Increase access to and participation in European languages, particularly for LCTLs for higher education and K-12 communities.

Performance Measures	Activities	Data Indicators	Frequency	Data Source	Baselines and Targets				
					BL	T1	T2	T3	T4
		2a.ii. # of teachers completing multiple workshops	Annually	CLE Attendance records	0	20	20	20	20
3. Provide opportunities for young language learners to participate in European language learning by offering 8 Bridges courses by the end of the grant period.	3a. Train undergraduate advanced language learners to conduct Bridges language sessions	3ai. # of undergraduate advanced language learners trained	Annually	Bridges coordinator records	0	4	4	4	4
	3b. Offer Bridges language sessions to young language learners	3bi. # of Bridges sessions offered		Bridges coordinator records	0	2	2	2	2
		3bii. # of young learners reached		Bridges coordinator records	0	10	10	10	10

Project Goal 2: Promote access to and use of European content for K-12 and pre-/in-service teachers.									
Performance Measures	Activities	Data Indicators	Frequency	Data Source	Baselines and Targets				
					BL	T1	T2	T3	T4
1. Increase European content available for use in K-12 classrooms by 48 digital resources by the end of the grant period.	1a. Create European digital toolbox resources	1ai. # of European artifacts available via the digital toolbox	Annually in last 3 years	EURO records	0	0	4	4	4
		1aii. # of artifact supplementary teaching materials for digital toolbox	Annually in last 3 years	EURO records	0	0	12	12	12
		1aiii. # of European content downloads from toolbox website	Annually in last 3 years	CoAS webmaster	0	0	25	50	100
2. Increase pathways for European teaching opportunities for pre-service teachers by 12 modules by the end of the grant.	2a. Develop language and culture orientation modules for Global Gateway for Teachers Program	2ai. # of modules developed	Annually	GGTP	0	6	0	6	0
		2aii. # of IU and non-IU students participating in modules	Annually	GGTP records		60	65	65	70
3. Increase in-service teacher knowledge of European culture through 16 Social Studies workshops with European culture content by the end of the grant.	3a. Offer European culture workshops for in-service teachers in collaboration with the IU School of Education	3ai. # of European workshops offered	Annually	EURO and SOE records	0	4	4	4	4
		3aii. # of in-service teachers attended European workshops	Annually	EURO and SOE records	0	80	80	80	80

Project Goal 3: Promote access to and use of European content for higher education including MSIs.									
Performance Measures	Activities	Data Indicators	Frequency	Data Source	Baselines and Targets				
					BL	T1	T2	T3	T4
1. Increase integration of European content into Indiana's higher education curriculum by 12 courses by the end of the grant period.	1a. Partner with faculty members at Ivy Tech Bloomington to integrate European curricular support	1ai. # of courses at Ivy Tech Bloomington with new integrated European content	Annually	IVY Tech and EURO records	0	2	2	2	2
		1aii. # of Ivy Tech Bloomington faculty that incorporated European content into their teaching	Annually	IVY Tech and EURO records	0	2	2	2	2
		1aiii. # of students reached (enrolled in the courses)	Annually	IVY Tech Registrar	0	30	30	30	30
	1b. Partner with faculty members at IU South Bend (MSI) and/or IU Richmond (MSI) to integrate European curricular support into at least 4 courses	1bi. # of courses at IU South Bend and/or Richmond with new integrated European content	Annually	Departmental and EURO records	0	1	1	1	1
		1bii. # of IU South Bend and/or Richmond faculty that incorporated European content into their teaching	Annually	Departmental and EURO records	0	1	1	1	1
		1biii. # of students reached (enrolled in the courses)	Annually	IU Registrar	0	30	30	30	30
	1c. Create cultural, social or political content for culture	1ci. # of culture course components created (including syllabus, materials, etc)		EURO records	0	4	4	4	4

<b>Project Goal 3: Promote access to and use of European content for higher education including MSIs.</b>									
<b>Performance Measures</b>	<b>Activities</b>	<b>Data Indicators</b>	<b>Frequency</b>	<b>Data Source</b>	<b>Baselines and Targets</b>				
					<b>BL</b>	<b>T1</b>	<b>T2</b>	<b>T3</b>	<b>T4</b>
	courses taught in English.	1cii. # of total students in enhanced courses		IU Registrar	0	60	60	65	70
2. Collaborate with partner institutions to increase European experiential learning and information sharing opportunities via 12 events, simulations, or symposiums by the end of the grant.	2a. Increase the number of colleges and universities participating in the Midwest Model European Union Simulation at IU Bloomington, which offers experiential learning opportunities for collegiate students on the workings of the European Union	2ai. # of colleges and universities that participate	Annually	EURO records	14	15	16	17	18
		2a.ii. # of students who attended the simulation	Annually	EURO records	125	150	160	170	175
	2b. Collaborate with Ivy Tech Bloomington on Diversity Day and Taste of the World events (2 annually)	2bi. # of events	Annually	IVY Tech and EURO records	0	2	2	2	2
		2bii. # of people in attendance	Annually	Attendance records	0	150	150	150	150



**SCHOOL OF GLOBAL AND  
INTERNATIONAL STUDIES**  
INDIANA UNIVERSITY

June 18, 2018

U.S. Department of Education  
Office of Postsecondary Education  
International and Foreign Language Education  
1990 K Street, N.W.  
Washington, DC 20006

Dear Peer Reviewer,

It is my pleasure as dean of Indiana University's School of Global and International Studies (SGIS) to write in strong support of the Institute for European Studies' National Resource Center Foreign Language Area Studies Fellowship Title VI grant proposal. Indiana University (IU) has a century-long history of dedication to the study of the world, which culminated in the establishment of the SGIS in 2012. At the core of the new School's global commitment are our area studies and advanced language training programs, which together create a strong foundation for developing global professionals with skills in language, critical analysis, cultural and political knowledge, foreign policy acumen, and global fluency. SGIS is committed to all of our Title VI centers, and we are especially proud that our centers can leverage our new shared services unit which provides grant support, FLAS management, travel processing, events coordination, and other administrative services. Our strong administrative capacity and our long-standing commitment to area and global studies and critical language instruction will allow the Institute for European Studies to implement and administer the many superior programs and activities it currently proposes.

Drawing on IU's resources in language instruction, and per U.S. Department of Education priorities to improve Americans' competencies in world languages, the Institute for European Studies (EURO) plans to increase access to three key LCTLs under its purview: Dutch, Modern Greek, and Norwegian. The integrated plan includes support for instruction, development of new curricular resources, pedagogical training, and collaborative programs to reach K-12 learners. The Institute's outreach activities to promote access to and use of European content for pre-service and K-12 teachers includes a pilot project aptly named the Globally Ready Digital Toolbox. In partnership with the Center for Caribbean and Latin American Studies and the African Studies Program, the three centers will develop an innovative digital resource for delivering content modules in their respective regions.

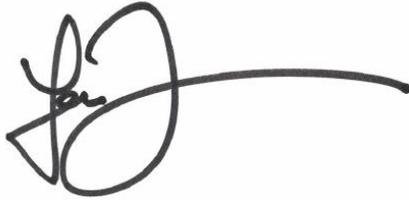
As someone who is professionally engaged in the history of central Europe, I am pleased to highlight a proposed conference on U.S. ally, Poland, and its Centenary. This timely academic program will examine the tumultuous history of Polish society, politics, and culture since its independence at the end of World War One, focusing on the lasting effects of its long membership in the Soviet bloc and its difficult transition to democracy in the 1990s, its entry into the European Union, and its recent reaction against the EU from within. Hosted jointly with IU's

Polish Studies Center, the event will bring specialists of Poland to IU from Europe and across the U.S. to interact with IU faculty whose research and teaching encompasses Poland.

Finally, Title VI support will enable the Institute to present the Midwest Model European Union, the second oldest intercollegiate simulation of the EU in North America. The Model EU is a three-day simulation in which undergraduate students from a wide range of institutions come together to take on the roles of key actors in the now 28-member European Union. Annual attendance at the Model EU has grown to over 150 students, making it the largest such simulation in the United States. Funds are requested to subsidize the costs of attendance by underserved institutions.

Indiana University and the School of Global and International Studies unequivocally supports these initiatives and the overall contribution that the Institute for European Studies makes in the state of Indiana and the greater world of European studies and languages.

Sincerely,

A handwritten signature in black ink, appearing to be 'Lee Feinstein', with a long horizontal flourish extending to the right.

Lee Feinstein  
Dean  
School of Global and International Studies  
Indiana University, Bloomington

June 21, 2018

U.S. Department of Education  
Office of Postsecondary Education  
International and Foreign Language Education  
1990 K Street, N.W.  
Washington, DC 20006

Dear U.S. Department of Education,

It is a privilege to write in support of Indiana University's Global and Area Studies Centers' applications for U.S. Department of Education Title VI National Resource Centers. Their proposed Global Employability Project will strengthen student global career preparation across the state and will complement the other proposed efforts to advance language learning and area and global studies in Indiana schools.

As Director of Career and Technical Education (CTE) in Indiana, I look forward to promoting the Global Employability Project, which will integrate global competencies and global workforce skills across Career and Technical Education high school programs. CTE has a responsibility to prepare Indiana students for college and careers in an increasingly global and diverse world, and Indiana University's Global and Area Studies Centers will help the state strengthen students' global competencies, intercultural communication skills, and the ability to work collectively across diverse cultures and perspectives.

The Global Employability Project will encompass three main activities:

- Annual professional development workshops about internationalizing the existing employability skills curriculum for Indiana CTE teachers
- Professional development for school counselors around the need for global career skills
- Global career preparation opportunities at the annual College and Career Pathway Fairs throughout the southern central Indiana workforce region

The IU Centers have recently worked in conjunction with myself, other members of the Indiana Department of Education team, and Christi McBride, the Director of the Hoosier Hills Career Center in Monroe County. Together, we have developed this project to best meet the needs of our Indiana students. It is important to note that this project also has a second component to develop a new Global Workforce Skills Certificate at Ivy Tech Community College of Indiana, carrying this work forward to our students and others who will go on to pursue postsecondary degrees. This initiative is a significant step in comprehensively preparing Indiana and U.S. citizens for the global world in which we live, work, and study.

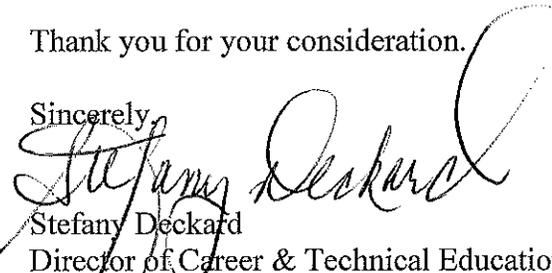
This is not the first time we will have collaborated with Indiana University Area and Global Studies Centers. We previously collaborated on the publication series, *Internationalizing the Academic Standards: Indiana* (IASI) beginning in 2011. This exceptional teaching resource, 115 W. Washington Street ■ South Tower, Suite 600 ■ Indianapolis, Indiana 46204

which demonstrates how to integrate international content when teaching the Indiana K-12 academic standards, is being revised and will soon be available on the Indiana Department of Education website. We have also worked closely with IU on the Indiana Language Roadmap and on other initiatives that support high-quality language learning and global and regional knowledge in K-12 classrooms.

The integration of global competencies in CTE teaching and learning, and the increased opportunities for teacher and counselor training are not only desired but necessary for students in the 21st century. The state of Indiana needs this initiative and the Indiana Department of Education is delighted to be part of this important work. It looks forward to working with the Global and Area Studies Centers at IUB as well as with IU's Center for International Business Education and Research, to develop and implement the project, and thus further change the landscape of international education and global preparedness in the state of Indiana.

Thank you for your consideration.

Sincerely,



Stefany Deckard  
Director of Career & Technical Education  
Indiana Department of Education  
South Tower, Suite 600  
115 W. Washington Street  
Indianapolis, IN 46204  
[stdeckard1@doe.in.gov](mailto:stdeckard1@doe.in.gov)

June 21, 2018

U.S. Department of Education  
Office of Postsecondary Education  
International and Foreign Language Education  
1990 K Street, N.W.  
Washington, DC 20006

To the U.S. Department of Education:

In view of the growing need to prepare students of all backgrounds and income levels for global engagement, including the knowledge and skills required by the modern workforce to communicate in multiple cultural contexts, I am writing in support of an expanded partnership between Ivy Tech Community College and the IU Global and Area Studies Centers to introduce the Global Workforce Skills Certificate at Ivy Tech. As the Vice President for Academic Affairs, I am confident this that proposal will provide increasing opportunities for students to gain global workforce skills for their future studies and careers and will further the internationalization of curriculum and co-curriculum at Ivy Tech.

With 45 campuses and site locations across the state and serving nearly 160,000 students a year, Ivy Tech is the largest singly-accredited statewide community college system in the entire country. Ivy Tech's mission is to prepare Indiana residents to learn, live, and work in a diverse and globally competitive environment. The proposed project directly aligns with the college's mission and strategy, particularly on our expanded strategic plan launched this past January, "*Our Communities, Your College: Pathways for Student Success and a Stronger Indiana.*" Within this plan, Ivy Tech's goal is to assist Indiana to meet the goal of equipping 60% of the workforce with a high-value, post-secondary degree or credential by 2025.

The new Global Workforce Skills Certificate will provide students with specific training and learning in global skills, intercultural competencies, and international teamwork. This proposed certificate will thus allow Ivy Tech students to expand upon technical skills with additional competencies that provide a better understanding of the global environment and cultural realities that are essential to effectively operating in today's global marketplace. Ivy Tech will work with the leadership from their network of global studies faculty from across the state, and partners at Indiana University, to build the content for this Certificate. Through this partnership, Ivy Tech will seek approval from the Indiana Commission for Higher Education for this Certificate as a stand-alone completion. This will require demonstrating that it meets specific workforce needs

50 WEST FALL CREEK PARKWAY NORTH DRIVE  
INDIANAPOLIS, INDIANA 46208-5752  
1-888-IVY-LINE

(888-489-5463)  
PR/Award # P015A180142

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and can lead to employment. Ivy Tech envisions structuring this certificate so that it can be a “stepping stone” toward a technical certificate and/or an associate degree. This will allow students to use it as a building block toward a higher-level completion.

The Global Workforce Skills project will align with the work being done with Career and Technical Education high school programs in Indiana as part of the broader Global Employability Project. This integration of a K-12 component greatly complements and enhances the work done here at Ivy Tech and will strengthen the Indiana and U.S. workforce by integrating global skills and competencies across the technical education and career pipeline of Indiana.

The IUB Global and Area Studies Centers and the IU Center for International Business Education and Research have been a strong partner of Ivy Tech. Previously we have partnered to expand the college’s inventory of global language learning by developing coursework in Arabic, adding global content to nearly three dozen courses, and developing a general global studies certificate that is completed as a complement to existing degree programs. Our collaboration with the centers has been invaluable in many ways and I sincerely look forward to building on this partnership to build a more globally competent workforce across the entire state of Indiana. I therefore fully endorse their proposed projects in their Department of Education Title VI National Resource Center proposals.

Respectfully,



Dr. Russell D. Baker  
Vice President for Academic Affairs  
Ivy Tech Community College  
North Meridian Center  
50 W. Fall Creek Parkway Dr. N.  
Indianapolis, IN 46208



June 14, 2018

## INDIANA UNIVERSITY

SCHOOL OF EDUCATION

Office of the Dean

Dear Colleagues:

I am writing to express my support for the initiatives spearheaded by the area and global studies centers in Indiana University's School of Global and International Studies that are applying for Title VI funding this June. The School of Education is pleased to partner with the Title VI applicants to enhance the training and certification of K-12 teachers in the state of Indiana and beyond. As the premier institution that trains and certifies teachers in our state, the School of Education is enthusiastically supportive of the goals of this competition—to deepen the internationalization of our teacher training curriculum, advance K-12 world language instruction and certification, and bring engagement with cultures and societies into classrooms to develop skilled, knowledgeable, and engaged global citizens.

The School of Education has a long history of global research and international partnerships. Our Global Gateway for Teachers cultural immersion program is recognized as one of the most rigorous and innovative study abroad experiences among schools of education. Global Gateway places student teachers in 18 countries, national urban schools, and the Navajo Nation. We are thus firmly committed and well positioned to increase the number of graduates qualified to teach foreign languages by improving access to high-quality language instruction and to support the project goals of internationalizing the curriculum in Indiana school districts.

I am particularly pleased to collaborate on a new professional staff position, the Director of Global Education Initiatives, which will be jointly funded with the School of Global and International Studies (SGIS) and the Title VI centers at 100% FTE. In addition, the School of Education will provide administrative support through its Center for P-16 Research and Collaboration as well as the P-16 Center Director's time to supervise the position and serve as faculty liaison with other partners. This position's support for expanding language learning, internationalizing schools, providing teacher workshops and faculty development, engaging pre-service teachers in global and area studies, and increasing access to world language certification will be complemented by the development of a new Global Competency Certificate. This undergraduate certificate, a new degree that will be available to all IU undergraduates to achieve global competency and career readiness, marks yet another unique collaboration between the School of Education and SGIS. We are pleased to partner with SGIS and together build a stronger foundation for global learning, area studies, language learning, and career preparation on campus.

Our faculty looks forward to the outcomes of the activities we have planned, and I believe the investments we are making with support from the Title VI competition will have a lasting impact on the School of Education curriculum, instruction in world languages, area and global studies curriculum, and on the future teachers and citizens we will graduate.

Sincerely,

Terrence C. Mason  
Dean  
School of Education

## 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: \$213,417 Year 2: \$210,861 Year 3: \$215,733 Year 4: \$216,472

#### FLAS Request

Year 1: \$328,500 Year 2: \$328,500 Year 3: \$328,500 Year 4: \$328,500

### Type of Applicant

- Single institution Trustees of Indiana University, Institute for European Studies  
 Consortium of institutions  
 Lead \_\_\_\_\_  
 Partner 1 \_\_\_\_\_  
 Partner 2 \_\_\_\_\_  
 Partner 3 \_\_\_\_\_

### NRC (Center, Institute, Program) Focus

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

- |  |  |
|--|--|
| <input type="checkbox"/> AFRICA                          | <input type="checkbox"/> MIDDLE EAST                     |
| <input type="checkbox"/> CANADA                          | <input type="checkbox"/> PACIFIC ISLANDS                 |
| <input type="checkbox"/> EAST ASIA/PAN ASIA              | <input type="checkbox"/> RUSSIA, EASTERN EUROPE, EURASIA |
| <input checked="" 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.

Bosnian/Croatian/Serbian, Dutch, French, German, Modern Greek, Norwegian, Polish, Portuguese, Spanish

## Budget Narrative File(s)

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\* **Mandatory Budget Narrative Filename:**

[Add Mandatory Budget Narrative](#)

[Delete Mandatory Budget Narrative](#)

[View Mandatory Budget Narrative](#)

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To add more Budget Narrative attachments, please use the attachment buttons below.

[Add Optional Budget Narrative](#)

[Delete Optional Budget Narrative](#)

[View Optional Budget Narrative](#)

**Itemized Budget**

**Comprehensive NRC/FLAS: Institute for European Studies**  
**Organization: Trustees of Indiana University**  
**Project Performance Period: 2018-2022**

Category	Priority No.	Page No.	Year 1 2018-2019	Year 2 2019-2020	Year 3 2020-2021	Year 4 2021-2022	Years 1-4 Total
<b>1. PERSONNEL</b>							
<b>A. Language Instruction</b>							
1. Dutch Language Teaching Assistant (TBD) To assist with Beginning, Intermediate, Advanced levels (especially oral proficiency) \$25/hr, 20 hrs/week, 32 wks/year	AP2, CPP2	3, 4	16,000	0	16,480	0	32,480
2. LCTL Instructional Support Coordinator (TBD) To develop and broaden online course delivery for LCTL courses facilitating a greater number of students reached and sustaining course offerings in Dutch, Modern Greek and Norwegian \$20/hr, 29 hours/week, 35 wks/yr	AP2, CPP2	3, 4, 5	20,300	20,909	21,536	22,182	84,927
3. Modern Greek Language Teaching Assistant (TBD) To assist with Beginning, Intermediate, Advanced levels (especially oral proficiency) \$25/hr, 20 hrs/week, 32 wks/year	AP 2, CPP2	3, 4	16,000	16,480	16,974	17,484	66,938
4. Norwegian Language Teaching Assistant (TBD) To assist with Beginning, Intermediate, Advanced levels (especially oral proficiency) \$25/hr, 20 hrs/week, 32 wks/year	AP 2, CPP2	3	0	16,000	0	16,480	32,480
<b>Subtotal, Language Instruction</b>			<b>52,300</b>	<b>53,389</b>	<b>54,990</b>	<b>56,146</b>	<b>216,825</b>

**B. Area and Other Instruction**

1. Study Abroad Course Development (G. May) To create curriculum and itinerary for Summer in Norway Program planned for 2020 as part of the IU Bicentennial observation 2.5 weeks of summer salary (0.58 summer month effort)	AP 1 & 2	6	3,536	0	0	0	3,536
2. Area Studies Content Coordinator (TBD) To increase dissemination of European content by recruitment of faculty and content specialists, development of curriculum and lesson plans, development and creation of content for Globally Ready Digital Toolbox, orientation modules for Global Gateway Teachers Program and serve as a resource for MSI faculty 15 hours per week \$25 per hour/40 weeks	AP 1 & 2	12	15,000	15,450	15,914	16,391	62,755
<b>Subtotal, Area and Other Instruction</b>			<b>18,536</b>	<b>15,450</b>	<b>15,914</b>	<b>16,391</b>	<b>66,291</b>

**C. Outreach Personnel**

1. Outreach Graduate Research Assistant  Outreach support for programming and coordination of educational and public outreach projects, including event organization, preparation of text for outreach materials, publicity coordination, content development for EURO's Across the Pond blog posts on European current events, and management of distanced synchronous K-12 presentations on the CILC learning platform .50 FTE 100% stipend SGIS insitutional commitment of AY tuition remission	AP 1 & 2	16	16,000	16,000	16,000	16,000	64,000
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<p>2. School of Education Global Education Initiatives Director</p> <p>Joint appointment between SGIS and the School of Education (SOE). This position will expand efforts to internationalize P-16 education in Indiana by working with in-service and pre-service teachers, elementary and secondary school leaders, and schools of education faculty to strengthen area studies and language learning in Indiana curriculum. Focus on teacher/principal training; adding global/international elements into curriculum with partners; and will assist with employability initiatives for high-school students. This is a joint initiative across IU area studies centers. Support is shared amongst the IU area studies centers and the SOE.</p> <p>Shared annual salary with 8.63% effort portion with a 3% increase</p>	<p>AP 1 &amp; 2, CPP2</p>	<p>11</p>	<p>4,500</p>	<p>4,635</p>	<p>4,774</p>	<p>4,917</p>	<p>18,826</p>
<p>3. Global Employability Initiative Coordinator</p> <p>Part-time coordinator for the SGIS Global Employability Initiative will integrate global competencies across technical education in Indiana, with a focus on developing a Global Workforce Skills certificate at Ivy Tech Community College system of Indiana and integrating global skills in the curriculum of Indiana's Career and Technical Education high school programs. Support is shared amongst other IU area studies centers and CIBER for this position.</p> <p>EURO portion: \$2,150 with a 3% increase (\$18/hour, 29 hours/week, 48 weeks)</p>	<p>AP 1, CPP1</p>	<p>14</p>	<p>2,150</p>	<p>2,215</p>	<p>2,281</p>	<p>2,349</p>	<p>8,995</p>
<p>4. Bridges Coordinator</p> <p>Bridges: Children, Languages, World is a joint initiative of SGIS global/area studies centers that provides language and cultural instruction to young learners in community settings, while also offering professional development opportunities for IU LCTL student volunteers who deliver sessions on individual languages.</p> <p>EURO portion: 140 hours @ \$20/hour</p>	<p>AP 1 &amp; 2, CPP2</p>	<p>8</p>	<p>2,800</p>	<p>2,800</p>	<p>2,800</p>	<p>2,800</p>	<p>11,200</p>

<p>5. International Outreach Coordinator (D. Hutton)                  Joint initiative with other SGIS area centers in Y1 for Deborah Hutton, current international outreach coordinator for SGIS, to complete work on the Internationalizing the Academic Standards of Indiana Project and assist with transition of duties to new International Education Outreach Administrator, a new full-time position funded by SGIS.                  EURO portion of one semester: 50 hours @ \$20/hour</p>	<p>AP 1 &amp; 2, CPP 2</p>	<p>11</p>	<p>1,000</p>	<p>0</p>	<p>0</p>	<p>0</p>	<p>1,000</p>					
<p><b>Subtotal, Outreach</b></p>			<p><b>26,450</b></p>	<p><b>25,650</b></p>	<p><b>25,855</b></p>	<p><b>26,066</b></p>	<p><b>104,021</b></p>					
<p><b>D. Other - Administrative</b></p>												
<p>1. Editorial Graduate Assistant                  Technical support for programming and project coordination for EURO's website, graphic design projects, newsletter and social media platforms                  .50 FTE 20 hour per week G901 senior grad student with no tuition remission</p>	<p>AP 1</p>	<p>16</p>	<p>16,000</p>	<p>16,000</p>	<p>16,000</p>	<p>16,000</p>	<p>64,000</p>					
<p><b>Subtotal, Other - Administrative</b></p>			<p><b>16,000</b></p>	<p><b>16,000</b></p>	<p><b>16,000</b></p>	<p><b>16,000</b></p>	<p><b>64,000</b></p>					
<p><b>Personnel Subtotal</b></p>			<p><b>113,286</b></p>	<p><b>110,489</b></p>	<p><b>112,759</b></p>	<p><b>114,603</b></p>	<p><b>451,137</b></p>					
<p><b>2. FRINGE BENEFITS</b></p>	<table border="1"> <tr> <th>Year 1</th> <th>Year 2</th> <th>Year 3</th> <th>Year 4</th> </tr> </table>				Year 1	Year 2	Year 3	Year 4				
Year 1	Year 2	Year 3	Year 4									
<p>Academic 10 month or 12 month Faculty                  Category Ltr. with Personnel #: C2</p>	<p>fringe: 38.09%</p>				<p>1,714</p>	<p>1,765</p>	<p>1,818</p>	<p>1,873</p>	<p>7,170</p>			
<p>Salary Total by Year:</p>	<p>4,500</p>	<p>4,635</p>	<p>4,774</p>	<p>4,917</p>								
<p>Summer 10 month Faculty                  Category Ltr. with Personnel #: B1 (Yr 1 only)</p>	<p>fringe: 25.92%</p>				<p>917</p>	<p>0</p>	<p>0</p>	<p>0</p>	<p>917</p>			
<p>Salary Total by Year:</p>	<p>3,536</p>	<p>0</p>	<p>0</p>	<p>0</p>								
<p>Hourly Assistance                  Non-Student at More than 1,000 annual hours                  Category Ltr. with Personnel #: A2, C3, C5</p>	<p>fringe: 19.29%</p>				<p>4,524</p>	<p>4,461</p>	<p>4,594</p>	<p>4,732</p>	<p>18,311</p>			
<p>Salary Total by Year:</p>	<p>23,450</p>	<p>23,124</p>	<p>23,817</p>	<p>24,531</p>								
<p>Non-Student at Less than 1,000 annual hours                  Category Ltr. with Personnel #: B2</p>	<p>fringe: 6.61%</p>				<p>992</p>	<p>1,021</p>	<p>1,052</p>	<p>1,083</p>	<p>4,148</p>			

Student	Salary Total by Year:	15,000	15,450	15,914	16,391							
	fringe:			6.61%			2,300	2,332	2,396	2,430	9,458	
	Category Ltr. with Personnel #s:	A1, A3, A4, C4										
	Salary Total by Year:	34,800	35,280	36,254	36,764							
Graduate Student Research Assistants	Salary	fringe set by IU - see schedule below										
	Category Ltr. with Personnel #s:	C1, D1										
	Salary Total by Year:	32,000	32,000	32,000	32,000							
	Overall Salary Total Per Year:	113,286	110,489	112,759	114,603							
Graduate Student Research Assistants (fellow non-hourly) Health Insurance Schedule												
		Year 1	Year 2	Year 3	Year 4							
	Set Health Insurance Rates by AY	3,500	3,849	4,234	4,658		7,000	7,698	8,468	9,316	32,482	
	# of graduate student research assistants per year	2	2	2	2							
Fringe benefit rates are set by the Indiana University Board of Trustees each annual fiscal period according to employee classification.												
<b>Fringe Benefits Subtotal</b>							<b>17,447</b>	<b>17,277</b>	<b>18,328</b>	<b>19,434</b>	<b>72,486</b>	
<b>3. TRAVEL</b>												
<b>A. Foreign Travel</b>												
<b>1. Curriculum and Professional Development Travel</b>												
Foreign travel by faculty, librarians, & outreach staff to varied destinations for curriculum and professional development.						AP 1 & 2	15	6,000	6,000	6,000	6,000	24,000
4 travel awards @ \$1,500 per person (per year estimate breakdown: transportation \$2,800; lodging \$2,000; per diem \$1,200)												
<b>2. Curriculum Development Travel for Norway Study Abroad Program</b>												
Foreign travel by Dr. May to finalize logistics and planning to establish summer study abroad program in Y1.						AP 1	6	1,500	0	0	0	1,500
1 trip @ \$1,500 (Y1 estimate breakdown: transportation \$700; lodging \$500; per diem \$300)												

<p><b>3. Berlin Gateway Travel</b>                  Supplemental travel expenses to the IU Berlin Gateway hosted Africa in Europe Symposium to pay lodging costs of 4 IU faculty @ \$3000 (\$750 per person for 5 day trip). Roundtrip airfare will be covered by the IU Office of the Vice President of International Affairs. The Y4 symposium is a collaborative endeavor with ASP, CGC, and Bayreuth University.</p> <p>4 individual supplements/trips @ \$750 per faculty member in Y4  <i>(Y4 estimate breakdown: lodging \$3,000)</i></p>	<p>AP 1</p>	<p>14</p>	<p>0</p>	<p>0</p>	<p>0</p>	<p>3,000</p>	<p>3,000</p>
<p><b>4. Global Gateway Teacher Training Program (Joint SOE Initiative)</b>                  Foreign travel by Dr. Stachowski to establish international partnerships to expand training program to the top 2 requested countries by pre-service teachers surveyed (France - Y2, Germany -Y3) and to expand Norway-Y4 offerings to include an urban location in Oslo.</p> <p><i>(Y2-Y4 estimate breakdown: transportation \$700; lodging \$500; per diem \$300)</i></p>	<p>AP 1 &amp; 2, CPP2</p>	<p>10</p>	<p>0</p>	<p>1,500</p>	<p>1,500</p>	<p>1,500</p>	<p>4,500</p>
<p><b>Subtotal Foreign Travel</b></p>			<p><b>7,500</b></p>	<p><b>7,500</b></p>	<p><b>7,500</b></p>	<p><b>10,500</b></p>	<p><b>33,000</b></p>
<p><b>B. Domestic Travel</b></p>							
<p><b>1. Administrative Personnel Travel for ED Title VI Meetings</b>                  Transportation, lodging and per diem for administrative staff to attend the US Dept. of Education Title VI meeting .                  Y1: \$750 per 2 Staff members for a 3-day trip  <i>(Y1 estimate breakdown: transportation \$630; lodging \$600; per diem \$270)</i></p>			<p>1,500</p>	<p>0</p>	<p>0</p>	<p>0</p>	<p>1,500</p>
<p><b>2. Faculty Curriculum and Professional Development Travel</b>                  Domestic travel by faculty, librarians, &amp; outreach staff to varied destinations for post-secondary institution outreach or to attend conferences for professional development.                  4 individuals/trips or awards @ \$750 per traveler  <i>(per year estimate breakdown: transportation \$1,200; lodging \$1,200; per diem \$600)</i></p>	<p>AP 1</p>	<p>15</p>	<p>3,000</p>	<p>3,000</p>	<p>3,000</p>	<p>3,000</p>	<p>12,000</p>

<b>3. Faculty Travel to attend Language for Specific Purposes Conference (CIBER)</b>	AP 1 & 2	7	0	1,000	0	1,000	2,000
Support for one faculty member or advanced PhD student to attend biennial language workshop in conjunction with CIBER. The LSP Conference will only occur in Y2 and Y4 of the grant cycle. The next conference in Y2 will be held at the University of North Carolina-Charlotte. This is especially useful to faculty who plan to develop an LSP course at IU.  (Y2 & Y4 estimate breakdown: transportation \$450; lodging \$300; per diem \$250)							
<b>4. Outreach Travel to present Teacher Training Workshops &amp; Presentations</b> In-state travel to and from workshop locations annually to cover expenses for SOE Global Education Initiatives Director, Global Gateway Director and EURO outreach presenters and staff. (per year estimate breakdown: transportation \$1,000)	AP 1 & 2, CPP2	11	1,000	1,000	1,000	1,000	4,000
<b>Subtotal, Domestic Travel</b>			5,500	5,000	4,000	5,000	19,500
<b>Travel Subtotal</b>			13,000	12,500	11,500	15,500	52,500
<b>4. EQUIPMENT</b>							
<b>5. SUPPLIES</b>							
<b>A. Library Acquisitions</b>	AP 1	4	3,000	3,000	3,000	3,000	12,000
Support is requested to procure materials published in LCTL European languages for special collections to enhance language learning and area studies.							

<b>B. Teaching and Outreach Aids</b>					AP 2	3	1,700	3,700	1,700	1,700	8,800
Includes material production expenses and copy right fees to digitize material objects for inclusion in the Global Digital Toolbox in Y2 (\$2000). To support LCTL instruction in Dutch, Modern Greek and Norwegian, \$1200 (\$400/language) is requested per year for teaching and training supplies, such as workbooks, films, and video modules for LCTL Instructor Online Orientation modules. To support online LCTL instruction development, and creation of online modules throughout the grant cycle, \$500 is requested per year for computer supplies, including software, USB drives, and tablets.											
	Teaching Supplies	1,200	1,200	1,200	1,200						
	Computer Supplies	500	500	500	500						
	Project Supplies	0	2,000	0	0						
<b>C. Program-Related Materials and Supplies</b>							500	500	500	500	2,000
Printing and duplicating needs for events, workshops and conferences, Y1-Y4.											
	Printing and Duplicating	500	500	500	500						
<b>Supplies Subtotal</b>							<b>5,200</b>	<b>7,200</b>	<b>5,200</b>	<b>5,200</b>	<b>22,800</b>
<b>6. CONTRACTUAL</b>							--	--	--	--	
None											
<b>7. CONSTRUCTION</b>							--	--	--	--	
Not Applicable											
<b>8. OTHER</b>											
		Year 1	Year 2	Year 3	Year 4						
<b>A. Teacher Training Programs</b>											
<b>1. Center for Language Excellence Pedagogy Workshops in LCTLs</b>					AP 1 & 2	6	500	500	500	500	2,000
To provide 2 workshops annually for language faculty, lecturers and teaching assistants. \$500 per year (Y1-Y4) EURO will support a series of CLE-administered professional development workshops. \$250 is requested for one workshop per semester during the grant cycle. The primary workshop goal is to set proficiency targets for languages without existing national standards. Subsequent workshops will be devoted to designing curricular pathways to follow to reach each proficiency target at each level.											
	Supplemental/Summer Pay or Honoraria	250	250	250	250						
	Non-Employee Travel	250	250	250	250						

<b>2. Business in Language Learning Plan Workshops and Scenarios &amp; Training Workshop (IU-CIBER Joint Initiative)</b>					AP 1 & 2	6,7,11	1,000	1,000	1,000	1,000	4,000
Two-week training workshop for language instructors on implementing a World Language Curriculum Framework that Incorporates Business. This joint initiative with area study centers, CIBER and NALRC will develop practices for incorporating business content into all levels of language learning, regardless of the target language. Funds will enable one PhD student from EURO's area of study to attend in Y1-Y4.											
Non-Employee Travel	1,000	1,000	1,000	1,000							
<b>3. Modern Greek Pedagogy Workshop 2020</b>					AP 1 & 2	7,8	0	3,500	0	0	3,500
Training workshop for teachers of Greek language at the College level to be held during the Modern Greek Studies Association biennial conference at IU in Y2.											
Supplemental/Summer Pay or Honoraria	0	1,000	0	0							
Non-Employee Travel	0	2,000	0	0							
Space Rental	0	500	0	0							
<b>4. EURO Teacher Workshops for K-12 in Conjunction with SOE</b>					AP 1 & 2, CPP2	11	2,700	2,700	2,700	2,700	10,800
Social Studies workshops focusing on the academic standards will be offered 4 times annually in partnership with 3 other area studies centers. Funds are requested to cover substitute pay (\$90 x 20 substitutes, facility rental cost of \$300, \$150 x 4 for EURO specific presenter honoraria) per year. Collaborating centers rotate the substitute and facility costs. As there will be limited time to provide training to the teachers during this one-day training, support towards food for the participants is requested so that there can be consistent sessions on how to provide curriculum at \$300.											
Supplemental/Summer Pay or Honoraria	2,100	2,100	2,100	2,100							
Outreach Participant Hospitality	300	300	300	300							
Space Rental	300	300	300	300							

<b>5. Language &amp; Cultural Competencies Teacher Training for the Global Gateway Teachers Program (Joint SoE Initiative)</b>					AP 1 & 2, CPP2	9, 10	1,250	250	1,250	250	3,000
Funds are requested to develop overseas orientation modules for pre-service teachers to European countries, and to support annual recruitment events. Modules will be developed in Y1 (\$1,000 in supplemental pay to faculty content specialists) and updated in Y4 (\$1,000). \$250 for recruitment events is requested for Y1-Y4.											
Recruitment Non-Employee Travel	250	250	250	250							
Supplemental/Summer Pay or Honoraria	1,000	0	1,000	0							
<b>Subtotal, Teacher Training Programs</b>							<b>5,450</b>	<b>7,950</b>	<b>5,450</b>	<b>4,450</b>	<b>23,300</b>
	Year 1	Year 2	Year 3	Year 4							
<b>B. Language Instruction Programs</b>											
<b>1. Language &amp; Culture Modules (IU-CIBER Joint Initiative)</b>					AP 1 & 2	5	0	0	2,000	2,000	4,000
A joint initiative of EURO, CIBER, CeLT and other area studies centers to develop modules in Dutch (Y3) and Modern Greek (Y4). Instructors or advanced PhD students develop and produce video modules on language and culture for each country, each participating instructor is paid \$2,000 (CIBER splits the cost with EURO for 2 instructors per year Y3-Y4).											
Supplemental/Summer Pay or Honoraria	0	0	2,000	2,000							
<b>2. Dutch/ Modern Greek/Norwegian online content development</b>					AP 1	2,3,4,5,6	1,500	1,500	1,500	1,500	6,000
Professional service and production fees for video production and audio interview production to develop content for online instruction in three LCTLs. \$1,500 are requested Dutch (Y1/Y3), Modern Greek (Y1-Y4), and Norwegian (Y2/Y4).											
Professional Service/Consulting fees	1,500	1,500	1,500	1,500							

<b>3. LCTL Proficiency Testing Support</b>											
To reimburse Indiana Department of Education students for testing fees via consulting agreements for students taking proficiency exams in LCTLs to obtain a Certificate of Multilingual Proficiency. Funds are requested for both the IB exam and WPT & OPI as examples of the proficiency testing options (Y1-Y4: \$1,200 for 10 fees at \$120).						8	1,200	1,200	1,200	1,200	4,800
	exam (120*5)	600	600	600	600						
	WPT & OPI (by computer) (120*5)	600	600	600	600						
<b>4. Business is Global (BIG) Summer Institute for HS students with IU-CIBER</b>					AP 1	8	2,500	0	2,500	0	5,000
Joint partnership with CIBER and other IU Area Studies Centers. EURO's specific contribution will create three-day language and culture components to introduce high school students across the country to Dutch and Modern Greek culture and language, supplemented by a one-day showcase of Norwegian. \$2,500 for Y1 in Dutch, and \$2,500 in Y3 for Modern Greek.											
	Supplemental/Summer Pay or Honoraria	2,000	0	2,000	0						
	Project Supplies	500	0	500	0						
<b>Subtotal, Language Instruction Programs</b>							<b>5,200</b>	<b>2,700</b>	<b>7,200</b>	<b>4,700</b>	<b>19,800</b>
<b>C. Curriculum Internationalization Programs</b>											
<b>1. ICAB III European Content Development</b>					AP 1 & 2, CPP1	12, 13	2,000	2,000	2,000	2,000	8,000
Collaboration between IUB faculty and MSI/CC faculty who wish to incorporate more European content in their courses using digital technology and online resources. Support for supplies, travel or direct honoraria for participating faculty. \$1000 per year per faculty member for total of \$2000 in Y1-Y4.											
	\$50/hr 20 hours/person/semester for one course										
	Consulting fees or Honoraria	2,000	2,000	2,000	2,000						

<b>2. Institute for Curriculum and Campus Internationalization (ICCI)</b>					<b>CPP1</b>	13	3,800	3,800	3,800	3,800	15,200
<p>ICCI is a joint initiative managed by the CGC along with the IU area studies centers in partnership with the Center for Innovative Teaching and Learning (CITL), the Office of the Vice President of International Affairs (OVPIA), and the Association of American Colleges and Universities (AAC&amp;U). The annual conference helps faculty and staff of higher education institutions, including community colleges and MSIs, learn how to internationalize their campuses, programs, curricula, and courses. Funds are requested to pay for speaker honoraria fees and speaker travel at \$2,000 each year (\$1,500/speaker) and non-employee travel (\$500/trip), as well as annual support for 2 MSI and CC faculty to participate at \$1,800 in Y1-Y4.</p>											
	Consulting fees or Honoraria	2,000	2,000	2,000	2,000						
	Non-Employee Travel	1,800	1,800	1,800	1,800						
<b>3. Lotus World Music Festival Support annually</b>					<b>AP 1</b>	16	1,000	1,000	1,000	1,000	4,000
Annual support of artist and performer fees for performances related to Europe											
	Contractual Services	1,000	1,000	1,000	1,000						
<b>Subtotal, Curriculum Development Programs</b>							<b>6,800</b>	<b>6,800</b>	<b>6,800</b>	<b>6,800</b>	<b>27,200</b>
<b>D. Other Outreach Projects</b>											
<b>1. Digital Toolbox content research</b>					<b>AP 1 &amp; 2</b>	10, 11	0	5,000	5,000	0	10,000
<p>Faculty support via honoraria or supplemental pay to create content modules (2 each semester/expert at \$1250) for \$5000 in Y2 and Y3. The Digital Toolbox is a collaborative project of CLACS, ASP and EURO which will provide regionally specific online classroom resources. Our goal is to make four artifacts (broadly defined as a signifying object, event, institution, practice, etc) available in Y2, Y3, and Y4 (twelve total), with each accompanied by three supporting pedagogical components (a study guide for a reading or film; a lecture; a powerpoint; etc), yielding 12 components per year and 36 over the entirety of the grant.</p>											
	Professional service fees or Honoraria	0	5,000	5,000	0						

<b>2. Global Employability Initiative</b>					<b>AP 1 &amp; 2, CCP1</b>	14	500	500	500	500	2,000
Joint project aims to strengthen the Indiana and U.S. workforce by integrating global skills and competencies across the technical education and career pipeline of Indiana. Collectively this initiative will better prepare Indiana and the U.S. citizens for the global world. Funds to support for a summer workshop (\$500) are requested Y1-Y4.											
Consulting fees or Honoraria	500	500	500	500							
<b>3. Midwest Model European Union Simluation</b>					<b>AP 1, CPP1</b>	13,14	2,000	6,500	6,500	6,500	21,500
3-day simulation of the EU for collegiate and high school students and to offset travel expenses to encourage participation by MSIs. (\$2000 in travel reimbursement for Y1-Y4) (\$4000 in Y3-Y4 for honoraria \$1,000/year, speaker travel \$1,000/year, and \$2,500 space rental/year)											
Professional service fees or Honoraria	0	1,000	1,000	1,000							
Non-Employee Travel	2,000	3,000	3,000	3,000							
Space Rental	0	2,500	2,500	2,500							
<b>4. Islam in Europe Lecture Series</b>					<b>AP 1</b>	14	1,500	1,500	1,500	1,500	6,000
Invited guest speaker on Islam in the context of European perspectives in collaboration with the Islamic Studies Program - OPEN TO PUBLIC. (\$200 promotion, \$500 honoraria, \$800 non-employee travel per year for Y1-Y4)											
Promotional Advertising	200	200	200	200							
Professional service fees or Honoraria	500	500	500	500							
Non-Employee Travel	800	800	800	800							
<b>5. Poland and Its Centenary Symposium</b>					<b>AP 1</b>	14	8,750	0	0	0	8,750
Support for symposium with 5 invited speakers (5 @\$500 honoraria, travel 3 domestic @\$750 and 2 international @ \$1875) for a total of \$8750 in conjunction with the IU Polish Studies Cente r- OPEN TO PUBLIC											
Promotional Advertising	250	0	0	0							
Professional service fees or Honoraria	2,500	0	0	0							
Non-Employee Travel	6,000	0	0	0							

<b>6. Displaced Africans Working Group and Conference</b>				AP 1	14	0	0	3,500	0	3,500
Working group with invited speaker every year and Y4 workshop in Berlin at IU Global Gateway. This is joint initiative with IU African Studies Program and Center for the Study of Global Change. Funds are requested in Y3 towards honoraria at \$1,500/yr and non-employee travel at \$2,000/yr for two visiting scholars to attend the working group's planning meeting of the Y4 summative event at the Berlin Gateway in Y4 (see 3.A.3 & 8.D.7).										
Professional service fees or Honoraria	0	0	1,500							
Non-Employee Travel	0	0	2,000							
<b>7. Berlin Gateway Workshop</b>				AP 1	14	0	0	0	2,000	2,000
Africa Migration in Europe Research Symposium with University of Bayreuth Collaboration with support needed for non-employee travel to cover lodging expenses for European scholars to attend. \$2,000 in non-employee travel for 4 participants is requested.										
Non-Employee Travel	0	0	0						2,000	2,000
<b>Subtotal, Interdisc. Workshops and Conferences</b>						<b>12,750</b>	<b>13,500</b>	<b>17,000</b>	<b>10,500</b>	<b>53,750</b>
<b>F. Evaluation and Other Costs</b>										
1. Program Evaluation Assessment (TPMA)						18,698	17,048	15,738	19,472	70,956
<b>Subtotal, Other Projects</b>						<b>18,698</b>	<b>17,048</b>	<b>15,738</b>	<b>19,472</b>	<b>70,956</b>
<b>Other Subtotal</b>						<b>48,898</b>	<b>47,998</b>	<b>52,188</b>	<b>45,922</b>	<b>195,006</b>
<b>9. Subtotal Direct Costs</b>						<b>197,831</b>	<b>195,464</b>	<b>199,975</b>	<b>200,659</b>	<b>793,929</b>
<b>10. Indirect Costs, 8% of Base</b>						<b>15,586</b>	<b>15,397</b>	<b>15,758</b>	<b>15,813</b>	<b>62,554</b>
<b>Total NRC Costs</b>						<b>213,417</b>	<b>210,861</b>	<b>215,733</b>	<b>216,472</b>	<b>856,483</b>

**FLAS Fellowships**

	Number	Year 1 2018-2019	Year 2 2019-2020	Year 3 2020-2021	Year 4 2021-2022	Years 1-4 Total
<b>Academic Year Graduate Fellowships</b>						
Academic year institutional payments @ \$18,000/each	7	126,000	126,000	126,000	126,000	504,000
Academic year subsistence allowances @ \$15,000/each	7	105,000	105,000	105,000	105,000	420,000
<b>Total, Academic Year Graduate:</b>	<b>7</b>	<b>231,000</b>	<b>231,000</b>	<b>231,000</b>	<b>231,000</b>	<b>924,000</b>
<b>Academic Year Undergraduate Fellowships</b>						
Academic year institutional payments @ \$10,000/each	2	20,000	20,000	20,000	20,000	80,000
Academic year subsistence allowances @ \$5,000/each	2	10,000	10,000	10,000	10,000	40,000
<b>Total, Academic Year Undergraduate:</b>	<b>2</b>	<b>30,000</b>	<b>30,000</b>	<b>30,000</b>	<b>30,000</b>	<b>120,000</b>
<b>Summer Fellowships</b>						
Summer year institutional payments @ \$5,000/each	9	45,000	45,000	45,000	45,000	180,000
Summer year subsistence allowances @ \$2,500/each	9	22,500	22,500	22,500	22,500	90,000
<b>Total, Summer:</b>	<b>9</b>	<b>67,500</b>	<b>67,500</b>	<b>67,500</b>	<b>67,500</b>	<b>270,000</b>
<b>Total FLAS Training Stipends Requested</b>		<b>328,500</b>	<b>328,500</b>	<b>328,500</b>	<b>328,500</b>	<b>1,314,000</b>

EURO is requesting 9 Academic Year (2 UG and 7 GRAD) and 9 (mixed UG and GRAD) Summer FLAS fellowships in each of the next 4 years. EURO requests approval for the following priority languages: Bosnian/Croatian/Serbian, Dutch, Modern Greek, Norwegian, Polish and Portuguese as well as advanced level study of French, German and Spanish. Selection criteria include academic potential, global career impact, national need, government service, and student financial need, among other criteria.

Funds are requested for each project year at \$328,500 for a total of \$1,314,000.

**COLLEGES AND UNIVERSITIES RATE AGREEMENT**

EIN: 1356001673A1

DATE:06/15/2015

ORGANIZATION:

FILING REF.: The preceding  
agreement was dated  
06/20/2011

Indiana University

Bryan Hall 212

Bloomington, IN 47405-1201

The rates approved in this agreement are for use on grants, contracts and other agreements with the Federal Government, subject to the conditions in Section III.

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**SECTION I: Facilities And Administrative Cost Rates**

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RATE TYPES:      FIXED                  FINAL                  PROV. (PROVISIONAL)      PRED. (PREDETERMINED)

EFFECTIVE PERIOD

<u>TYPE</u>	<u>FROM</u>	<u>TO</u>	<u>RATE(%)</u>	<u>LOCATION</u>	<u>APPLICABLE TO</u>
PRED.	07/01/2011	06/30/2012	55.00	On Campus	Organized Research
PRED.	07/01/2012	06/30/2015	56.00	On Campus	Organized Research
PRED.	07/01/2011	06/30/2015	47.50	On Campus	Instruction
PRED.	07/01/2011	06/30/2015	32.00	On Campus	Other Sponsored Activities
PRED.	07/01/2011	06/30/2015	26.00	Off Campus	All Programs
PRED.	07/01/2015	06/30/2017	56.00	On Campus	Organized Research
PRED.	07/01/2017	06/30/2019	57.50	On Campus	Organized Research
PRED.	07/01/2015	06/30/2019	47.50	On Campus	Instruction
PRED.	07/01/2015	06/30/2019	32.00	On Campus	Other Sponsored Activities
PRED.	07/01/2015	06/30/2019	26.00	Off Campus	All Programs

ORGANIZATION: Indiana University  
AGREEMENT DATE: 6/15/2015

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<u>TYPE</u>	<u>FROM</u>	<u>TO</u>	<u>RATE (%)</u>	<u>LOCATION</u>	<u>APPLICABLE TO</u>
PROV.	07/01/2019	06/30/2021			Use same rates and conditions as those cited for fiscal year ending June 30, 2019.

\*BASE

Modified total direct costs, consisting of all direct salaries and wages, applicable fringe benefits, materials and supplies, services, travel and up to the first \$25,000 of each subaward (regardless of the period of performance of the subawards under the award). Modified total direct costs shall exclude equipment, capital expenditures, charges for patient care, rental costs, tuition remission, scholarships and fellowships, participant support costs and the portion of each subaward in excess of \$25,000. Other items may only be excluded when necessary to avoid a serious inequity in the distribution of indirect costs, and with the approval of the cognizant agency for indirect costs.

ORGANIZATION: Indiana University

AGREEMENT DATE: 6/15/2015

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**SECTION II: SPECIAL REMARKS**

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TREATMENT OF FRINGE BENEFITS:

The fringe benefits are specifically identified to each employee and are charged individually as direct costs. The directly claimed fringe benefits are listed below.

TREATMENT OF PAID ABSENCES

Vacation, holiday, sick leave pay and other paid absences are included in salaries and wages and are claimed on grants, contracts and other agreements as part of the normal cost for salaries and wages. Separate claims are not made for the cost of these paid absences.

OFF-CAMPUS DEFINITION: For all activities performed in facilities not owned by the institution and to which rent is directly allocated to the project(s), the off-campus rate will apply. Actual costs will be apportioned between on-campus and off-campus components. Each portion will bear the appropriate rate.

Equipment Definition: Equipment means an article of nonexpendable, tangible personal property having a useful life of more than one year and an acquisition cost of \$5,000 or more per unit.

FRINGE BENEFITS:

FICA	Retirement
Life Insurance	Tuition Remission
TIAA/CREF	Worker's Compensation
Health Insurance	Unemployment Insurance
Long Term Disability	Fringe Benefit Administration
Employee Fee Courtesy (Faculty & Staff Fee Discount)	

The next proposal based on actual costs for the fiscal year ending 06/30/2018 is due in our office by 12/31/2018.

ORGANIZATION: Indiana University

AGREEMENT DATE: 6/15/2015

**SECTION III: GENERAL**

**A. LIMITATIONS:**

The rates in this Agreement are subject to any statutory or administrative limitations and apply to a given grant, contract or other agreement only to the extent that funds are available. Acceptance of the rates is subject to the following conditions: (1) Only costs incurred by the organization were included in its facilities and administrative cost pools as finally accepted; such costs are legal obligations of the organization and are allowable under the governing cost principles; (2) The same costs that have been treated as facilities and administrative costs are not claimed as direct costs; (3) Similar types of costs have been accorded consistent accounting treatment; and (4) The information provided by the organization which was used to establish the rates is not later found to be materially incomplete or inaccurate by the Federal Government. In such situations the rate(s) would be subject to renegotiation at the discretion of the Federal Government.

**B. ACCOUNTING CHANGES:**

This Agreement is based on the accounting system purported by the organization to be in effect during the Agreement period. Changes to the method of accounting for costs which affect the amount of reimbursement resulting from the use of this Agreement require prior approval of the authorized representative of the cognizant agency. Such changes include, but are not limited to, changes in the charging of a particular type of cost from facilities and administrative to direct. Failure to obtain approval may result in cost disallowances.

**C. FIXED RATES:**

If a fixed rate is in this Agreement, it is based on an estimate of the costs for the period covered by the rate. When the actual costs for this period are determined, an adjustment will be made to a rate of a future year(s) to compensate for the difference between the costs used to establish the fixed rate and actual costs.

**D. USE BY OTHER FEDERAL AGENCIES:**

The rates in this Agreement were approved in accordance with the authority in Title 2 of the Code of Federal Regulations, Part 200 (2 CFR 200), and should be applied to grants, contracts and other agreements covered by 2 CFR 200, subject to any limitations in A above. The organization may provide copies of the Agreement to other Federal Agencies to give them early notification of the Agreement.

**E. OTHER:**

If any Federal contract, grant or other agreement is reimbursing facilities and administrative costs by a means other than the approved rate(s) in this Agreement, the organization should (1) credit such costs to the affected programs, and (2) apply the approved rate(s) to the appropriate base to identify the proper amount of facilities and administrative costs allocable to these programs.

BY THE INSTITUTION:

Indiana University

(INSTITUTION)

(SIGNATURE)

(NAME)

(TITLE)

(DATE)

ON BEHALF OF THE FEDERAL GOVERNMENT:

DEPARTMENT OF HEALTH AND HUMAN SERVICES

(AGENCY)

(SIGNATURE)

Arif Karim

(NAME)

Director, Cost Allocation Services

(TITLE)

6/15/2015

(DATE) 5044

HHS REPRESENTATIVE: Ernest Kinneer

Telephone: (214) 767-3261

Arif M. Karim -S  
Digitally signed by Arif M. Karim -S  
DN: cn=Arif M. Karim -S, o=U.S. Government, ou=HHS, email=Arif.M.Karim@hhs.gov, c=US  
Date: 2015.06.15 16:31:51 -0500

**COMPONENTS OF PUBLISHED FACILITIES AND ADMINISTRATIVE RATES**

INSTITUTION: **Indiana University - 5044**

PERIOD COVERED BY RATE **JULY 1, 2015 through JUNE 30, 2019**

APPLICABLE TO: **ORGANIZED RESEARCH**

RATE COMPONENT:	FY 16-17	FY 18-19	<u>OFF CAMPUS</u>
	<u>ON CAMPUS</u>	<u>ON CAMPUS</u>	
Building Depreciation	5.1	5.4	
Equipment Depreciation	3.7	3.9	
Interest	2.0	2.1	
Operation & Maintenance	17.5	18.3	
Library	1.7	1.8	
Administration	26.0	26.0	26.0
<b>TOTAL</b>	<b>56.0</b>	<b>57.5</b>	<b>26.0</b>

\* Reflects provisions of Appendix III to Part 200 of Uniform Guidance—Indirect (F&A) Costs Identification and Assignment, and Rate Determination for Institutions of Higher Education (IHEs), C.8. dated December 26, 2013.

CONCURRENCE:

Indiana University - 5044  
 \_\_\_\_\_  
 (Institution)

*Mary Frances McCart*  
 \_\_\_\_\_  
 (Signature)

Mary Frances McCart  
 \_\_\_\_\_  
 (Name)

SVP, CFO & Treasurer  
 \_\_\_\_\_  
 (Title)

6-23-15  
 \_\_\_\_\_  
 (Date)