

U.S. Department of Education  
Washington, D.C. 20202-5335

**APPLICATION FOR GRANT  
UNDER THE**

**IFLE Fiscal Year (FY) 2014 National Resource Centers**

**CFDA # 84.015A and 84.015B**

**PR/Award #      P015A140008      P015B140008**

**University of California/Regents**



ORIGINAL

# Federal Forms

Application for Federal Assistance SF-424		
<b>* 1. Type of Submission:</b> <input type="checkbox"/> Preapplication <input checked="" type="checkbox"/> Application <input type="checkbox"/> Changed/Corrected Application	<b>* 2. Type of Application:</b> <input checked="" type="checkbox"/> New <input type="checkbox"/> Continuation <input type="checkbox"/> Revision	<b>* If Revision, select appropriate letter(s):</b> <input type="text"/> <b>* Other (Specify):</b> <input type="text"/>
<b>* 3. Date Received:</b> <input type="text"/>	<b>4. Applicant Identifier:</b> <input type="text"/>	
<b>5a. Federal Entity Identifier:</b> <input type="text"/>	<b>5b. Federal Award Identifier:</b> <input type="text"/>	
<b>State Use Only:</b>		
<b>6. Date Received by State:</b> <input type="text"/>	<b>7. State Application Identifier:</b> <input type="text"/>	
<b>8. APPLICANT INFORMATION:</b>		
<b>* a. Legal Name:</b> <input type="text" value="The Regents of the University of California"/>		
<b>* b. Employer/Taxpayer Identification Number (EIN/TIN):</b> <input type="text" value="94-6002123"/>	<b>* c. Organizational DUNS:</b> <input type="text" value="1247267250000"/>	
<b>d. Address:</b>		
<b>* Street1:</b> <input type="text" value="c/o Sponsored Projects Office"/>	<b>Street2:</b> <input type="text" value="2150 Shattuck Avenue, Suite 300"/>	
<b>* City:</b> <input type="text" value="Berkeley"/>	<b>County/Parish:</b> <input type="text"/>	
<b>* State:</b> <input type="text" value="CA: California"/>	<b>Province:</b> <input type="text"/>	
<b>* Country:</b> <input type="text" value="USA: UNITED STATES"/>	<b>* Zip / Postal Code:</b> <input type="text" value="94704-5940"/>	
<b>e. Organizational Unit:</b>		
<b>Department Name:</b> <input type="text"/>	<b>Division Name:</b> <input type="text"/>	
<b>f. Name and contact information of person to be contacted on matters involving this application:</b>		
<b>Prefix:</b> <input type="text" value="Mr."/> <b>* First Name:</b> <input type="text" value="Noam"/>	<b>Middle Name:</b> <input type="text"/>	
<b>* Last Name:</b> <input type="text" value="Pines"/>	<b>Suffix:</b> <input type="text"/>	
<b>Title:</b> <input type="text" value="Assistant Director"/>		
<b>Organizational Affiliation:</b> <input type="text" value="Sponsored Projects Office"/>		
<b>* Telephone Number:</b> <input type="text" value="510-642-0120"/>	<b>Fax Number:</b> <input type="text" value="510-642-8236"/>	
<b>* Email:</b> <input type="text" value="spo_grants_gov_lists.berkeley.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:**

84.015A/84.015B

CFDA Title:

National Resource Centers Program  
Foreign Language and Area Studies Fellowships Program

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

ED-Grants-053014.001/.002

\* Title:

National Resource Centers Program and Foreign Language and Area Studies Fellowships Program

**13. Competition Identification Number:**

Title:

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

Add Attachment

Delete Attachment

View Attachment

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

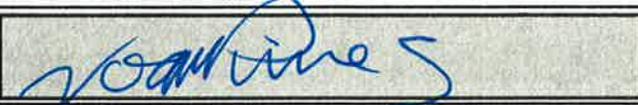
National Resource Centers Program and Foreign Language and Area Studies Fellowships Program

Attach supporting documents as specified in agency instructions.

Add Attachments

Delete Attachments

View Attachments

<b>Application for Federal Assistance SF-424</b>	
<b>16. Congressional Districts Of:</b>	
* a. Applicant: <input type="text" value="CA-013"/>	* b. Program/Project: <input type="text" value="CA-013"/>
Attach an additional list of Program/Project Congressional Districts if needed.	
<input type="text"/>	<input type="button" value="Add Attachment"/> <input type="button" value="Delete Attachment"/> <input type="button" value="View Attachment"/>
<b>17. Proposed Project:</b>	
* a. Start Date: <input type="text" value="08/15/2014"/>	* b. End Date: <input type="text" value="08/14/2018"/>
<b>18. Estimated Funding (\$):</b>	
* a. Federal	<input type="text" value="472,836.00"/>
* 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="472,836.00"/>
<b>* 19. Is Application Subject to Review By State Under Executive Order 12372 Process?</b>	
<input type="checkbox"/> a. This application was made available to the State under the Executive Order 12372 Process for review on <input type="text"/> .	
<input checked="" type="checkbox"/> b. Program is subject to E.O. 12372 but has not been selected by the State for review.	
<input type="checkbox"/> c. Program is not covered by E.O. 12372.	
<b>* 20. Is the Applicant Delinquent On Any Federal Debt? (If "Yes," provide explanation in attachment.)</b>	
<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
If "Yes", provide explanation and attach	
<input type="text"/>	<input type="button" value="Add Attachment"/> <input type="button" value="Delete Attachment"/> <input type="button" value="View Attachment"/>
<b>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)</b>	
<input checked="" type="checkbox"/> ** 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.	
<b>Authorized Representative:</b>	
Prefix: <input type="text" value="Mr."/>	* First Name: <input type="text" value="Noam"/>
Middle Name: <input type="text"/>	
* Last Name: <input type="text" value="Pines"/>	
Suffix: <input type="text"/>	
* Title: <input type="text" value="Assistant Director"/>	
* Telephone Number: <input type="text" value="510-642-8109 0120"/>	Fax Number: <input type="text" value="510-642-8236"/>
* Email: <input type="text" value="spo_grants_gov_lists.berkeley.edu"/>	
* Signature of Authorized Representative: 	* Date Signed: <input type="text" value="8/27/14"/>

**U.S. Department of Education  
Supplemental Information for the SF-424**

**1. Project Director:**

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

Address:

\* Street1:

Street2:

\* City:

County:

\* State:  \* Zip Code:  Country:

\* Phone Number (give area code):  Fax Number (give area code):

\* Email Address:

**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

**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) # (s):  1  2  3  4  5  6

No Provide Assurance #(s), 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.

**APPLICATION WORLD REGION OR THEMATIC FOCUS  
FY 2014-2017**

<b>Africa</b>	<input type="checkbox"/>
<b>Canada</b>	<input type="checkbox"/>
<b>East Asia</b>	<input type="checkbox"/>
<b>International</b>	<input type="checkbox"/>
<b>Latin America &amp; Caribbean</b>	<input type="checkbox"/>
<b>Middle East</b>	<input type="checkbox"/>
<b>Pacific Islands</b>	<input type="checkbox"/>
<b>Russia / Eastern Europe / Eurasia</b>	<input type="checkbox"/>
<b>South Asia</b>	<input type="checkbox"/>
<b>Southeast Asia</b>	<input type="checkbox"/>
<b>Western Europe / Europe</b>	<input checked="" type="checkbox"/>
<b>Other (specify) _____</b>	<input type="checkbox"/>

**APPLICATION TYPE**

<b>Comprehensive NRC and FLAS</b>	<input checked="" type="checkbox"/>
<b>Undergraduate NRC and FLAS</b>	<input type="checkbox"/>
<b>Comprehensive NRC only</b>	<input type="checkbox"/>
<b>Undergraduate NRC only</b>	<input type="checkbox"/>
<b>FLAS only</b>	<input type="checkbox"/>

**FLAS-ELIGIBLE LANGUAGES**  
**Performance-Based Instruction**  
**FY 2014 – 2017**

- A FLAS-Eligible language marked "Y" means that the language is currently available and students can apply for fellowships. Languages marked "Y" should be substantiated by the course list and the faculty biographical information.
- You may request FLAS eligibility for additional languages at any time during the 4-year grant cycle by submitting the justification, course description, and the instructor's CV.

<b>Language</b>	<b>Eligible Now? Y/N</b>
<b>Breton</b>	<b>Y</b>
<b>Catalan</b>	<b>Y</b>
<b>Danish</b>	<b>Y</b>
<b>Dutch</b>	<b>Y</b>
<b>Finnish</b>	<b>Y</b>
<b>French</b>	<b>Y</b>
<b>German</b>	<b>Y</b>
<b>Modern Greek</b>	<b>Y</b>
<b>Irish</b>	<b>Y</b>
<b>Italian</b>	<b>Y</b>
<b>Norwegian</b>	<b>Y</b>
<b>Portuguese</b>	<b>Y</b>
<b>Spanish</b>	<b>Y</b>
<b>Swedish</b>	<b>Y</b>
<b>Turkish</b>	<b>Y</b>
<b>Welsh</b>	<b>Y</b>
<b>Yiddish</b>	<b>Y</b>

## Information to Meet §602(e) Statutory Requirements

Sec. 602 (e) of the Title VI of the Higher Education Act of 1965, as amended states that applicant institutions desiring a grant under this section shall include the information below in their applications for funding. You may use this page or your own format to present this information. The supplemental information page(s) do not count against the project narrative page limitations. If the application is being submitted on behalf of a consortium, include responses for the lead institution and for the consortium partner(s).

- 1.) An explanation of how the activities funded by the grant will reflect diverse perspectives and a wide range of views and generate debate on world regions and international affairs.

The Institute of European Studies, as an Organized Research Unit within the University of California at Berkeley, a land-grant public institution, is a non-partisan, non-denominational institution that welcomes intellectual debate, diverse perspectives and a wide range of viewpoints. This commitment applies in teaching, research and public outreach activities and programs.

The UC Berkeley policy on openness and freedom to publish reads, “The University of California at Berkeley is committed to maintaining a teaching and research environment that is open for the free exchange of ideas among faculty and students in all forums—classrooms, laboratories, seminars, meetings, and elsewhere. Such an environment contributes to the progress of research in all disciplines. There can be no fundamental limitation on the freedom to publish as the result of accepting extramural research support....”

Because of this commitment, Berkeley does not accept classified research projects from any sponsor, and does not accept sponsored project agreements in which results and/or data generated by the University are owned by the sponsor and are not available for the University’s scholarly purposes. The University of California does not accept any fundamental limitation on the freedom to publish and therefore cannot accept publication restrictions which convey veto or censorship authority to extramural sponsors of University projects.

The Institute of European Studies, host of the West European National Resource Center, is committed to open debate and the exploration of a wide range of viewpoints, a commitment that is supported by UC policy and strongly demonstrated by the Institute’s fourteen year record of public programming, publications and outreach. The four-year program of NRC activities outlined in this proposal is designed to foster such diversity of views and exchange of ideas. Organized research activities will explore a wide range of trans-national and trans-regional issues centering on various regions in Western Europe and the EU, and from multiple perspectives, with participants from the U.S. and abroad; planned conferences will foster intellectual debate and exchange from various viewpoints on issues affecting the European Union as a whole and its West European member states in particular. These conferences will foster debate and openness on these states’ political, social or economic situation, as well as open debate on the EU. Outreach activities will expose teachers and students to a wide range of speakers with diverse viewpoints. IES is a non-political, academic unit that promotes the lively and free exchange of ideas for the furthering of knowledge in all aspects, both historical and contemporary, of European studies

- 2.) A description of how the applicant will encourage government service in areas of national need, as identified by the U.S. Department of Education, as well as in areas of need in the education, business, and nonprofit sectors.

The Institute of European Studies and the West European National Resource Center at UC Berkeley will encourage government service in areas of national need, as identified by the US Department of Education, as well as in areas of need in the education, business and non-profit sectors by:

1) Training among the nation's largest numbers of university students in advanced Portuguese, language, identified by multiple US Federal Agencies as a Priority Language for national needs (cf. U.S. Dept of Education Consultation With Federal Agencies on Areas of National Need," updated 1/13/12). Many graduates with proficiency in Portuguese enter careers in government, business and the non-profit sectors.

2) Training significant numbers of students in MPIA program, with emphases on Law, Education, Public Health, Public Policy, and Business. Large percentages of these advanced graduates gain proficiency in European languages, area studies, and EU policies, and go on to careers in the non-profit sector, education, public health, business, and law.

3) Developing areas studies course offerings that are among the richest in the nation. Over 19,000 UC Berkeley students from every possible major and discipline took courses last year on Western Europe or in a West European language. These students enter the national workforce by the thousands annually with an enhanced understanding of Western Europe within a global context.

4) Engaging in outreach activities to train new and veteran teachers about Western Europe and the EU, and working with them to bring global perspectives into their classrooms. This will be accomplished through conducting Summer Institutes, year-around Working Groups, outreach to local Minority-Serving community colleges in the Peralta Community College District, and collaborations with the largest teacher training group allied with the UC Berkeley Graduate School of Education.

5) Collaboration with San Jose State University School of Education and Foreign Language Department to offer a new teacher credentialing program in both Spanish and Portuguese language. IES will provide support to teachers who wish to attend the Summer School in Portugal, and teachers who wish to be credentialed in the Portuguese language.

6) Continuing to establish international exchange agreements with institutions in Europe that foster student and visiting scholar exchange between the United States and Western Europe and the EU, in all areas including public health, public policy, and agriculture. Such exchanges have been identified as priorities by the U.S. Department of Health and Human Services.

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Applicant Institution(s) and Authorized Representative: The applicant assures that grant activities will be conducted in compliance with the statutory requirements provided in section 602(e) of the HEA, as amended.

Name of Applicant Institution and Center: *The Regents of the University of California*

Name/Title of Authorized Representative (Printed): *Noam Pines*

Title: *Assistant Director*

Telephone: *(510) 642-0120*

Signature: *Noam Pines*

E-mail: *snoawards@berkeley.edu* Date: *6/27/14*

## 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 the 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 (Clear Air) Implementation Plans under Section 176(c) of the Clear 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. §1721 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, AAudits 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.

SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL  Noam Pines	TITLE Assistant <del>Associate</del> Director
APPLICANT ORGANIZATION The Regents of the University of California	DATE SUBMITTED 6/27/14

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## 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> <div style="border: 1px solid black; padding: 2px; margin-top: 5px;">The Regents of the University of California, Berkeley</div>	
<b>* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE</b>	
Prefix: <input style="width: 80px;" type="text"/>	* First Name: <input style="width: 150px;" type="text" value="Noam"/> Middle Name: <input style="width: 100px;" type="text"/>
* Last Name: <input style="width: 150px;" type="text" value="Pines"/>	Suffix: <input style="width: 80px;" type="text"/>
* Title: <input style="width: 150px;" type="text" value="Associate Director Assistant"/>	
* SIGNATURE: <input style="width: 150px;" type="text" value="Noam Pines"/>	* DATE: <input style="width: 100px;" type="text" value="6/27/14"/>

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### Certification of Eligibility for Federal Assistance in Certain Programs

I understand that 34 CFR 75.60, 75.61, and 75.62 require that I make specific certifications of eligibility to the U.S. Department of Education (ED) as a condition of applying for Federal funds in certain programs and that these requirements are in addition to any other eligibility requirements that ED imposes under program regulations. Under 34 CFR 75.60 – 75.62:

I. I certify that:

A. I do not owe a debt, or I am current in repaying a debt, or I am not in default (as that term is used at 34 CFR Part 668) on a debt:

1. To the Federal Government under a nonprocurement transaction (e.g., a previous loan, scholarship, grant, or cooperative agreement); or
2. For a fellowship, scholarship, stipend, discretionary grant, or loan in any program of ED that is subject to 34 CFR 75.60, 75.61, and 75.62, including:
  - Federal Pell Grant Program (20 U.S.C. 1070a, et seq.);
  - Federal Supplemental Educational Opportunity Grant (SEOG) Program (20 U.S.C. 1070(b), et seq.);
  - State Student Incentive Grant Program (SSIG) 20 U.S.C. 1070c, et seq.);
  - Federal Perkins Loan Program (20 U.S.C. 1087aa, et seq.);
  - Income Contingent Direct Loan Demonstration Project (20 U.S.C. 1087a, note);
  - Federal Stafford Loan Program, Federal Supplemental Loans for Students [SLS], Federal PLUS, or Federal Consolidation Loan Program (20 U.S.C. 1071, et seq.);
  - William D. Ford Federal Direct Loan Program (20 U.S.C. 1087a, et. seq.);
  - Cuban Student Loan Program (20 U.S.C. 2601, et seq.);
  - Robert C. Byrd Honors Scholarship Program (20 U.S.C. 1070d-31, et seq.);
  - Jacob K. Javits Fellows Program (20 U.S.C. 1134h-1134i);
  - Patricia Roberts Harris Fellowship Program (20 U.S.C. 1134d-1134g);
  - Christa McAuliffe Fellowship Program (20 U.S.C. 1105-1105i);
  - Bilingual Education Fellowship Program (20 U.S.C. 3221-3262);
  - Rehabilitation Long-Term Training Program (29 U.S.C. 774(b));
  - Paul Douglas Teacher Scholarship Program (20 U.S.C. 1104, et seq.);
  - Law Enforcement Education Program (42 U.S.C. 3775);
  - Indian Fellowship Program (29 U.S.C. 774(b));
  - Teacher Quality Enhancement Grants Program (20 U.S.C. 1021, et seq.);

OR

B. I have made arrangements satisfactory to ED to repay a debt as described in A.1. or A.2. (above) on which I had not been current in repaying or on which I was in default (as that term is used in 34 CFR Part 668).

II. I certify also that I have not been declared by a judge, as a condition of sentencing under section 5301 of the Anti-Drug Abuse Act of 1988 (21 U.S.C. 862), ineligible to receive Federal assistance for the period of this requested funding.

I understand that providing a false certification to any of the statements above makes me liable for repayment to ED for funds received on the basis of this certification, for civil penalties, and for criminal prosecution under 18 U.S.C. 1001.

Noam Pines  
(Signature)

6/27/14  
(Date)

Noam Pines, Assistant Director  
(Typed or Printed Name)

Name or number of ED program under which this certification is being made: 053014.001/002

**University of California's Policies and Procedures on Equitable Access**  
**Pursuant to GEPA 427**

The University of California, in accordance with applicable Federal and State Law and the University's nondiscrimination policies, does not discriminate on the basis of race, color, national origin, religion, sex (including sexual harassment), gender identity, pregnancy/childbirth and medical conditions related thereto, disability, age, medical condition (cancer-related), ancestry, marital status, citizenship, sexual orientation, or status as a Vietnam-era veteran or special disabled veteran. This nondiscrimination policy covers student admission, access, and treatment in University programs and activities. It also covers faculty (Senate and non-Senate) and staff in their employment.

**University of California's Policies and Procedures**

**Student-Related Matters**

The University of California, in accordance with applicable Federal and State law and University policy, does not discriminate on the basis of race, color, national origin, religion, sex, gender identity, pregnancy, disability, age, medical condition (cancer-related), ancestry, marital status, citizenship, sexual orientation, or status as a Vietnam-era veteran or special disabled veteran. The University also prohibits sexual harassment. This nondiscrimination policy covers admission, access, and treatment in University programs and activities. The campuses of the University of California include comprehensive and holistic admissions criteria, and all campuses maintain pro-active retention programs targeting underrepresented minorities. Campuses also support various initiatives to help schools and communities foster a college-going culture and to make a measurable difference in student achievement with strategic, sustained academic support. In sum, the University of California places a strong emphasis on being ethnically diverse while also promoting actions intended to better teach, prepare, support and increase the probability of higher education success for students from all ethnic and socio-economic backgrounds.

**Program Accessibility**

No qualified individual with a disability shall be denied, on the basis of that disability, the benefits of, be excluded from participation in, or otherwise be subjected to discrimination under any of the University's programs, services, or activities because University facilities are inaccessible to, or unusable by, individuals with disabilities. The University must make its programs, services, and activities accessible to and usable by any qualified individual with a disability, unless doing so would result in a fundamental alteration to the nature of its programs, services, and activities, or would result in undue financial and administrative burdens.

**Employment Practices**

The University of California is an affirmative action/equal opportunity employer and, as such commits itself to undertaking affirmative action, consistent with its obligations as a Federal

contractor. Such action is taken to assure equal employment opportunity for minorities and women, for persons with disabilities, and for special disabled veterans, Vietnam era veterans, and any other veterans who served on active duty during a war or in a campaign or expedition for which a campaign badge has been authorized.

In conformance with Federal regulations, written affirmative action plans are prepared and maintained by each campus of the University. Such plans are reviewed and approved by the Office of the President and the General Counsel before they are officially promulgated. Efforts are also made to advertise widely with the intent of assuring a diverse applicant pool thereby increasing the likelihood of hiring individuals from protected groups and categories. Special efforts are made to include minorities and women on search committees and to reach out through a variety of media to attract minority and female candidates. Special efforts are also made to retain faculty and staff and to ensure a climate of civility and respect for diversity in an atmosphere of academic freedom that is considerate and tolerant of the ideas of others.

## **UC Berkeley statement**

### **Reasonable Accommodations for Individuals with Disabilities**

It is the responsibility of each department on the Berkeley campus to provide reasonable accommodations to disabled staff, faculty, students, and members of the public participating in departmental programs. Accordingly, the University must: 1) assist campus departments with determining whether reasonable accommodations may be needed; 2) provide procedures for campus departments to obtain technical assistance and centralized review so they may respond promptly and effectively to requests for accommodations; and 3) provide guidelines and information about funding reasonable accommodations.

### **Equity, Inclusion, and Diversity**

The University's nondiscrimination policies go far in urging its people to follow principles of equity and inclusion. However, while UC Berkeley is a diverse campus, it does not mean that the campus is a completely equitable and inclusive place. As an illustration, in 2012, while 5% of California's high school graduates were African American and 34% were Hispanic, UC Berkeley enrolled only 3% African American students and 13% Hispanic students as incoming students that year. Retention and graduate rates for these underrepresented student populations are not as high as for white or Asian students.

On the faculty side, overall representation of female ladder-rank faculty at UC Berkeley compares well with national peer institutions; however, the demographic breakdown by gender and ethnicity of tenured and tenure-track faculty does not mirror the national availability pool of doctoral degree recipients, and disparities also exist in advancement and promotion rates.

UC Berkeley staff reflects the diversity of the state of California. Yet, women, African Americans, Asian Americans, Hispanics, and Native Americans are underrepresented at the executive and management levels. In this regard and in response to a 2014 Campus Climate Survey, the University's Chancellor has announced new campus initiatives to foster a more

inclusive campus, promote a “professionals of color” leadership development program. And also establish a task force to examine the challenges faced on campus by people of color.

The University’s Strategic Plan for Equity, Inclusion, and Diversity specifically aims to achieve institutional change by embedding the principles of excellence, equity, and inclusion into every campus unit. At the heart of the plan, overseen by the University’s Vice Chancellor of Equity, Diversity and Inclusion, is the public mission of the University of California — to welcome and serve all segments of California’s population, and to conduct cutting-edge research, teaching, and public service in all disciplines, particularly in the fields that are most pressing for the economic, social, intellectual, and educational development of the state.

### **Equitable Access and the Proposed Project under the National Resource Centers and Foreign Language and Area Studies Fellowships Programs (CFDA 84.015A&B)**

Under the grants from the US Department of Education Title VI National Resource Centers (NRC) and Foreign Language and Area Studies (FLAS) Fellowships Programs, we are proposing the types of activities outlined below.

#### **Support for Area Studies Instruction**

We propose to support and add to the area courses of instruction in our world area. In order to make these courses accessible to all qualified students at the university, we will work with the Disabled Students' Program (DSP) to ensure that all students with disabilities have equal access. DSP services include academic advising, academic accommodations, attendant referral, assistive technology, disability access services, disabled students grants, financial advising, housing services, priority enrollment, and a residence program. Immediate classroom services include note-takers, readers, sign language interpreters, real-time captioning, assistive listening devices, alternative media and proctoring services.

Except in the study of world areas to which they identify as heritage students, our area studies programs historically have had only a small percentage of underrepresented minority student populations, such as Black, Hispanic, and Native American. We will work with our partner Minority Serving Institutions and community colleges in California to bring more attention to these programs for these students.

#### **Support for Language Instruction**

We propose to support and add to the courses of language instruction in our world area. The same services mentioned above under Area Studies Instruction apply to students enrolled in language courses. The Berkeley Language Center (BLC) also provides faculty and students with state-of-the-art learning facilities and equipment. With these facilities, students with learning disabilities are able to take advantage of different learning technologies and media as well as to put in any additional study time needed to become proficient in a language.

#### **Public Outreach**

We propose to support programs that reach out to the public, government officials, and business representatives to better inform these constituencies about issues in our world area

relevant to them. In order to accommodate individuals who may have special accessibility needs, we will consult with the campus Disability Access Services, which provides information and assistance to the campus community and individuals with disabilities who require access to participate in University sponsored non-course related programs or activities. We will also schedule events in wheelchair accessible buildings and rooms. We will place an accessibility contact statement on all publicity, including print ads, web pages, flyers, etc. The statement will provide an event contact and information about how to request accommodations such as sign language interpreting and real-time captioning. We will also provide alternative media for visually impaired attendees, such as voice recording of the program, when requested in advance. For web access issues, we will work with a campus group that helps web administrators and developers make their sites more accessible for all.

### **K-14 Outreach**

We propose to provide projects that include teacher training activities on the world area of our center. In order to accommodate individuals who may have special accessibility needs, we will provide the services stated above in the Public Outreach section. Many of the services described in the Area Studies Instruction and Language Instruction sections are also suitable for assisting disabled teachers who come to our teacher training programs.

In order to reach out to historically underserved minority populations, we will work with our partner community colleges in California to engage these instructors with our teacher-training programs.

### **Foreign Language and Area Studies Fellowships**

We propose to provide fellowships to eligible students to become proficient in the languages of our world area, particularly less commonly taught languages. The same services mentioned above under Language Instruction and Area Studies Instruction apply to students receiving these fellowships as they are required to enroll in language and international and area studies courses.



# Proposal Narrative

**Institute of European Studies, UC Berkeley**  
**NRC Program and FLAS Fellowships Application - DOED**

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## *Acronyms Guide*

- ACTFL—American Council on Teaching Foreign Languages
- AP—Absolute Priority
- ARL—Association of Research Libraries
- AY—Academic Year
- BCC—Berkeley City College
- BCGC—Berkeley Center for Green Chemistry
- BLC—Berkeley Language Center
- BRIE—Berkeley Roundtable on the International Economy
- CAO—Chief Administrative Officer
- CBS—Center for British Studies
- CC—Community College
- CEP—Center for Educational Partnerships
- CEFR—Common European Framework of Reference for Languages
- CGES—Center for German and European Studies
- CHSSP—California History and Social Science Project
- CMES—Center for Middle Eastern Studies
- CNAVT—Certificate of Dutch as Foreign Language
- CPP—Competitive Preference Priority
- Crit.—Criteria
- DAAD—German Academic Exchange Service
- DE—Designated Emphasis (in European Studies)
- EAP—Education Abroad Program
- EOP—Educational Opportunity Program
- ES—European Studies

EUCE—EU Center of Excellence

EU—European Union

FAFSA— Free Application for Federal Student Aid

FLAS— Foreign Language and Area Studies

GD—Graduate Division

GSE—Graduate School of Education

GSI—Graduate Student Instructor

GSR—Graduate Student Researcher

HEC— L’Ecole des Hautes Etudes Commerciales

HS—High School

HW—Humanities West

IAS—International and Area Studies

IESE— Instituto de Estudios Superiores de la Empresa

IES—Institute of European Studies

IFLE— International and Foreign Language Education

ILR— Interagency Language Roundtable

ISF—Interdisciplinary Studies Field Major

LCTL—Less Commonly Taught Language

MAIAS—Master of Arts in International and Area Studies

MSI—Minority Serving Institution

NGO—Non-governmental Organization

NRC—National Resource Center

NRST—Non-Resident Supplemental Tuition

NSDAP— National Socialist German Workers Party

OGA—Office of Global Awareness

OPI—Oral Proficiency Interview

ORIAS—Office of Resources for International and Area Studies

PE—Political Economy

PIE— Partnership for International Education

PSP—Portuguese Studies Program

SJSU—San Jose State University

SLA—Second Language Acquisition

STEM—Science, Technology, Engineering, and Mathematics

UCB— University of California, Berkeley

UC—University of California

UG—Undergraduate

VCEI— Vice Chancellor for Equity and Inclusion

VCRO—Office of the Vice Chancellor for Research

**Grant Application for the Fiscal Year 2014**  
**NATIONAL RESOURCE CENTERS PROGRAM: WESTERN EUROPE**  
**INSTITUTE OF EUROPEAN STUDIES**  
**UNIVERSITY OF CALIFORNIA BERKELEY**

The Institute of European Studies (IES) is requesting Comprehensive NRC and FLAS support to meet Absolute and Competitive Priorities (**AP, CPPs**) by achieving 6 goals over the next four years: 1) expand knowledge of Western Europe through a research and outreach program on “Global Europe (**AP**), 2) expand enrollment in LCTLs with special focus on priority LCTLs (**FLAS CPP2**), 3) train greater numbers of future US leaders/teachers with European expertise and advanced levels of language proficiency to meet national needs through the creation of a **Designated Emphasis in European Studies** for Ph.D. students (**AP**); 4) strengthen the library’s European Studies holdings 5) train greater numbers of K-12 teachers through continued support for existing programs and 2 new initiatives: partnering with 2 Schools of Education to a) provide new training workshops and professional development opportunities, and b) create a new teacher credentialing program in Portuguese Language (**AP, CPP2**); 6) create a sustained and mutually beneficial collaboration with a Minority Serving Institution by developing a “Partnership for International Education” (PIE) with the Peralta Community College (CC) district (**AP, CPP 1**). PIE is conceived as a partnership impacting *both* UC Berkeley and the Peralta Colleges as they undertake activities together which will increase the number of experts and citizens who are knowledgeable about Western Europe and/or have mastered a West European language, particularly the priority language, Portuguese. We also focus on training in Turkish, the language of an EU Candidate country, a NATO member, and an increasingly important minority language in Western Europe. The teaching of Turkish is particularly weak at UC Berkeley, and we aim to strengthen it in collaboration with the NRC at UCB’s Center for Middle Eastern Studies (CMES). Our proposed program is cost-effective: The University provides strong support, and we have partnered with 7 other NRCs to share the costs of both K-14 teacher training and the Peralta partnership. We emphasize the training of and collaboration with underserved populations; that emphasis is infused throughout the narrative--from undergraduate instruction in a new course for underserved students co-taught by the IES Associate Director, to FLAS awards that prioritize qualified applicants with financial need (**FLAS CPP1**), to our work with the underserved Portuguese Community in CA., to our Peralta CC partnership, to our proposed credentialing program in Portuguese language in partnership with a Minority Serving Institution. Through pursuit of current and planned activities, evaluation and adjustment, IES at UCB will become one of the few West European NRCs in the US offering *all* of the following: **knowledge transfer** between ES programs and MSIs in California; **teacher training** and professional development in ES at all levels; **training of increasing numbers of students in all of the major languages and societies of Western Europe** at the highest academic level, including rare LCTLs; **the strongest program in California in studies and language training of Portuguese, launching the first teacher credentialing program in Portuguese in California**; training in Advanced Turkish, and a new teacher training program in collaboration with UCB School of Education. Title VI funding enables IES to leverage its resources to preserve and greatly enhance the quality of Berkeley’s European Studies programs and to fulfill its mission as an innovative study and training center on Western Europe and the European Union in their global context in the years to come.

**1. Commitment to the Subject Area** The University of California, Berkeley (UCB) has a large intellectual and financial commitment to European Studies (ES). Western Europe languages, culture, political economy and history are top fields of study and ES is infused throughout the UCB mission. Beginning with the work of Ernst B. Haas in the 1950s, UCB is one of the nation's leading centers of Europe-related research and one of 10 US universities chosen by the EU as a European Union Center of Excellence (EUCE). UCB annually graduates an average of 2,000 undergraduate majors and Ph.D.'s in ES fields. Collaborations with European institutions have grown in number and complexity, and the highest levels of UCB's administration have signed numerous agreements with institutions in all EU member states. This commitment translates into significant resources for ES at Berkeley, including a faculty that spans multiple departments and professional schools.

***1.A. For Operation of the Institute of European Studies (IES):*** Within UCB, IES is the hub of disciplinary and interdisciplinary research, outreach, and teacher training in ES. IES serves all UC campuses and houses the Center for German and European Studies (CGES); the Portuguese Studies Program (PSP); the French Studies, Finnish Studies, and Spanish Studies Programs; the Center for British Studies (CBS), the EUCE, and the W. European NRC. IES and its Centers have together promoted a long-term commitment to ES at UCB by 1) initiating and financing research and education in ES at the University of California, 2) disseminating research findings to the broader community of scholars, citizens, K-12 and Community College (CC) instructors, and 3) providing resources and training for instructors in European languages and European area studies. IES sponsors faculty and student research on Europe and the EU in the form of fellowships, grants, and collaborative research projects. Its W. European NRC provides it with keys that unlock synergies across disciplines to make UCB's cutting-edge research and teacher

training resources available to teachers at all levels. By 2018 IES will have strengthened those areas of UCB’s ES program critical to US interests by more deeply entrenching European and EU studies in UCB’s academic departments, by further developing its LCTL program—including the *priority languages* Portuguese and Turkish, and by initiating sustained and transformative relationships with CCs, Minority Serving Institutions (MSIs), and Schools of Education that will increase the number of teachers and experts in ES throughout California.

<b>UCB Global Presence:</b> More than 3,000 Peace Corps volunteers since 1961; 7 <sup>th</sup> in Fulbright Scholars (2013)
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What focuses these goals is the theme “Global Europe.” This focus could not be more important or timely. Until the late 20<sup>th</sup>

century, European integration was about creating internal conditions for peace and prosperity, with the US providing protection from outside threats. Twenty-five years after the Cold War’s end, however, external stability has become crucial to W. Europe’s internal stability and integration. In a globalized world, developments in Asia, Africa, and the Middle East directly affect Europe. And Europe decisively affects the rest of the world. And the old question of where Europe begins (i.e., the BENELUX and the German-French political alliance) is overshadowed by the new question of where Europe ends and how the EU will relate with its neighbors in the coming years. Moreover, threats like terrorist networks, climate change, and infectious diseases that ignore national boundaries call for a global engagement. But that call has triggered the resurgence of regional identities, such as Catalan, Scottish and Flemish, as many Europeans seek solace from a “global Europe” in sub-national communities. As this proposal will demonstrate, “Global Europe” highlights Berkeley’s approach to ES and deploys Berkeley’s rich array of ES resources for support in a manner that allows the NRC to use its resources efficiently and speaks to the central concerns of the 21<sup>st</sup> century. UCB provides significant support to IES to carry out this mission.

***For the teaching faculty in European Studies:*** The Depts. of French, German, Italian, Scandinavian, Spanish and Portuguese, History, and Political Science have the largest concentration of European specialists. Other departments, the professional schools, and the Graduate Division (GD) contribute significantly to the overall enterprise. The Berkeley Language Center (BLC) supports European languages with practice facilities, resources for students, and pedagogical training for lecturers. UCB provides salary/benefits to 238 IES core and affiliated faculty. At an average salary of \$85,000, this is an annual contribution of \$20,230,000. In 2010-14, UCB hired 27 new Europeanists. 15 lecturers and 685 Graduate Student Instructors (GSIs) who also teach courses with European content; UCB provides them with salary, research stipends, and pedagogical support. Faculty received UCB research funds, totaling \$848,096 in 2012-13. UCB allocated approximately \$2.5 million in 2010-11 to expand all undergraduate (UG) courses; \$250,000 of that was targeted to foreign languages, and despite drastic budget cuts, that amount grew to \$600,000 by 2012-13 in order to address growing foreign language enrollment demand.

***For library resources:*** Library resources are discussed in Crit. 5. According to 2011-12 Association of Research Libraries Statistics (ARL), Berkeley ranks in the top 10 ARL member libraries, of which there are 115. The UCB Library contains one of the largest ES collections in North America; UCB devotes 20% of its annual budget of over \$14 million, to European collections.

***For linkages with institutions abroad:*** Western Europe is the largest world area represented in UCB's linkages abroad. The **UC Education Abroad Program (EAP)** sent 588 Berkeley students to 11 W. European countries in 2012-13. This accounts for 59% of all EAP students in 2012-2013. In 2014-15 EAP will award over \$1.2 million in scholarships (\$1,000 for Summer 2014; \$2,000 for Fall 2014 and Spring 2015) to students. 63% of Berkeley EAP students received financial aid.

With 149 partnerships with European universities and research institutions, UCB also has extensive international exchange programs; Europe accounts for 76% percent of them. UCB hosted 3,058 exchange students and researchers in 2012-13, of whom 51% came from European universities. An average of 3000 international students take classes in UCB's summer session lasting 3-6 weeks. In Fall 2013 UCB enrolled 5,645 foreign students, an increase of 60% in the last three years. Among them, students from Europe are the second most-represented group (after East Asia). Both visiting scholars and enrolled students represent a significant European presence within disciplines across the campus and are a source of lasting linkages between Berkeley and institutions across Europe.

***For Outreach and Teaching Activities:*** IES' Outreach programs are supported by many campus programs and are detailed in Crit. 7. For international education, K-14 teacher outreach is coordinated through the Office of Resources for International and Area Studies (ORIAS), a joint program of the NRCs at UCB established to address teacher training needs in world areas and languages. The university supports ORIAS at an annual cost of \$75,000 per year. UCB houses the Coalition for Education and Outreach at Berkeley, providing IES with a network of people, departments, interdisciplinary centers, and research units who conduct educational outreach to pool expertise, share best practices, and foster partnerships. The Graduate School of Education (GSE) oversees the California History and Social Science Project (CHSSP), a K-16 collaborative

UCB is the top university in the nation to produce *Teach for America* recruits.

dedicated to teacher development. CHSSP has long been a conduit for IES outreach; its past director, John Connelly, is an IES core faculty member. It is one of 9 statewide subject matter projects funded by the state that supports ongoing professional development to improve instructional practices among California's K-12

teachers. UCB's number one-ranked History Department is one of nine regional sites devoted to the project.

**For Qualified Students in ES:** Berkeley students are highly qualified. Freshmen admits have an average grade point of 4.46 and average SAT score of 2077. UCB graduating seniors have high qualifications for employment and further higher education: 23% enroll directly in graduate school and 56% begin full-time employment after graduation. Almost 80% intend to earn a higher degree. In 2011-12, 25% of all graduating UGs were ES concentrators, qualified by 20% or more of their coursework devoted to ES. UCB provides ample support for these highly qualified students. Given that in 2011-12 UCB awarded an average of \$19,905 per UG student in financial aid (including loans), **ES concentrators were awarded approximately \$128 million.** With 201 grad-level ES concentrators in 2012-13, estimated UCB support for ES grad students totaled \$4,623,000.

**1.B. For Students in fields related to teaching program:** IES provides \$100,000 annually in fellowships to ES grad students at Berkeley and other campuses in the UC system. These fellowships help assure that UC attracts the finest ES students from across the country and abroad. Four Entering ES Grad Student fellowships of \$10,000 are awarded annually to outstanding students in all fields and Professional Schools. These fellowships also have a multiplier effect: the nominating department provides

tuition, fees, and funding for a second year to students who are selected. IES and its constituent units also award Dissertation/Pre-dissertation

Fellowships of \$3000-\$10,000 to ES students in all fields. In 2010-14, 98 of these grants were awarded in fields such as Environmental Science, Architecture, Landscape Design, History, Poli.

<b>IES Fellowships 2010-14</b>	<b>Amount (each)</b>
Entering Grad	\$10,000 (16)
Predissertation/Dissertation (IES, EUCE, PSP, CBS)	\$3,000-\$10,000 (98)
Undergrad fellowships	\$3,000 (62)
Undergrad conference travel	\$1000 (12)
Undergrad Brussels trip	\$3000 (4)

Sci., Sociology, Anthropology, Music, Media Studies, and the GSE. Grad students are also funded to attend and organize conferences. Undergrads are funded as well: in 2010-14 the EUCE, PSP, and CBS offered 62 UG fellowships combined; IES offers travel funds for UGs to attend conferences and the Brussels Study tour (Crit. 7, p. 27). UCB extends \$14,694 in out-of-state tuition waivers to non-resident entering FLAS awardees. The GD supplements FLAS educational allowances for incoming students with a \$1,500 stipend plus supplements above the \$18,000 non-resident tuition. For continuing students, GD provides a \$600 supplement. In 2013-14 GD committed approximately \$220,000 for matching FLAS awards. Given that 16 out of 49 FLAS-eligible languages are W. European (ES languages comprise 32% of all FLAS-eligible languages), this amounted to over \$73,000 for ES students.

**2. Quality of Curriculum Design** We measure quality by beginning at the top. In 2014 US News and World Report ranked UCB the #1 public university in the nation; Shanghai rankings placed it as the #1 public university in the world. Table 2.1 shows a sample ranking of UCB academic depts. with high ES concentrators and/or a rich ES research program. Direct measures of curriculum quality are below.

English	#1
History	#1
Political Science	#6
Comparative Politics	#3
International Politics	#12
Public Health	#8

**2.A. European Studies in UG Programs:** UGs may obtain BA degrees from seven language departments: Classics, French, German (German, Dutch, Yiddish), Italian, Scandinavian Studies (Finnish, Norwegian, Danish, Swedish, Celtic), Spanish and Portuguese, and Near Eastern Studies (Turkish); ES specialists are located in most of the social science departments and

professional schools and teach courses in fields of their European expertise. The following interdisciplinary degrees also function as ES degrees. ***Interdisciplinary UG degrees with ES***

**emphasis and requirements:** Political Economy (PE) is one of the six UG majors in the interdisciplinary dept. of International and Area Studies; it is one of the core UCB majors in ES. PE majors must complete nine upper-division courses including PE 100 and PE 101: both have a primary focus on Europe. A course providing historical context is required—for ES concentrators this might be “Old and New Europe” (History), or “Politics of European Integration” (Poli. Sci.). The remaining four courses comprise the ES concentration and are selected from UC Berkeley’s diverse departments under the guidance of a PE faculty advisor. Nearly 80% of all PE students focus on Europe. IES spearheaded the integration of the **European Studies minor** into the College of Letters and Science curriculum, which made the minor available to all UGs through PE. IES Assoc. Director Crawford serves as its faculty Advisor. Since 2010, over 600 students have graduated with a PE major and 200 students from all UCB departments have graduated with an ES minor.

<b>Table 2.2 Requirements for the European Studies minor (sample curriculum):</b>
1. Classical Political Economy and classical theory/methodology (taught by Europeanist)
2. Contemporary Theories of Political Economy (taught by Europeanist)
3. Four courses from a list of 11, 50% of which contain significant ES content
4. W. European major emphasis: 4 ES courses in IAS, Poli. Sci., Public Policy, Demography, City and Regional Planning, Legal Studies, Economics, Gender and Women’s Studies, Environmental Science, Policy, Management, Sociology, Geography, History, and Environmental Economics
5. Two years of European language

PE coordinators and faculty advisors include IES former Director Richard Buxbaum (Appendix II, C88 ), IES Assoc. Director Crawford, two IES executive committee members, Barry Eichengreen (C26) and J. Bradford Delong (C25 ) and core IES faculty member John Zysman (C106).

A second interdisciplinary UG option for ES concentrators is the Interdisciplinary Studies Field Major (ISF), providing UGs the opportunity to develop individual interdisciplinary majors with courses selected from all disciplines under the guidance of an ISF faculty advisor. In 2012-13,

55 ISF majors graduated with an ES concentration. IES Assoc. Director Crawford is the faculty advisor for ISF students who choose a European focus for their Senior Thesis.

<b>Table 2.3</b> <i>ISF Requirements for the major with a European focus</i>
<i>World Civilizations Prerequisite – a broad historical, cultural, and geographical study of European Civilization</i>
1. Global Regions – Courses on European geography, national history, or cultural production
2. Premodern courses – Courses on any aspect of European Civilization whose subject matter is about the period prior to 1600 BC
3. Courses engaging modern European history since 1600
4. Two years of a European language

<p><b>Table 2.4</b> <b>Incorporation of ES in UG BA Programs</b></p> <ul style="list-style-type: none"> <li>◆ Majors in 7 Language Depts.</li> <li>◆ Minors in 7 Language Depts.*</li> <li>◆ Political Economy (PE) with Minor in ES</li> <li>◆ College of Letters and Science ES Minor (administered by PE)</li> <li>◆ Interdisciplinary Field Major (ISF) with ES Concentration <ul style="list-style-type: none"> <li>◆ LCTL major</li> <li>◆ LCTL minor</li> </ul> </li> </ul> <p><i>*Minors require 5 upper-division courses, Majors, 8 upper-division courses</i></p>
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**LCTL programs** constitute a third interdisciplinary UG option for ES students. The Celtic Studies, Dutch Studies, Scandinavian Studies, Portuguese and Turkish Studies draw on faculty from English, Rhetoric, Comp. Lit., Sociology, Linguistics, and History to teach courses.

**Training options for Graduate Students:** A 2011 National Research Council analysis of U.S. universities concluded that UC Berkeley has the largest number of highly ranked graduate

programs in the country. The German, English, Spanish, French, and Linguistics Departments

<b>Table 2.5</b> Sample Ph.D. Requirements in German (In 2010, ranked #1 in US by National Research Council)	
M.A. Phase (4 semesters)	Eight courses, six of which must be graduate level (200-level); with at least a 3.5 GPA; written master’s exam.
Ph. D. Phase	Four more courses at the graduate level; qualifying exams, based on a set of specialized reading lists developed in close consultation with faculty members.
Dissertation Phase (4 semesters)	Advancement to candidacy; dissertation prospectus in consultation with dissertation committee; proceed with the dissertation itself.

ranked among the top 10 in the U.S. The Disciplinary M.A./Ph.D. in a European Language is available from 7 departments: Classics,

French, German, Italian, Scandinavian, Turkish, and Spanish & Portuguese. In 2012-13 UCB graduated 10 Ph.D. and 30 M.A. students from these departments. Students awarded the FLAS normally study at UCB where they can currently select from Breton, Catalan, Danish, Dutch, Finnish, French, German, Modern Greek, Irish, Italian, Norwegian, Portuguese, Spanish,

Swedish, Turkish, Welsh, and Yiddish. FLAS Fellowships are given for language learning at all levels; priority is given to students who are pursuing advanced level LCTLs, with special emphasis on the priority languages Portuguese and Turkish, and/or students pursuing degrees in the professional schools. The Professional M.A./J.D./Ph.D. with ES Emphasis is also available to all graduate students in professional programs. **The M.A. in International and Area Studies (MAIAS)**, housed in the International and Area Studies Dept. (IAS) is an interdisciplinary degree program for students already matriculating in one of UCB's professional schools or academic departments who seek expertise in contemporary international issues and/or detailed knowledge of regions or countries. Matriculating students receive two degrees. Two IES core faculty serve as MAIAS Core Faculty. *Training Options in all Disciplines* Crit. 3A and B describe the disciplines and professional schools offering ES courses. FLAS fellowships enhance ES skills of students in all fields, but provide a boost to students in Public Health, City Planning, Public Policy, Law, Business, Journalism, Natural Resources, and social science fields that do not emphasize language study. They are required to take language training and must meet the same requirements for advanced study as other students. IES will increase the ES focus for Berkeley graduate students by creating a Designated Emphasis (DE) in European Studies, allowing grad students from all fields, including professional schools and sciences, to complement their doctoral program with an ES focus (Crit. 8, p. 33).

**2.B. Academic and Career Advising:** Professional Student Affairs Officers offer ES students academic and career advising in both disciplinary and interdisciplinary departments. IES core faculty, IES Assoc. Director and Director, and Country Program Chairs also advise students (Crit. 6, p. 23). PE and ES concentrators are also given advising through an orientation meeting for new majors and minors. Students are then seen individually by the faculty for further advising.

The Graduate Division FLAS coordinator and IES staff and faculty advise FLAS students during both the pre-award and post-award periods. Advisors coordinate efforts, assuring students timely information and assistance regarding their program. IES' country programs sponsor dissertation workshops to promote peer review. The campus Career Center and separate placement offices in departments and professional schools provide counseling and job seminars for students, including programs on international careers. IES staff and core faculty provide graduating seniors with information on internships in Europe and careers in NGOs and the US government in which they can use European languages and ES knowledge and skills.

***Formal arrangements for Research and Study Abroad and Summer Language Programs:***

IES offers fellowships to UC grad students to conduct Europe-related research and study (Crit. 1, p. 5). EAP maintains an extensive online database of country- and university-specific information for student use, including information about non-UC study abroad programs. The EAP website explains the

<b><i>EAP Facts (2012-13):</i></b>
588 UCB students studied in 11 W. European countries.
Europe accounted for 59% of all education abroad

process of utilizing other institutions' study abroad programs, including the process of transferring credit and securing financial aid. ES departments include links to EAP on their websites, and advise their students on opportunities for research and study in Europe. Since 2005, IES-PSP has held an annual UG summer immersion course in Portugal (Crit. 7, p. 27). About 28 applicants are accepted into this program annually, which will increase with the new program proposed here (Crit. 8, CPP1, 2). IES will target students affiliated with PSP for its new UG FLAS awards in the upcoming grant cycle (Crit. 10, p. 49). IES Director Dewulf annually leads a one-month summer study tour of the BENELUX countries entitled "History, Art, and Identity in Europe," open to students from all fields at UCB and from other universities and CCs. The program enrolls 25 students annually and includes a study visit to the EU Parliament in Brussels.

<b>Table 2.6 Other Formal arrangements for language study</b>			
<b>UCB Dept.</b>	<b>Program</b>	<b>Universities</b>	<b>Comments</b>
Dutch	Summer intensive	Ghent (B), Zeist (H)	Scholarships provided
German	Summer intensive	FU Berlin, U. of Vienna	
Italian	Year: lang and literature	Padova, Trento, Bologna	Open to advanced students
Italian	Semester in Business Italian	Bocconi University, Milan	
Italian	Beginning/int ermediate	University of Sienna	
French	7 week Lang., Culture, History	University of Paris, Sorbonne	Open to all levels of proficiency
Danish	Summer intensive	Copenhagen, Lund	Through BPSP
Norwegian	Year: lang., lit., culture	University of Oslo	

***Opportunities for study abroad and***

***summer language programs at other***

***institutions:*** All departments and

professional schools refer students to IES

staff for recommendations on

research, study abroad, and summer

language programs at non-UC institutions.

Faculty partners at other universities

provide advice and recommendations to

UCB students seeking advanced instruction and immersion experiences in LCTLs not currently offered at UCB. IES has agreements with Viadrina University—in which grad fellowship recipients can study German and Polish and the University of Cologne where they can study German. FLAS recipients can enroll in intensive summer programs (10 hours per week) when they study a language or language level not offered at UCB, during which one year’s worth of work at another institution is condensed into ten weeks. Haas Business School has reciprocal agreements with LSE in England, L’Ecole des Hautes Etudes Commerciales (HEC) in France, IESE Business School, and Universidad de Navarra, Barcelona, Spain. Students attending classes in France and Spain can take a three-week intensive language course before their course of study begins. Table 2.6 lists other formal agreements for ES language programs abroad.

**3. Quality of the Applicant’s Non-Language Instructional Program**

3.A. ***Quality and Extent of non-language Course Offerings:*** UCB offers an average of 900 non-language courses covering W. Europe and the EU taught every year (see Appendix I), and offers some 500 courses per year with 100% European content in 20 non-language disciplines. Most

No. offered:	949 (63 in the prof. schools)
UG enrollment:	19,114 (824 in the prof. schools)
Grad. Enrollment:	1,959 (409 in the prof. schools)

are offered regularly. UCB also offers an additional 350 courses with 25% or more European content, not including hundreds of

directed readings and independent study classes. **Professional School Course Availability:**

IES and UCB faculty have also integrated ES content into professional school curricula.

Architecture, Business Administration, Law and Public Health regularly schedule 2-3 courses with European content. (See Table 3.3)

<b>NON-LANGUAGE DEPARTMENT</b>	<b>Courses w/ 100% European Content</b>	<b>Courses w/ more than 25% ES</b>
Anthropology	16	24
Art History	64	29
Classics	102	
Comparative Literature	46	39
Economics	1	30
English	78	71
Film	12	18
Folklore		4
History	64	
Interdisciplinary Studies	1	10
Linguistics	2	15
Music	16	18
Philosophy	31	16
Political Economy	3	2
Political Science	9	29
Religious Studies	4	1
Rhetoric	21	47
Sociology	12	34
Theater, Dance, Performance	4	9
UG Interdisciplinary Studies	10	7
<b>TOTAL</b>	<b>496</b>	<b>403</b>

**3.B. Depth of Specialized Course Coverage:**

Many departments cover the EU and the countries of W. Europe in depth, including History, Political Science, Economics, Anthropology, Sociology, and Art History. All offer courses from lower division through advanced graduate levels, allowing students to concentrate in courses that strengthen their European and specific country expertise. All offer directed study courses that can focus on Europe. The theme “Global Europe” permeates numerous non-language courses which treat Europe’s impact on the world and the world’s impact on Europe, some focused entirely on

Europe’s global role. Courses such as Steven Vogel’s “Varieties of Capital,” Zysman’s

“Industrial Democracy,” Waquant’s “Racial Domination in International Perspective,” and Hass’ “International Environmental Studies” treat Europe and the EU extensively. Coverage of Europe is growing rapidly in professional schools, with courses offered in Architecture, Business Administration, Law, City Planning, Public Policy, and Public Health (Appendix II).

<i>Dept./Discipline</i>	<i>ES Faculty</i>	<i>ES Courses</i>	<i>UG Enroll.12-13</i>	<i>Grad Enroll. 12-13</i>
Architecture		13	500	82
City and Reg. Plan.	3	4	1	93
Business Admin	1	15	154	151
Education	1	1	2	9
Jurisprudence/Law	7	12	33	122

**3.C. Interdisciplinary Course Coverage:** UCB presents an interdisciplinary atmosphere for its faculty, and opportunities to teach across depts. The ES-focused degree programs (p. 6-8)

exemplify the UG interdisciplinary course coverage. ES concentrators have many interdisciplinary

In 2012-13, 208 graduate students matriculated with ES concentrations.

course options. IES is also expanding interdisciplinary opportunities for underserved students. In 2014, all Title VI NRCs partnered with the

Educational Opportunity program to design, market, and implement a one-unit course for those students entitled “Accessing International Education,” housed in IAS. Sessions will explore global career prospects and will bring experts (also from underserved groups) from several sectors to share experiences. IES Assoc. Director Crawford will co-teach the course.

Max Auffhammer	Agriculture and Resource Econ.	IAS
Anton Kaes	Film Studies	German
Mark Sandberg	Scandinavian Studies	Film
Saba Mahmood	Anthropology	Women’s Studies
Barry Eichengreen	Economics	Political Science
Vinod Aggarwal	Haas Business School	Political Science
Beverly Crawford	Political Science	IAS
Gerard Roland	Economics	Political Science
J Bradford DeLong	Economics	IAS
David Vogel	Haas Business School	Political Science
Katharina Linos	Berkeley Law	Political Science

MAIAS allows professional school students to take interdisciplinary ES courses, integrating ES into the professional school curriculum, increasing the

number of professional school students with European expertise. Courses are intrinsically interdisciplinary, given the faculty’s multi-disciplinary research specialties. Max Auffhammer, Director of IAS focuses on EU approaches to Climate Change; Crawford teaches courses in Political Economy; Roland teaches courses on the EU Parliament; Linos on EU norm diffusion.

**3.D. Non-language Faculty:** Most ES courses at all levels are taught by core UCB faculty. In 2013-14, ES involved 163 core faculty representing 31 academic disciplines and 4 professional schools (App. 3). An additional 74 affiliated faculty members teach ES and conduct dedicated ES-related research. UCB funds the DAAD Professorship, which hosts a German Government-

<b>Table 3.5 ES Faculty 2012-13</b>	Ten.	Ten.-eligible	Lect.	Visit.	Total
Social Sciences	34	1	2	5	<b>42</b>
Humanities	86	8	19	7	<b>120</b>
Professional Schools	15	2	1		<b>18</b>
Interdisc./Area Stds.	50	5	43	5	<b>103</b>
<b>TOTAL</b>	<b>85</b>	<b>16</b>	<b>65</b>	<b>117</b>	<b>283</b>

sponsored professor for a stay of one to four years. In the last five years, IES-affiliated France Berkeley Fund has funded 105 STEM research projects involving the collaboration of UCB and French natural and physical scientists.

**Pedagogy Training for Teaching Assistants:** GSIs teach course discussions sections and courses of their own. They obtain pedagogical guidance through the GSI Teaching and Resource Center, which offers workshops and web-based resources on pedagogical themes from “theories of learning” to “grading students’ written work.” It receives \$460,000/year to provide GSIs with this pedagogical support. Course Improvement Grants help GSIs undertake projects to enhance instruction. Grants to departments to establish pedagogy courses are awarded competitively. Many departments also have 300-level pedagogy courses for their GSIs, some of which are taught by European specialists (see Table 4.4). Programs also include awards for outstanding teaching, videotaping lectures with feedback, and the Language Proficiency Program for GSIs to

whom English is not a native language. The teaching center houses a reference library, and its staff provides pedagogical coaching and works with individual GSIs to design course units.

**4. Quality of UCB’s Language Instructional Program**

**4.A. Extent of West European Language Instruction:** UCB offers instruction in 19 W. European languages. Of those, 16 are offered for three levels. 15 language departments offer intensive year-round and through summer institutes, and 14 offer independent study. Table 4.1 provides detail.

Language	# sec	Elem (1&2)	Intermed. (3)	Adv. (4)	Intens. Instr.	Indep. Study	# of faculty	Avg. Annual Enrollment
Breton							1	15
Catalan							1	7
Danish	14	✓	✓			✓	2	95
Dutch	8	✓	✓	✓		✓	2	43
Finnish	8	✓	✓	✓			1	22
French	193	✓	✓	✓	✓	✓	14	1768
German	107	✓	✓	✓	✓	✓	15	877
Greek	17	✓	✓		✓	✓	2	192
Icelandic							2	27
Irish	4	✓				✓	4	36
Italian	68	✓	✓	✓	✓	✓	11	654
Latin	44	✓	✓		✓	✓	5	305
Norwegian	1	✓	✓			✓	2	25
Portuguese	4	✓	✓	✓	✓	✓	8	380
Spanish	155	✓	✓	✓	✓	✓	15	1652
Swedish	3	✓	✓	✓	✓	✓	3	10
Turkish	1	✓			✓	✓	3	15
Welsh	3	✓	✓	✓	✓	✓	2	8
Yiddish	5	✓	✓				1	15

UCB strongly supports LCTLs in ES. IES has directly supported the teaching of Catalan, Finnish, Dutch and Portuguese. Launched with NRC seed funding, Finnish, Dutch and Portuguese are now entirely supported by

UCB. The Spanish & Portuguese Dept. will begin funding Catalan starting in 2016. Since 2011, 22 students have enrolled in Finnish; 147 in Dutch; 380 in Portuguese; and 7 in Catalan. IES and the

**Enrollment in W. European Languages.** 6,146 students were enrolled in W. European languages

As a member of the UCB Faculty Advisory Committee on Europe of the UC Education Abroad Program, IES Director Jeroen Dewulf is directly involved in efforts to increase the number of UCB students studying abroad, which increases the need for foreign language instruction at UCB

in 2013-14 (see Table 4.1). IES has been actively involved in the formation of a faculty “Second Language Acquisition Working Group” to

prepare a change in regulations regarding second language acquisition by UCB students. Currently,

many UGs fulfill the language requirement in High School (HS) and are therefore less inclined to enroll in foreign language courses at UCB. But many faculty have found that the fulfillment of this requirement in HS does not correspond to UCB standards. This group argues that more incoming students be required to fulfill the foreign language requirement at UCB. This would create a strong enrollment increase in foreign language courses, including LCTLs.

**4.B. Levels of Language Instruction and disciplinary courses in foreign language:** 9 of UCB’s 19 W. European languages offer three or more formal levels of language learning. Almost all of these also offer independent study and intensive instruction courses. About 135 students per year take advanced reading courses—beyond level 3. The most intensive courses are offered in the summer. Ph.D. students in ES across disciplines read texts for their dissertation research in the original language. Each Language Department at UC Berkeley augments its language course offerings with courses in history, sociology, cultural studies, and mass culture, taught in the native language (see Table 4.2). Such courses also exist in other departments.

In French	In German	In Scandinavian (Danish, Norwegian, Old Norse, Swedish)
<i>La Question d’immigration dans la France contemporaine</i>	<i>Introduction to German Cultural History</i>	<i>“The Other” in Scandinavian Literature and Film</i>
<i>The Poetics of Political Asylum in Contemporary France</i>	<i>German Kabarett</i>	<i>European Folklore Theory</i>
<i>Traditions of Critical Thought – French Theory</i>	<i>German Cinema in Exile</i>	<i>Norse Literature</i>

**4.C. Language Faculty:** UCB is committed to a dedicated language faculty in all European language departments. There are 67 existing active faculty teaching language, culture, literature, theory, and linguistics, 47 lecturers, and 193 grad student instructors. The European language departments have hired an additional 7 faculty members in the last year (see Table 4.3).

<b>Language (Dept)</b>	<b>Active faculty</b>	<b>GSI</b> s	<b>Recent Hires</b>
Spanish/Portuguese	28	52	1
German	19	35	1
French	23	41	2
Italian	10	24	1
Scandinavian	7	10	1
Celtic	8	n/a	
Classics	19	31	1

**Performance-Based Language Pedagogy**

**Training for Language Teaching Staff:**

Berkeley hires only language instructors with advanced degrees in linguistics or pedagogy. The Berkeley Language Center

facilitates the use of new language learning technologies and helps instructors develop new materials, attend conferences and publish their research. BLC sponsors pedagogy workshops (Table 4.5) and provides curriculum development fellowships. Each department imposes its own requirements for their instructors. However, *all* European language departments require GSIs to take two years of teaching methods courses.

<i>Scandinavian Dept. (includes Celtic Studies Program):</i> Faculty language coordinator oversees GSI program; All language GSIs must enroll in Scan. 300A teaching methods course prior to first semester. GSIs must enroll in College Writing 300 in first semester they teach. All GSIs must enroll in Scan. 300B, an on-going methods course/practicum semester. GSI-taught classes are observed on a regular basis by the language coordinator. GSI training offers videotaping for self-assessment.
<i>French:</i> All language GSIs take Teaching French in College 301-3 for the first two years, faculty oversee language instruction and proficiency program and formally observe all GSIs and file an internal dept. report.
<i>German:</i> 3-day orientation for all new GSIs teaching 1 <sup>st</sup> -year courses, 2-day orientation for new GSIs teaching 2 <sup>nd</sup> -year courses, 2 semesters of “Seminar in Language Pedagogy” in 1st teaching year. Weekly meetings for pedagogical discussion and prep (all levels). Faculty monitor classes and file internal reports.
<i>*Similarly structured programs are mandated by Spanish &amp; Portuguese, Italian, and among the LCTLs.</i>

For Catalan, Dutch, and Finnish, pedagogical skills developed through these initiatives are measured through IES-initiated proficiency testing (supported by NRC funding in 2006-10). In the last 4 years, evaluation of these tests show rising proficiency, suggesting increasingly strong teaching skills. Other proficiency testing offerings are discussed on p. 18-19.

<i>Language Media Center</i> Provides audio/video/ computerized lesson materials, listening, viewing, recording, duplicating, and archiving facilities and related technical & administrative service; Houses the <i>Dwinelle Computer Research Facility</i> , supports technology-enhanced research and instructional materials development; Holds instructional language materials on all LCTLs offered at UCB.
<i>Collections and Archives:</i> 500 volumes and 20 pedagogic and research periodicals; Corpora; Linguistic fieldwork data for 90 languages including those endangered and rare; Holds video recordings of Lecture Series offered at UCB by scholars in the field of second language acquisition theory.

<i>Library of Foreign Language Film Clips: A database of foreign language films intended for instructor use at over 35 participating institutions as part of their foreign language course curriculum.</i>
<i>Travel Grants for Instructors to Attend Professional Meetings: \$750 for national travel, \$1,500 international.</i>
<i>Professional Development Fellowships for Lecturers, language program coordinators and GSIs</i>
<b>The UC Consortium for Language Learning and Teaching Provides for:</b>
Language programs collaboration at all UC campuses to increase student access to language study through: best classroom practices, tech., distance learning, and EAP programs, professional development, SLA research support, and outreach. Offers grants of up to \$20,000 for projects that will combine second language acquisition research and practice and maximize the benefits to students system-wide.

**4.D. Performance-based instruction/resources:** In order to produce functional competency in language learners, the language program makes it a priority to incorporate new approaches and national standards in the curriculum. All instructors are familiar with the underlying principles of performance-based pedagogy, including interactive, cooperative, communicative, and performance-based teaching techniques. Instructors emphasize using the target language appropriately, integrating culture and authentic materials into teaching through task-based and project-based assignments, and making connections between the classroom and the real world. Pedagogy, assessment, and progress measurements are based on the National Standards in Foreign Language Education Project, the ACTFL Proficiency Guidelines, and the Common European Framework of Reference (CEFR). The National Research Council ranked the German and the Spanish & Portuguese Department among the top 10 in the nation for effectiveness in training students and for the quality of program faculty. Table 4.5 shows teaching resources.

**Proficiency Requirements:** All of the European Language programs at UCB require placement and proficiency testing. Placement tests are mandatory for new students intending to enroll in courses beyond Level 1, or who wish to test out of a level. IES developed proficiency tests for Finnish, Dutch, and Catalan with Title VI funding (p. 17). These tests were implemented in the 2010-14 grant cycle. All tests are continuously revised by the language program coordinators with support from the BLC. Student progress in all languages is measured through formative and summative assessment components, including interviews, quizzes, tests, papers, projects, portfolios,

presentations, and skits. After 4 semesters of language study, students in German, for example, typically achieve a level of Intermediate Mid to High when tested in an ACTFL OPI (Oral Proficiency Interview) or a level of B2 when evaluated according to the criteria of the CEFR. In order to create new testing models addressing needs of individual languages, while adhering to a common standard for language education, all UCB language experts have researched assessment models and established contacts with language professionals in their respective areas, including: the University of Jyväskylä in Finland, where the EU Framework of Reference for language testing is developed; the Welsh Joint Education Committee, member of the Association of Language Testers in Europe; and the Welsh Studies Institute in North America. As the only university in the western United States, Berkeley's Dutch Studies program annually offers the CNAVt-proficiency test in Dutch language, elaborated by the Dutch-Belgian governmental organization *Taalunie*. They are integrating their area-specific findings with those of the ILR.

**5. Library 5.A. *Strength of the Library*:** UCB serves all levels of users in every subdiscipline of ES with materials in vernacular languages (over 50% of the total collections). UCB has an extensive collection of cartographic artifacts, manuscripts, microforms, DVDs, CD-ROMs, audio CDs, printed books, journals, newspapers, and digital collections. Over 1/3 of the library's 11.7 million volumes are of European provenance or on ES topics. Unique strengths include Breton, Welsh, and Irish cultural movements, NSDAP propaganda publications, cinema in the German Democratic Republic, as well as Catalan, Corsican, Sardinian, Portuguese, Galician, and Swiss politics and culture, migration studies, linguistic and cultural minorities in Europe, and EU topics. For over a century the Library has collected European newspapers, including extensive historical microfilm backfiles of important titles. Berkeley's Library subscribes to 111,999 serials in digital and in print formats. Of these, approximately 22,570 are in European vernacular

languages. The Library has been acquiring EC/EU publications since 1952 and has served as a depository library for the EU since 1964. It houses one of the most complete EU collections in the US and its EU web page is one of the most frequently cited EU Internet guides. ***Institutional Support for the Library:*** In 2012-13 the UCB Library expended \$1,949,408 for W. European materials. It contributed approximately \$902,512 to the California Digital Library for ES digital acquisitions. Together these expenditure classes exceed \$2,891,920 and enable the Library to build a resource base of national and international importance in ES. UCB provides staff support for all aspects of ES collections, including collection specialists for Romance and Germanic Collections from Europe, rare books and manuscripts, and European government documents. It provides curatorial assistants and cataloguing staff for all ES materials.

<b>ES 2012-13 Non-Federal Budget</b>	
Acquisitions	\$2,891,920
Salary and Expenses	\$565,701
Total	\$3,457,621

**5.B. Cooperative Arrangements:** Despite severe budget cuts in the

last decade, the UCB Library has maintained its strengths in

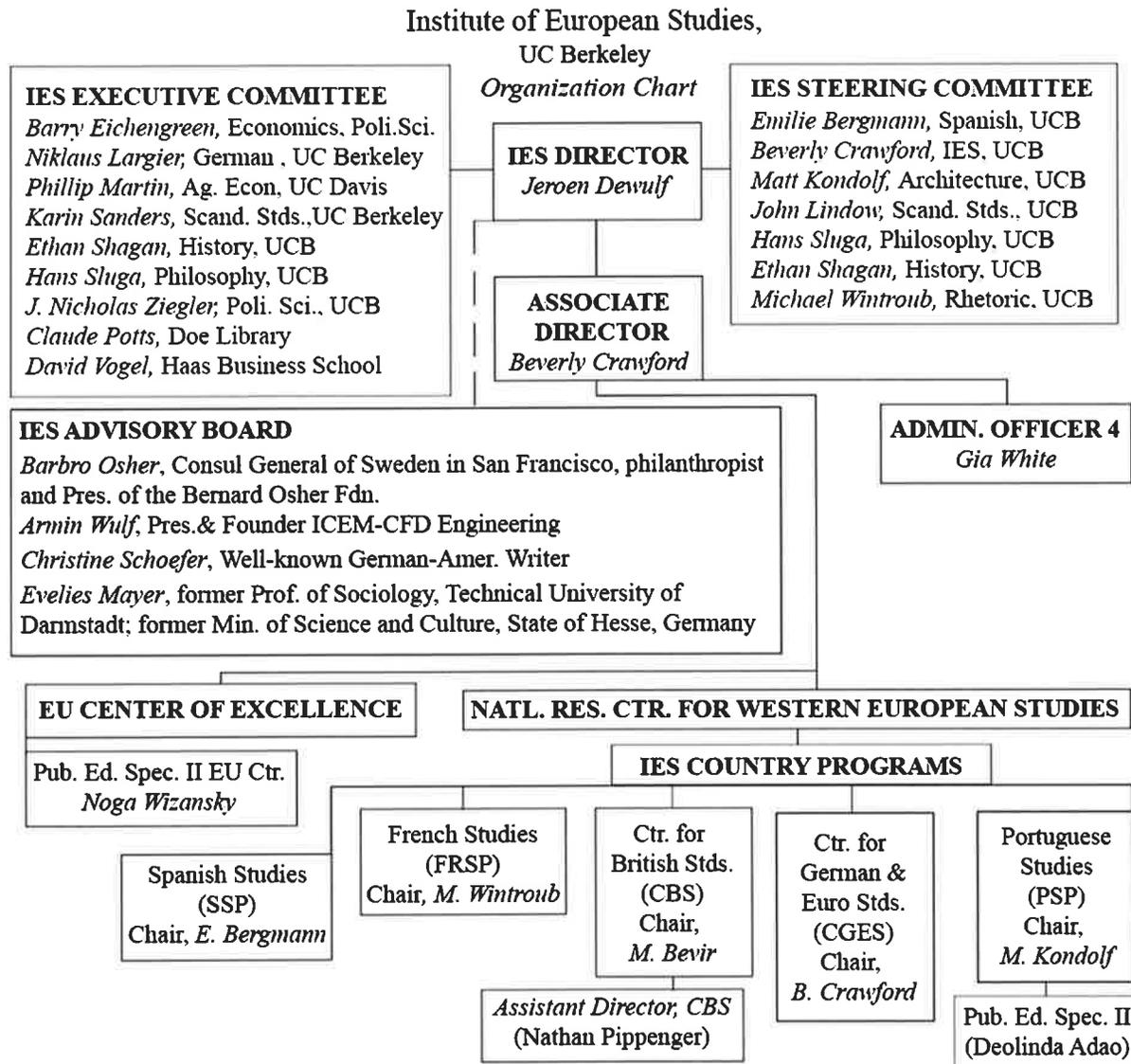
Western European Studies. In 2012, 4 cooperative collection agreements were signed with Stanford, allowing each to specialize in specific areas. This way Berkeley can build more extensive collections through acquisitions in complementary areas. UCB specializes in Portugal and Catalonia, and French and Italian Switzerland. Stanford concentrates on German-speaking Switzerland, Austria, and Belgium. The UCB Library collects French and Italian LCTLs as well as Finnish and Dutch/Flemish history, literature, linguistics, politics, philosophy and culture. As it shifts to digital, the library aims to augment its digital holdings with IES support and through the permanent acquisition of all ES e-resources (Crit. 8, p. 34). ***Access:*** The UCB Library and its ES collections are open to students and faculty from other institutions. Library privilege fees for K-12 teachers are fully subsidized. Online holdings are available free to all users. UCB affiliates have full access rights to consult materials in campus libraries. Unaffiliated users can purchase

Library cards (\$100 per year), enabling them to check out books. Visiting Scholars and teachers at other institutions are given preferential rates in acquiring library cards.

**6. Quality of Berkeley's W. European Staff Resources** **6.A. IES Faculty:** Berkeley has exacting standards for research and teaching. As demonstrated in their resumes (App. III) our W. European faculty is exceptionally well-qualified. They received rigorous training at distinguished universities. They travel often to their countries of specialization. Core faculty members can read, write, and speak the language of their target countries. They serve as consultants and advisors to govt. orgs. at home and abroad. Their distinction is recognized by the leadership roles they hold in research, professional associations, editorial boards, and by the international fellowships and prizes they have won. ***Professional Development Opportunities:*** Every 7 years faculty may take one year's leave with full pay to pursue professional development and research. They are also eligible to serve as on-site faculty director of UC's study abroad programs in Europe. IES provides faculty travel support. UCB and IES fund grad student researchers to assist faculty in research. Professional development opportunities for language lecturers are supplemented by IES' Foreign Language Teacher Grant, and by the BLC (Crit. 4C, p. 16-18). Professional staff can take up to 2 weeks paid leave to pursue professional development; UCB provides no-charge courses for staff, including technology, business, and management training. Educational and Technology Services offers technology training for faculty and GSIs. ***Teaching, Supervision, and Advising of Students:*** Berkeley faculty spend a large percentage of time in contact with students. Ladder-rank faculty teach 3-5 courses per year and supervise student theses and projects at all levels. Lecturers teach 6 courses per year and also advise students. Both grad and UG students participate in faculty research projects. Faculty members mentor grad students; a key measure of their mentoring commitment is the outstanding placement record Ph.D.s with ES

concentrations (Table 9.1, p. 40). *Quality of IES Staff*: IES has 7 academic administrators (including faculty program chairs), 2 professional staff and 1 professional program coordinator (App. III). They plan, organize, and administer IES research, conferences, lectures, language, and outreach programs. The director, assoc. director, and program manager are responsible for NRC programs. The Director, Professor **Jeroen Dewulf**, is uniquely qualified to lead IES (Appendix III, C56, C76). He teaches in the German Dept. and is the Chair of the Dutch Studies Program. He is founder and Chair of the Designated Emphasis in Dutch Studies, and is affiliated faculty in the Center for African Studies and the Center for Latin American Studies. He is the recipient of numerous awards and fellowships, and publishes in 5 languages (English, Dutch, German, Portuguese and French) on Dutch and Portuguese (post-) colonial literature and history, transatlantic slave trade, and German-Swiss literature. Professor **Beverly Crawford**, IES Assoc. Director, has an international reputation as a scholar of German and European Studies (C75). She is the Co-Director of the EUCE, Chair of CGES, a key PE professor and advisor, and publishes in both English and German. She has authored and edited 9 volumes on EU integration, German Politics, European Security, post-communist Europe, and the Euro-Mediterranean region. She has won numerous fellowships and awards for research and teaching. IES Chief Administrative Officer **Gia White** has a UCB B.A. in Spanish and is an expert with 25 years experience in Management and Financial operations (C78). She won the Excellence in Management Award in 2010. She facilitates faculty and student awards across the UC system, working with diverse faculty and student communities on 8 UC campuses. **Deolinda Adao** is Program Coordinator for PSP (C74). Her Ph.D. from UC Berkeley is in Luso-Brazilian Languages and Literatures. She has published 3 books and numerous articles on Portuguese literature and culture. She is the Program Director and Advisor of the Luso-Brazilian program at San Jose State University

(SJSU), and the Portuguese and Spanish Instructor at Berkeley City College (BCC), both MSIs. She directs the Summer Study Abroad Program in Portugal for students and teachers. This leadership team integrates the admin., research, teaching, and outreach expertise that make IES



efficient, innovative, and interdisciplinary (see Org. Chart above). ***IES Teaching, Supervising, and Advising of Students:*** IES Director Dewulf devotes 75% time to supervising, teaching, and advising students; 25% is devoted to IES. IES Assoc. Director Crawford devotes 50% time to teaching and advising students. She is also a mentor with UC Berkeley’s CEP Transfer Alliance with CCs to provide post-secondary educational opportunities for disadvantaged CC students who

face significant barriers to continuing their education . CAO White devotes 10% time to advising students regarding fellowships and grant opportunities. PSP Coordinator Adao spends 50% time teaching, supervising, and advising students. Other faculty members' percentage of time devoted to ES is noted in each faculty CV (Appendix III).

**6.B. Oversight Arrangements and Staffing Plan for Outreach:** Faculty from a range of disciplines sit on the IES Steering and Executive Committees, both of which meet twice each year. The former defines the overall direction of IES and the latter assists the Director in decision-making and oversees grant proposals. The Country Program Chairs are appointed by the VCRO and meet annually to plan coordinated activities with IES for the following AY. (see p. 28 Crit. 7)

**6.C. Employment Policies:** The University has a deep commitment to the twin goals of excellence and diversity. This commitment was demonstrated by the establishment in 2007 of the Office of the Vice Chancellor for Equity and Inclusion (VCEI) a cabinet-level appointment to coordinate all of Berkeley's diversity initiatives/resources in order to improve access, retention, and graduation rates of students from underserved communities, diversify staff leadership, and improve recruitment and retention of under-represented faculty members. The VCEI, Professor Gibor Basri, created an assessment plan to promote diversity with year-by-year benchmarks, required of all departments, with a comprehensive assessment of progress to be completed by 2017. UCB's CEP strengthens the transfer pathway between the California CCs and the University. Most recently, UC president Janet Napolitano announced on June 3, 2014 that she will appoint a president's Advisory Group on lesbian, gay, bisexual and transgender issues to advise her on how best to create a more inclusive environment for LGBT students, faculty and staff. IES' GEPA statement, with further details, is appended to this proposal. UCB attracts outstanding women and minority faculty, resulting in an increased number of new ES faculty appointments among these groups.

(Out of 33 new faculty appointments since 2010, 15 were women.) Both the IES Assoc. Director and the CAO are women. The former is visually impaired; the latter is African American. Of core and affiliated ES faculty, 44% are women.

**7. Outreach Activities** IES' key outreach programs strengthen teacher training at all levels.

Collaborative K-14 outreach activities with the 7 other UCB NRCs are coordinated by the Office of Resources for International and Area Studies (ORIAS). It provides separate training activities in international subjects for K-12 and CC instructors and puts a spotlight on each world area within its ongoing programs, held throughout the year. In 2013-14, ORIAS worked with 58 K-12 teachers and 28 CC instructors, reaching over 14,000 students. ***Outreach to Elementary and Secondary Schools***. ORIAS offers an annual Summer Institute for K-12 Teachers. They are free of charge and participants earn professional development credit. They have served over a thousand teachers since their inception in 1996. The 2013 Institute, *Travelers in World History*, explored how travelers' tales offer unique insights into cross-cultural exchange. 30 teachers attended the program, which combined lectures by faculty, introductions to online resources, and guided work sessions for development of curriculum units. The resulting materials for this and all previous institutes have been placed on the ORIAS website for curriculum development use free of charge. Upcoming workshops are described on page 34. ORIAS also provides professional and curricular development for K-12 teachers through both World History Book Groups and Study Groups conducted in partnership with the San Francisco-based non-profit organization Humanities West (HW), whose public program focuses primarily on Europe and includes programs such as "American Expatriates in Paris," "Charles II of England," and "Art and Architecture of the Baroque." Study groups are ongoing and involve university scholars. Teachers share resources and work collaboratively on classroom materials with ORIAS staff. In

**Table 7.1 Joint NRC K-12 Teacher Outreach**

<i>Program</i>	<i>Impact: (R)egional (N)ational</i>	<i>UCB (F)aculty Involvement</i>
<i>ORIAS Summer Institute</i>	(R)	(F)
<i>ORIAS Newsletter</i>	(R)	
<i>ORIAS Working Groups</i>	(R)	(F)
<i>ORIAS Online Resources</i>	(N, R)	
<i>Humanities West workshop</i>	R	

addition to joint efforts, **IES holds two annual and semi-annual educator workshops** devoted specifically to European Studies for K-12 instructors from all over California: 1) The semi-annual Portuguese Language Teacher Training Conference, organized in collaboration with SJSU. These are the only training conferences in California for K-12 teachers of Portuguese language and

Lusophone culture. 2) IES' EU Center hosts an annual Educator Workshop. Since its inception in 2008, this day-long workshop offers California K-14 educators a full day of lecture and discussion sessions led by UCB scholars on a wide array of topics relating to EU policy-making, law and business. Participants receive EU resources for classroom use. Post-workshop surveys yield consistently appreciative responses and attendance numbers have increased steadily.

**Outreach to K-12 Students.** IES also provides workshops and mentoring for HS students. Through PSP, IES recruits underserved students in High Schools throughout California to apply to UCB. IES-PSP holds “Portuguese Youth Day” when heritage Lusophone speakers come to UCB for a day of cultural events and prep for writing a college application.

**Table 7.2 IES K-12 Teacher/Student Outreach**

<b>Program</b>	<b>Impact</b>	<b>Involvement</b>
<i>Portuguese Youth Day (students)</i>	R(egional)	F(aculty)
<i>Recruitment Travel to High Schools (students)</i>	R	F
<i>Annual Portuguese Teacher Training Conference (teachers)</i>	R,N(ational)	F
<i>EU Educator Workshop</i>	R	F

**Outreach to Postsecondary Institutions. Three Programs for Undergrads:** IES supports the annual Claremont-UC Undergraduate Research Conference on the EU held at Scripps College. The conference deepens UG student understanding of the EU and US-EU relations, and fosters inter-campus exchange and collaboration. Drawing over 50 students annually from institutions

across the nation, it is the only known forum for undergraduate students to share their research on the EU. IES provides authors of the top three conference papers with a four-day study tour to EU institutions in Brussels, featuring lectures by EU experts and discussions with EU officials. And, as noted above, IES partners with CEP’s Transfer Alliance Program to prepare underserved CC students for study at UCB. **Two Programs for Grad Students:** IES opens competition for its grad student research grants to all UC campuses. IES-EUCE also partners with the EU Centers at the University of Washington and the University of Colorado to fund and organize the annual Western Graduate Research Conference on the EU. This workshop provides a forum for graduate students to present their EU-focused research to an audience of faculty and peers and form collaborative relationships with EU scholars nation-wide. **For Instructors:** Faculty from national and international postsecondary institutions will continue to attend IES events, and are invited speakers at those events. IES-originated research is advertised widely in academic circles around the nation, through its listserv, working papers, books, and articles. Since 2010, ORIAS has offered workshops for CC World History instructors to provide better curriculum articulation

<b>Table 7.3 IES Post-Secondary Outreach</b>		
<b>Program</b>	<b>Impact</b>	<b>Involves</b>
<i>E-mail listserv (Teachers)</i>	R	
<i>IES Events open to post-secondary (Instructors and Students)</i>	R, N	Faculty, Students
<i>IES Working Paper (WP) Series (Teachers and Students)</i>		Faculty
<i>UG EU Conference (Students)</i>	R, N	Faculty
<i>Study Abroad to Portugal (Teachers and Students)</i>	R, N	Faculty
<i>Western Graduate Research Workshop (Students)</i>	R, N	Faculty, Students
<i>IES Graduate fellowships</i>	R	Students
<i>Transfer Alliance (CEP) faculty mentoring for prospective CC transfers to UCB</i>	R	Faculty, Students
<b>Joint NRC Post-Secondary Outreach</b>		
<i>CC instructor workshops (CC faculty)</i>	R	Faculty

between 2- and 4-year California colleges. **For Faculty and Students:** IES-PSP supports an annual summer study abroad program in Portugal which includes Portuguese language study. It is a cooperative effort between IES-PSP, SJSU, and four Portuguese Universities. It is open to all post-secondary students and K-14

teachers and is taught by university faculty. In 2013, 14 low-income students participated in this program. Continuing post-secondary programs are summarized in Table 7.3.

**Business, Media, General Public. *Business:*** IES has strong ties to business and policy communities through the Bellagio Group of G-10—which focuses on global financial issues—deputy finance ministers and central bank governors, under the direction of former IES Director and current Exec. Committee member Barry Eichengreen. IES also reaches the business community with the ongoing workshop on “Regulating Consumer Safety and Risk” in which business practitioners, scholars, and public officials explore the politics of risk regulation in Europe and the US. With sustained funding from IES’ EUCE, the Berkeley Center for Green Chemistry (BCGC) at UCB’s School of Public Health has become a center of expertise and a regional resource on EU environmental and chemical regulation policies. It provides frequent counsel to policy makers, business professionals, and community organizations in California and the US. In 2013-14, BCGC Directors formed a committee of government representatives, business professionals, labor coalitions, and community groups dedicated to improving refinery safety in response to the August 2012 fire at the Richmond Chevron Plant. The group’s activities resulted in the creation of a Calif. State Interagency Task Force on the Refinery Industry, charged with investigating the adaptability of EU safety regulations to oversight of the California refinery industry. Business groups participate in the task force. ***Media:*** IES-PSP sponsors a bi-monthly program on the Portuguese Radio Network addressing issues related to Portugal and the world. Many IES events attract a large audience and receive extensive media coverage. Notable examples include: an April 2013 conference on “The Future of the Euro: Lessons from History” featuring prominent scholars who attracted a large audience and press; two events in response to the Ukraine crisis, one with UCB Professor Yuriy Gorodnichenko, whose talk was

featured on the UCB News Center, and the second, a public panel which included UCB professor Edward Walker, who gave an interview on the crisis with CNN after the event. **General Public:** IES and its constituent Centers host over 200 events annually. All events are open to the general public and IES publicizes extensively through targeted mailing lists, an e-mail listserve, website, posters, flyers, local print and broadcast media, European consulates, and student groups. In 2013-14 alone, PSP sponsored two conferences, a film-festival, 2 publications, and 3 exhibits, including a major event celebrating the 40<sup>th</sup> Anniversary of the Portuguese Democracy, drawing an audience of 100+. The IES and EUCE newsletters are posted on IES' website (180,000 visits monthly), and distributed electronically. IES provides links on its website and Facebook page to its research, outreach and grant activities. It produces an electronic annual report, posted on its website. Starting in Fall 2014, there will be live blogging at IES events, posted to Twitter and Facebook.

### **8. Program Planning and Budget**

UCB boasts robust programs in European languages, politics, economics and society and cultivates an abundance of Europe-related resources across the campus. IES concentrates those resources to produce and propagate interdisciplinary innovations in research, instruction, and curriculum development. As this proposal demonstrates, UCB's NRC functions as a key that unlocks synergies across disciplines and makes UCB's cutting-edge research readily available to language and area studies teachers at all levels across California and the nation. In the coming four years IES will consolidate its position as one of the nation's leading centers in ES and pass on its expertise to new generations of students and scholars, with a particular emphasis on traditionally underserved groups and low-income UCB students. The IES is therefore requesting NRC support to achieve the following 6 goals over the next four years: 1) **expand knowledge**

through a new research and outreach program on “Global Europe,” 2) **expand enrollment in LCTLs**, 3) **train greater numbers of future US leaders** with European expertise and advanced levels of language proficiency to meet national needs through the creation of a Designated Emphasis in European Studies (Absolute Priority), 4) **strengthen the library’s ES holdings**, 5) **train greater numbers of K-12 teachers** by continuing support for ORIAS and 2 new initiatives: partnering with two Schools of Education to a) provide new training workshops and professional development opportunities, and b) create a new teacher credentialing program in Portuguese Language (CPP2), 6) **create a sustained and mutually beneficial collaboration with an MIS** by developing a “Partnership for International Education” (PIE) with the Peralta CC district (CPP1). Below we describe our intended activities designed to reach these goals.

**8.A. Major Activities for Which We Seek Funding. 1. Research workshops, colloquia, symposia, public conferences, and lectures.** In collaboration with IES’ five country programs, the EUCE, other global area NRCs, and a wide range of research and teaching units at UCB, IES will engage five interdisciplinary faculty clusters to expand and diffuse knowledge of “Global Europe” (Crit. 1, p. 2). The cluster on *Europe and the Future of Global Trade and Investment* assesses Europe’s role in the creation of a new international economic architecture in the wake of the global financial crisis. The second focuses on *EU-California Collaboration* to study cross-border public health threats, environmental threats and illegal immigration. A third focuses on *A New Security Architecture for Europe* in order to explore Europe’s role in NATO and growing willingness to confront a resurgent Russia. The fourth, *Globalization and Governance*, examines how global forces impact EU governance and, in turn, how EU policy and its governance model affect other parts of the world. The final cluster, *Language, Culture and History in a Global Europe*, looks at how transnational connections affect European languages, cultures, and

politics. It will also explore Europe’s colonial legacy, with special attention to Europe’s historical involvement in the slave trade. Funds devoted to activities connected to these themes will support research, UG education through participation in an ES conference at Scripps College, teacher professional development through conference participation, the wide diffusion of research findings and the use of these materials in teacher training, strengthening ES at UCB among K-12 teachers and at the Peralta Colleges, an MSI. We will announce events and post research findings through the channels described in Crit. 7. We will use NRC resources effectively by leveraging them through joint funding and outreach with UCB professional schools, external and internal NRCs, and multiple UCB Depts. Table 8.1 lists activities in these clusters in more detail:

<b>Table 8.1</b>			
<b>Global Europe</b>	Conferences and Workshops	Personnel	Joint Funding
<b>Research and Activity Cluster</b>			
<b>Europe and the Future of Global Trade and Investment</b>	Globalization and Transatlantic Trade (Yrs 1,2), The EU and Global Financial Regulation (Yr 2), Intl. Role of the Euro (Yr 3)	V. Aggarwal P. Gourinchas B. Eichengreen	Institute for East Asian Studies/EUCE Clausen Center for International Business and Policy EUCE
<b>EU-California Collaboration and “Best Practices”</b>	EU Chemicals Policy (Yr 1) The Internet and Employment: Silicon Valley and the EU, (Yr. 2) EU Lessons in Flood Control (Yr. 3) EU-US Consumer Regulation (Yr. 4)	M. Schwarzman J. Zysman M. Kondolf D. Vogel	School of Public Health/EUCE BRIE/EUCE EUCE, College of Environmental Design Haas Business School
<b>A New Security Architecture for Europe</b>	The EU Eastern (Yr. 1), NATO Expansion (Yr. 2), The Arctic (Yr. 3)	Y. Gorodnichenko E. Walker B. Crawford	ISEEES ISEEES U. of Illinois EUCE
<b>Globalization and Governance</b>	The EU, Migration and Employment (Yrs. 1,2) Exporting the EU Model (Yr. 3) The Impact of Globalization on EU Governance (Yrs. 1-4)	P. Martin, I. Bloemraad C. Ansell K. Linos	EUCE EUCE EUCE, Berkeley Law
<b>Language, Culture and History in a Global Europe</b>	Moving Europe (Y.1), The European-Caribbean Connection (Yr. 2), Europe and the Legacy of Slavery (Yrs. 3-4)	D. Göktürk J. Guilbault S. Small	German Music African American Studies

**2. Activities to increase enrollment in LCTLs.** UCB's Spanish, French, Italian, and German course offerings are highly developed, sustainable, and have long been an important national resource. Thanks to federal funding for our LCTLs, UCB is also one of the few universities in the nation offering a Ph.D. program in Celtic Studies, Portuguese Studies, Scandinavian Studies and Dutch Studies. The Language Depts. support many European LCTLs. (Catalan will be self-sustaining in 2016). Therefore, in addition to a final year's support for Catalan, we request funding to increase the importance of UCB's language program on the basis of four goals: a) **expanding the study LCTLs to underserved students** by building partnerships with MSIs (Peralta Colleges and San Jose State University). Considering the increasing importance of Portuguese globally and the large presence of underserved Portuguese-speaking minorities in California, we are requesting funding for students from these MSIs to participate in the annual PSP Study Abroad Programs (Crit. 7, p. 27); b) **stimulating the introduction of new LCTLs** at UCB, in particular languages rarely taught at other U.S. universities. We request funding for Depts. to create a pilot course in a new LCTL, e.g., Icelandic, Basque, or Maltese; c) **increasing enrollment by creating advanced courses in LCTLs.** While we will continue to stimulate undergraduate enrollment in LCTLs through our Language Portal (Crit.9, p. 44), new media and the employment of undergrads as IES and LCTL peer ambassadors, we request funding to stimulate language Depts. to develop new courses that privilege reading knowledge and new teaching methodologies in LCTLs. Faculty report that graduate students increasingly turn to government service as an alternative to teaching when they finish their studies; their mastery of a LCTL, particularly Portuguese and Turkish, increases the pool of language experts to meet national needs. Because beginning Turkish is already supported by the Center for Middle Eastern Studies (CMES), IES will **introduce Advanced Turkish at UCB.** Straddling both the European

and Asian continents, Turkish is a strategic language of national need with inadequate coverage in the US. We will jointly support Advanced Turkish with CMES because it is the language of an EU candidate country, a member of NATO, and a member of the Euro-Med Partnership. It is an official minority language in Cyprus and Greece, and a minority language in several W. European nations. (Germany alone counts about 3 million Turkish speakers.) IES is well positioned to support training in Turkish. It participates in the EU-sponsored International Research Exchange with both Yaşar University and Middle East Technical University in Turkey, which regularly brings Turkish visiting scholars to IES. The “Moving Europe Project” on immigration and integration (see Table 8.1) gives special attention to German-Turkish relations from a cultural and linguistic perspective. The UCB Library has a strong collection of Turkish materials, with a precious selection of medieval Turkish literature and Turkish-German immigrant literature. We request funding for a 1/3 lecturer salary starting in AY 2015-16 (16.5%) to teach advanced Turkish, which has not been offered before at UCB. And, lastly, d) **enhance the pedagogical skills of LCTL instructors** by supporting their participation in curriculum and pedagogy workshops and conferences. **3. Creation of a Designated Emphasis (DE) in European Studies** for Ph.D. students designed to increase enrollment in ES and build a cohort of new European experts at UCB. Table 8.2 details the timeline for its full implementation by 2018. DE Students form a grad student seminar and will be required to write their dissertation on a Europe-related topic, become fluent in 2 European languages other than English, and spend a year conducting research in Europe, for which IES will offer fellowships on a competitive basis. IES will also offer training internships. By 2018, UCB will be one of the few universities in the world to have an ES degree at the Ph.D. level and provide a supply of new ES experts to serve national needs.

**4. Library Support.** Acquisition funds are critical to the library because of the increasing availability of new materials in emerging areas of interest in “Global Europe” and its 5 themes discussed in 8.A. We also request support for the **acquisition and cataloging of books and digital materials in LCTLs**, particularly Portuguese and Turkish.

**5. Training K-12 Educators--Continuing activities.** The Berkeley NRCs have planned joint ORIAS Summer Institutes for the next four years (Crit. 7, p. 25). These will target K-12 teachers. The topics are “World Literature” (2015); “Maritime Highways” (2016); “Architecture: Comparative Topics ” (2017); and “Popular Culture in Global Context” (2018). ORIAS will continue its World History Reading Groups and Humanities West teacher working groups throughout each year of the grant period (Crit. 7, p. 25). IES will hold its Portuguese teacher workshops and continue its K-14 EUCE Educator Workshop on the European Union ( p. 26). We request NRC funds to support the attendance of one MSI instructor to attend this workshop (see PIE below). **New Activities:** Two new K-12 training projects respond to CPP2. First, the NRCs together will establish a new partnership with CHSSP (CPP2) to fund professional development workshops for high school teachers. While UCB, by design of the California Master Plan, does not credential teachers through the GSE, we will partner with its largest teacher training program, CHSSP, to train teachers in international subject matter consistent with state standards. While the CHSSP has a long record of success in training teachers to develop history curriculum, we will expand the focus to topics in area studies. Each year of the grant period, the partnership will organize four workshops for teachers, each treating a particular standard through a different geographical lens, one of which will be European ( the Cold War, Medieval Europe, Europe’s Colonial Legacy, and the Euro). Each workshop will feature an academic expert presentation and a model lesson developed by a teacher, with a session to analyze the instructional strategies

embedded in that lesson. We have budgeted for 4 ES workshops in this initiative over 4 years. By the end of 2018, the project will yield 12 new curriculum units posted online, in all world areas, with four in ES. In the second new initiative, IES will collaborate with SJSU School of Education to offer a teaching credential in both Spanish and Portuguese (CPP1, 2). Currently SJSU offers credentialing in Spanish, but demand for Portuguese is rising in High Schools, thanks in part to IES recruitment efforts (Crit. 7, p. 26). IES will support teachers who wish to be credentialed in Portuguese to attend the Summer School in Portugal ( p. 27-8). We request funding to partially support the salary of a Public Education Specialist to coordinate the creation of this program.

**6. Outreach to Higher Education—Partnerships with CCs, MSIs, and training for underserved students.** Thanks to a positive evaluation and growing enrollment, the ORIAS World History Curriculum workshops for CC instructors will continue for 2014-18. We request funding for the creation of a Partnership with the Peralta Community College District, a local network of four MSIs (Berkeley City College-BCC, College of Alameda, Laney College, and Merritt College) during 2014-18. Students at any of these colleges can take courses in any of the others. Instructors share resources across the District. We will create a **Partnership for International Education (PIE)** to build a sustained, *collaborative* relationship between the IES and the Peralta Colleges. PIE will be developed in three stages over four years, creating a clear, durable pathway to prepare CC students for international career opportunities and provide opportunities for Peralta instructors to contribute to European Studies at IES and attend a Brussels study tour. The Partnership will establish a permanent Office of Global Awareness at BCC, the flagship of the Peralta system. Collaborative activities administered by this Office will infuse an international component across Depts., including Basic Skills, ESL, STEM, Humanities, and Career Technical Education Programs. Also housed within the Office at BCC

will be two IES sponsored programs: a “Partnership for Portuguese Studies” and a “Program in European Society, Politics, and Culture,” and IES requests funding for Peralta instructors to participate in all IES activities related to ES and “Global Europe” and funds students to study Portuguese abroad and for a Transfer alliance student. Our PMF details PIE’s proposed activities and timeline. By 2018, we will have leveraged NRC funding to create a permanent partnership. Both PIE and the credentialing program in Portuguese at the SJSU will be led by Deolinda Adao, Coordinator of PSP and Lecturer in the Language Depts. BCC and SJSU (C74, 22-23). Student interns and a grad student assistant will assist in carrying out these activities.

**8.B. *Timeline to Demonstrate Strengthening of Program:*** The timeframe for implementing goals can be found in Table 8.2, Institute of European Studies Program Development Timeline, found on the following page. ***Resources and Personnel are used Effectively:*** Close relations with depts., other NRCs, professional schools, community organizations and the media provide IES with ample support to effectively coordinate the use of NRC resources. IES nurtures the growth of European Studies at UCB by providing funds to areas of priority or need. Needs identified by IES faculty and the Exec. and Steering Committees (Crit. 6, p. 24) are fused with specified NRC goals by the IES director. NRC program and financial management is under the control of the IES director, associate director, financial manager, and assigned grants analyst who works under UCB’s Campus Shared Services umbrella, with oversight from the Office of the Vice Chancellor for Research (VCRO). UCB’s Sponsored Projects Office and Office of Extramural Accounting oversee the allocation of funds; the Graduate Division manages fellowship funds. Librarians managing ES collections are overseen by the Main Library.

**Table 8.2 INSTITUTE OF EUROPEAN STUDIES PROGRAM DEVELOPMENT TIMELINE, FY 2014-2018**

\*Conference/Workshops, Designated Emphasis, SJSU Program conducted on yearly basis; other activities ongoing

	2014	2015	2016	2017	2018	ES Program Strengthened By		
<i>Global Europe</i>	New Threats and a New Security Architecture for Europe <i>3 Conferences/Workshops</i> Europe and the Future of Global Trade and Investment <i>3 Conferences/Workshop</i> Globalization and Governance <i>3 Conferences/Workshops</i> EU-California Collaboration and "Best Practices" <i>4 Conferences/Workshops</i>				Language, Culture And History In a Global Europe <i>3 Conferences                      /Workshops</i>	Enhance knowledge about Global Europe and disseminate research findings to wider community <i>Research &amp; Outreach</i>		
<i>ES Designated Emphasis</i>	—Year 1— Establish curriculum and a core faculty group	—Year 2— Academic approval procedure	—Year 3— Admit first students, establish partnerships with other ES Centers	—Year 4— Establish exchange agreements with those centers		Generate more ES specialists, teachers <i>ES Training Options</i>		
<i>LCTLs</i>	◆ Launch Partnership w/ select MSIs to promote study of Portuguese ◆ Seed money for pilot courses in LCTLs Luxembourgish, Basque, Frisian — ◆ Support Advanced/Graduate-Level LCTLs Portuguese and Turkish — ◆ Support LCTL Instructor Training, particularly in Portuguese and Turkish — ◆ Introduce Advanced Turkish Language Courses —					Augment the supply of LCTL teachers and researchers fluent in LCTLs to meet national needs <i>CPP2</i>		
<i>Library Support</i>	—Support for acquisition of "Global Europe" materials in: —Support for acquisition of materials in LCTLs <ul style="list-style-type: none"> <li>◆ <i>Best Practices EU-US</i></li> <li>◆ <i>EU Foreign Policy</i></li> <li>◆ <i>Transatlantic Trade</i></li> </ul>					Increase library collections related to "Global Europe." LCTLs <i>Strength of Library</i>		
<i>K-12 Educator Training</i>	<i>Continuing Activities:</i> UCB's NRC ORIAS — IES's K-14 EUCE Educator Workshop on EU ◆ <i>Summer Institutes</i> ◆ <i>World History Reading Groups</i> ◆ <i>Humanities West Teacher Working Groups</i> <i>New Activities:</i> ◆ Fund 12 high school teacher professional development workshops (4 w/ EU content) in new partnership with UCB's Graduate School of Education's CHSSP ◆ Portugal Summer School for HS teachers seeking credentials for Portuguese ◆ Collaborate to Create Credentialing Program in Portuguese at the MSI SJSU					Boost the national supply of K-12 teachers of ES and launch first teacher credentialing program in Portuguese in CA <i>Absolute Priority                      CPP1                      CPP2</i>		
<i>Higher Education/MSI Collaboration</i>	—Year 1— Develop Program, Establish Contacts				—Year 2— Sign Agreements, Launch Candidate Procurement	—Year 3— Candidate Selection (5-8), Pre-program Workshops/Seminars	—Year 4-5— Program & Student Support Program Co-administration	<i>CPP1</i> Integrate global dimension at 4 local MSIs and MSI students into UCB ES
	Partnership for International Education (PIE) w/ Peralta CC District ◆ Create Office of Global Awareness at BCC, the flagship District campus to - Administer IES-sponsored "Partnership for Portuguese Studies" and "Program in European Society, Politics, and Culture" (see PIE table for details)							

**8.C. *Costs are Reasonable in Relation to Objectives:*** Our Title VI funds are strategically applied to meet our goals with funding available. Research on themes related to “Global Europe” are funded primarily through IES, other research centers at UCB, and California state funding. NRC funding will broadcast that research via outreach and teacher conferences/workshops, the CC partnership, blogs, and social media, making it accessible to a number of targeted audiences and available for classroom use. Funding requests for outreach programs to K-12 teachers and CC instructors and students help to forge substantial and sustained relationships between UCB and instructors in other secondary and post-secondary institutions, particularly institutions that serve underserved groups. Funds to support instruction in LCTLs will enable us to further develop the region’s top program in Portuguese and Lusophone Studies and to increase the number of students trained in Turkish (both critical-needs languages). Title VI funding to the LCTLs and LCTL Library support represents a modest but crucial 6.7% of IES’ annual budget; it provides incentives for more students to study LCTLs, thereby seeding new courses that will allow the program to expand its breadth. Funds for IES staff prof. development (conference and workshop travel) will increase staff efficiency and knowledge. The total NRC request represents 23% of the annual IES budget, and is critical to the leveraging of other programs, activities, and funds from the university and outside sources. NRC Support for the European Library holdings is a tiny percent of its \$3 million annual budget. In all cases, NRC funding provides a strategic boost that leverages new support, a pattern that has been demonstrated at Berkeley for many years.

**8.D. *Long Term Impact:*** Crit. 9 details the growing impact of IES NRC activities and describes the proposed impact in quantitative terms. By 2018, IES aims to achieve a 10% increase in both UG and grad enrollment in LCTLs, It will also have added new, timely research and public outreach activities on a variety of themes related to “Global Europe.” IES will have a thriving

collaboration with the Peralta Colleges and a language credentialing program with SJSU. We will have strengthened our library resources and expanded participation in our teacher training programs and other IES programs, reaching new generations of teachers and students, particularly those from underserved communities. We request evaluation funds to monitor progress toward the goals and impact and provide feedback for any activity adjustments needed to meet them. IES has demonstrated effective implementation of past programs (Table 9.1). Through pursuit of current and planned activities, evaluation and adjustment, IES at UCB will become one of the few NRCs in the US offering *all* of the following: **knowledge transfer** between ES programs and MSIs in California (CPP1); **teacher training** and professional development in ES at all levels (Absolute Priority); **training in all of the major languages and societies of Western Europe** at the highest academic level, including rare LCTLs; **the strongest program in California in studies and language training of Portuguese**, launching the first teacher credentialing program in Portuguese in California (CPP1, 2); **a new teacher training program** in collaboration with UCB School of Education (CPP2).

**9. Impact and Evaluation** **9.A. *Impact of Activities and Training*** in European Studies is measurable on different levels. For the *University*, an important indicator of impact is enrollment in ES courses. In 2012-13, there were 19,679 students enrolled in ES courses with 50% or more W. European or EU content. Of these, 6,146 were in language courses and 13,503 in non-language courses. Of the 7,526 UGs who earned Bachelor degrees in 2012-13, 26% were ES concentrators. On the *Community* level, the impact of IES is indicated by its number of public events. Between 2010-14, IES staged over 267 seminars, lectures, film screenings, readings and other events with average attendance of 25 people (excluding conferences, which garner attendance over 60+, and account for 15% of IES events). On a *Regional* level, IES impact is

<b>Table 9.1 Quantifiable IMPACTS of Berkeley's European Studies Program 2010-14</b>		
<b>Activity</b>	<b>Impact</b>	<b>Quantitative Indices</b>
Teacher Training K-14 (Crit. 7, 8)	Increasingly integrates ES into K-14 curriculum; increases pool of ES specialists; encourages greater focus of research on ES; strengthens ES area studies and language curriculum in K-12 and CCs.	In 2013, 58 K-12 teachers and 28 CC instructors at ORIAS events reached over 14,000 students. EU Educator workshops doubled number of attendees from 2011 to 2013. PSP Teacher conference attendance increased from 15 in 2010 to 36 in 2014
Public outreach: All events are open to the public	Diffuse knowledge and research to government, business, educators, non-profit organizations, the community, and media	267 events organized between 2010-14. 20% of audience non-UCB. IES and its Country programs together produce 200 events per year.
Students studying European languages (not LCTLs) (Crit. 2)	Increases national capacity for language experts.	Average numbers per year: 350 Majors and 400 Minors. 111 LCTL students graduated with were ES Concentrators in 2012-13.
European Study Abroad (Crit. 1)	Increases number of experts in ES and European languages.	Average number per year: 850.
Curricular Offerings (Crit. 3)	Improves preparation for students to enter government, corporate, and non-profit sectors; an informed citizenry; increases student focus on ES.	In 2012-13 144 ES concentrators became teachers; 53 took jobs with government; 404 continued to grad school; 130 became professors; 469 went to the private sector; 92 took jobs with non-profits
LCTL Offerings (Crit. 4)	Encourages cross-cultural understanding; strengthens national security; strengthens foreign trade; institutionalizes instruction of LCTLs at UCB.	189 courses in 2012-13 Average Annual enrollment and completion: 698. 50 Majors; 60 Minors; 18 Ph.D. dissertations
IES-sponsored research and dissemination of research (Crit. 1,7)	Cutting edge research to be turned into outreach and curricular content; attracts pre-eminent scholars to University, IES leverages their presence; encourages cross-disciplinary research.	In 2012-13 IES-sponsored research yielded 11 articles, 2 policy papers, 4 books, and 1 book chapter; T-6-sponsored research yielded 3 books, 3 working papers, 4 journal articles, 1 book chapter
resources for lang. teaching and proficiency testing (Crit. 4)	Improves quality of language teaching and student proficiency.	Scores on proficiency tests in European languages improved by 10% from 2011 to 2013.

shown through its involvement with California business, public health and community organizations. Faculty speak to civic groups, the state legislature and local media. IES' newsletter is distributed electronically throughout N. California (Crit. 7C, p. 29). The impact of IES activities and training programs is demonstrated on a *National* level by faculty interaction with national and international media, faculty presentations at other universities across the country, faculty and student participation at national conferences, teacher training programs, and the excellent post-graduate placement record of UCB students (Crit. 7C & 9D-E-F). Table 9.1

summarizes these impacts and also shows the **growing impact** of IES outreach and training, indicating increases in teacher attendance in the IES teacher training program.

**9.B. Equal Access:** UCB prohibits discrimination on the basis of race, color, national origin, religion, sex, gender identity, pregnancy/childbirth, disability, age, medical condition, ancestry, marital status, citizenship, sexual orientation, or status as a veteran. The policy covers student admission, access, and treatment in its programs and activities. UCB ensures equal access and treatment for all eligible participants to its programs. This includes special attention to members of under-represented groups. All campus buildings housing European programs are accessible to handicapped persons. IES has active outreach programs with regard to admittance, matriculation, and hiring of students, and use of university resources (Crit. 6). PSP Exec. Director Adao

In 2014 <i>US News and World Report</i> ranks UCB #2 in the U.S. in economic diversity
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advises UCB students of Portuguese descent, most of whom are from low-income California communities. IES Assoc. Director

Crawford works with low-income students through CEP and co-teaches a course in International Studies for underrepresented students at UCB (Crit. 3C, p. 13; Crit. 6A, p. 23-24). Consideration of financial need is included in the evaluation of all FLAS applications. IES makes arrangements for the blind or hearing impaired by taping events for later transcription or providing sign language interpretation. The IES website conforms to ADA standards for computer-assisted voice access for the visually-impaired. UCB has a diverse student body and provides strong support to low-income students. See GEPA statement attached and Crit. 6C.

**9.C. Comprehensive Evaluation Plan:** Each decade, UCB undergoes accreditation by the Western Association of Schools and Colleges. Academic depts. and interdisciplinary programs undergo regular full-scale reviews (external and internal). Responding to the last accreditation

<b>Table 9.2 Project Goal I: Train greater number of students—particularly underserved UCB students in languages and knowledge of Western Europe in areas of national need.</b>			
<b>Objective</b>	<b>Data: (How many...)</b>	<b>Collection (access, frequency)</b>	<b>Progress indicators— % change 2014-18</b>
Increase base of concentrators and UG language enrollments by 5% between 2014-2018	Pilot courses created, Stipends for Portuguese awarded, Students in Turkish, Exchanges awarded (Turkey), # Students in IAS course	Data collected each AY	Course enrollment data (ES, Portuguese, Turkish), % Increase each year
Increase grad student language and ES enrollments, especially underserved students by 10% over the 4-year cycle	DE students by year 3, New advanced courses, FLAS awards to low-income students and for priority languages	Data collected each AY	DE students by year 3, Advanced Turkish enrollments
Expand language training opportunities and library resources in LCTLs by 5% 2014-18	# New LCTL courses, Travel grants and yearly reports (evaluator structured), Teaching methodologies, LCTL, Global Europe, Library acquisitions	Yearly Data collected and generated	Reports from instructors, awarded stipends, New methodologies, Increase in new titles per year—300 over 4 years, Survey (generated) data analyzed
<b>Project Goal II: Strengthen teacher training programs in European Studies.</b>			
Increase participation in continuing K-12 teacher training programs by 10% 2014-18	New teachers recruited for ORIAS and EU workshop, Lesson plans each year, Teacher Feedback surveys completed for each program, Reports on lesson plans used in classrooms (yearly)	Yearly Data collected, Surveys generated	% Increase in participants and lesson plans, plans used in classrooms, Surveys analyzed, Adjustments in programs to increase # participants and lesson plans used
Create New Teacher Training program w/ CHSSP/4 ES workshops 2014-18	New teachers recruited each year, Curriculum units created and posted, Teacher feedback surveys completed	Yearly Data collected, Surveys generated	% Increase participation, # Curriculum units created/posted, Surveys analyzed, Program adjusted to up #s, lesson plan use
Create Credentialing Program in Portuguese, 5 new Portuguese teachers in 2018	4 Reports on Activities completed each year, 5 teachers credentialed by 2018	Evaluator structures yearly report questions	All yearly activities completed and 5 teachers credentialed in 2018
<b>Project Goal III: Increase exposure of ES and Global Europe to a diverse constituency, including MSIs, Community Colleges, and area public school districts.</b>			
Create Partnership for International Education (PIE), add yearly activities	4 Reports on activities completed each year, Funds raised, BCC instructor & student feedback surveys completed, Commission evaluation, Project self-sustaining	Evaluator structures yearly report, survey questions	Reports and surveys analyzed, adjustments in programs to increase # participants, participant increase each year, project is self-sustaining by 2018
Broaden Public Program w/ 18 new conferences, 5% increase attendance, participants by 2018	Broaden Public Program with 18 new conferences 2014-18, 5% increase in attendees and participants by 2018	Evaluator structures survey questions	Increase in # of conference participants, Surveys analyzed, Adjustments to increase # participants. Progress=+5% by 2018
Increase by 10% the number of K-14 educator participants at IES-sponsored programs	# Participant stipends awarded, Study tour evaluation, # Evaluations of BCC lectures at UCB (# Stipends recorded, Evals. collected after each lecture)	Evaluator structures report, survey questions	Analysis of feedback, adjustments in programs to increase # participants, 10% increase by 2018

review in 2001, UCB revised the dept. review process to include new emphases on UG instruction and grad student training. IES undergoes a university review every 5 years with a comprehensive evaluation processes. The Institute Director is reviewed at the end of a 5-year term and may continue in the position for one additional term. The eight NRCs and FLAS centers at UC Berkeley have worked with a professional evaluator since 2009—Dr. Brad Washington of the University of San Francisco—who is known to the IFLE team from his presentations on program evaluation. In consultation with Dr. Washington, for the 2014-18 NRC grant cycle, IES has identified 3 primary project goals and 3 performance measures/objectives for each goal. Table 9.2 provides goals and objectives; specific activities to arrive at each objective are in the appended PMFs. Many of these activities are discussed in this narrative, including those under Crit. 8, for which we are seeking funding. Dr. Washington will assist IES in determining data and indicators appropriate for each activity and in establishing baseline indicators. At the end of every grant year he will provide an update on progress towards meeting our performance objectives. In addition to collecting and assessing quantitative data, Dr. Washington will develop web-based exit surveys to measure the longer-term outcomes of our teacher training activities: IES-EUCE educator workshop, PSP Teachers Conference, CHSSP curriculum development workshops, ORIAS Teacher Summer Institute (Crit. 7A&B, p. 25-7). Starting in Spring 2015, he will administer the survey instrument to teachers who participate in our training activities, focusing on the direct usefulness of the teacher training workshop, areas where teachers have additional needs, and the depth and regularity with which participants integrate international and area studies into their curriculum.. The existing survey instrument for measuring the impact of ORIAS programs and Institute outreach will be redesigned to capture the radius of outreach services and to retain existing and attract new participants in secondary

school settings throughout the region, district, and county. These surveys should elicit quantifiable data, with themes and trends in the populations presented in the form of narrative synopses, statistical analyses, and graphic representations. Survey results will produce information addressing how to better respond to the needs of K-14 educators, more effectively introduce “Global Europe” into K-14 curriculum, and improve tracking of outcomes. As required of all organized research units on the UCB campus, IES will undergo an external evaluation in Fall 2017. This review will be conducted by a 4-member team—including a member of a traditionally underserved group—consisting of two academics (one in an area studies discipline and one in European languages), one experienced professional administrator in ES familiar with NRC programs, and one professional evaluator qualified to interpret quantitative data. This team will also review data that IES collects, qualitative information such as course evaluations, departmental reviews, information gleaned from faculty and student interviews, and observations of classroom teaching and organized research activities. The evaluators will be charged with developing an outcome-oriented assessment supported by measurable data. *Recent Evaluations and Program Improvement:* A 2010 evaluation recommended that we create a central W. European LCTL clearinghouse, collecting all information on the various W. European languages taught on campus. IES created the **European Language Portal** in order to promulgate broader awareness—especially to UCB UGs early in their studies—of the breadth and depth of offerings, especially in LCTLs. It is open to other campuses and indicates which languages are offered on other campuses through distance learning (for instance, Finnish and Danish have been offered via videoconferencing originating from UCB at UC Davis and UCLA). The evaluation further indicated that IES should collaborate more with Professional Schools: we have since begun long term collaboration with Berkeley

Law, Haas Business School and the School of Public Health. We will continue these activities and in the next grant cycle establish a collaborative effort with the Graduate School of Education in K-12 teacher training (Crit. 8, p. 34-5). Finally, the evaluation suggested we join forces with other NRCs to maximize the efficiency of our outreach program. We are now deeply engaged with the other 7 NRCs in developing evaluation measurement instruments and will together launch 2 new teacher training projects (Crit. 9, p. 44-5; Crit. 8, p.34-5).

**9.D. *ES Training Programs' Impact on Supply of Specialists:*** Enrollment figures are provided in Table 9.1 (p.40). UCB Career Center statistics report that, on average, 4% of BA recipients and 3% of higher degree recipients enter government service. This means that UCB sends about 86 European specialists each year into government service. IES language and area studies courses address areas of national need by teaching two priority LCTLs and covering the W. European world area and the EU. UCB supports ES language programs with its commitment to producing language specialists. The amount of money UCB sets aside to stimulate foreign language education has continued to increase at a time when other public institutions are cutting foreign language offerings. To that end, the BLC, which provides language laboratories and equipment to students and instructors involved in the language programs, has also received steady funding increases. **9.E. *Addressing National Needs through Information Dissemination.*** IES programs address geopolitical, security, economic, environmental, and topics focusing on transatlantic relations. IES holds events on topics such as: “Responding to a Resurgent Russia,” “Will the Euro Collapse,” “Mitigating Climate Change: The US and the EU,” and “Transatlantic Turbulence.” IES publishes an average of 4 working papers and policy briefs each year, addressing regional and national policy issues (Table 7.3, p. 27). Information is widely disseminated via our website and email list, containing over 1000 addresses. Faculty regularly

contribute to national and international media, e.g., *Los Angeles Times*, *NY Times*, *Washington Post*, CNN, Pacifica Radio Network, BBC, Al Jazeera, *The Wall Street Journal*, and *Foreign Affairs*. Former Core Faculty Member Janet Yellen is now Chairman of the Federal Reserve; Core faculty member J. Bradford DeLong is a former member of the Council of Economic Advisors, and Core faculty member Maurice Obstfeld is a present member. Our teacher training program has a multiplier effect as teachers pass information on to their students (Table 9.1, p. 40). Our planned emphasis on “Global Europe” (Crit. 8, p. 30-31) squarely addresses issues of national and international importance. ***Placement of students in areas of national need:*** Berkeley has a solid record of placing graduates in areas of national need. One half of our MA and nearly three-quarters of our Ph.D. graduates enter careers in higher education. 35% of MA and 13% of PhD students enter careers in industry, business, or government service. Of UG students who graduated as ES Concentrators, 364 (45%) pursued graduate work; 8 (9%) procured employment in the government sector and international organizations; and 144 (7%) became teachers. 7 of our IES UG fellowship recipients now attend Law School (Yale and Penn), are enrolled in Ph.D. programs (UCB and U. of Stockholm), practice law (Baker and McKenzie), and work in the high tech industry (Compass Lexicon and Delta Analytics). Of the 202 graduate students who earned Masters, Professional, and Doctoral degrees with ES concentrations in 2012-13, 130 are working in higher education, 13 work in government, 9 entered business, and 3 received post-doc fellowships.

**9.F. *FLAS awards and national needs:*** Berkeley has a strong record of placing FLAS students into positions in higher education, government, and public service. While most take jobs in higher education, 9% of MA and 11% of Ph.D. students enter careers in industry, non-profits, business, or government service. Examples of recent FLAS graduates include careers as a

performance and production manager at a Girls' Chorus, two research analysts at UCB and UC San Diego, an analyst at the Consumer Protection Agency, and faculty members at UC Davis, UC San Francisco, NYU, and the University of Paris. We attract FLAS applicants by offering training opportunities in ES, including advanced language training in all fields with a focus on recruiting applicants from the professional schools, science, and engineering who are more likely to enter government service. We hope for a realistic 10% measurable improvement in FLAS application rates by 2016. By offering seminars on career opportunities for those who seek foreign language skills, by expanding access to FLAS, and by creating awareness of areas of national need, we will continue to diversify and increase the FLAS pool. We will gain precise data on the success of our efforts using the 8-year FLAS tracking survey recently implemented by IFLE.

**10. FLAS 10.A. Selection Plan**

*Advertising and steps in Process:* IES will advertise and promote FLAS jointly with the Graduate Fellowship office via flyers (all departments, professional schools, core and affiliated faculty and students), paid ads in campus newspapers, IES newsletter, IES annual report, school brochures, electronic mailing lists and the IES website (over 50,000 visits monthly). A special

<b>Table 10.1 Steps in FLAS Process</b>	<b>Dates</b>
IEAS nominates faculty review committee	November
Advertise thru email & website, listserve,	Nov.-Jan.
Joint informational workshop by all area units	December,
Application deadlines, AY & summer	Late Jan.
Faculty committee review of applications	Feb 10-Mar 1
Academic year and summer award	Mid-Late Mar.
Seek necessary approvals from IEPS for travel	April-May
Graduate Div. submits FLAS reports to IRIS	September 1

effort is made to encourage applications from professional school students. IES also emphasizes recruitment of minority FLAS applicants by reaching out to minority-serving institutions and

associations at the university. Information on FLAS is part of graduate admission application, and upon notification of acceptance to UCB, graduate students are automatically notified of the FLAS

program by their departments or schools. **Timing of Process:** The selection process for FLAS begins in the late fall when the IES Director appoints the FLAS committee (details in 10C).

Table 10.1 displays an outline of key dates. **Awards in Priority Areas:** We have crafted a plan to respond to FLAS CPP1 (to award fellowships with consideration of financial need while showing potential for high academic achievement). The process of making those awards is described in Crit. 11.

**10.B. How students apply:** The FLAS selection process for all NRCs at Berkeley is centralized and highly regulated, with clear instructions for potential applicants posted on the Graduate Division and department websites. New students apply in conjunction with general admission; continuing students apply at the Graduate Division. Application forms are available online and Gina Farales, Berkeley's FLAS coordinator, fields questions from students and advisers by email and phone. All FLAS applicants will be required to complete the FAFSA form for federal assistance, and will be informed in the application materials that financial need is now a competitive priority for FLAS funding. Demand for ES FLAS fellowships has traditionally been high at UCB and we have requested funding for 8 AY awards and 4 summer grants annually in 2014-17 (FLAS budget AB). The UCB Graduate Division has supplemented these awards for new students with a \$1,500 stipend plus Non-Resident Supplemental Tuition (NRST), or the incremental cost of covering NRST above the \$18,000 educational allowance. For continuing students, GD provides a \$500 stipend supplement. For summer awards, the FLAS award is \$2,500 in summer stipend plus up to \$5,000 in educational allowance. GD has been supplementing these with a \$1,000 summer stipend and , if students study on campus, any incremental cost over the allowance to cover fees for the summer (approximately \$250).

**10.C. Fellowship Selection:** IES creates a 4-member FLAS jury selected by the Director and approved by the Graduate Division; the goal is wide representation of UCB faculty in all schools, depts., and a Librarian specializing in European Studies. The jury includes at least one faculty representative of a traditionally under-represented group. Representation for LCTLs and Portuguese and Turkish language is desired. This jury assesses the academic year and summer files for merit and consistency with FLAS criteria (see Crit. 11). Each member of the jury considers FLAS applications individually by reviewing transcripts, letters of reference, GRE scores, previous language coursework and achievement, and overall language proficiency and aptitude. A description of the applicant's academic goals and the specific nature, purpose, and anticipated outcome of the proposed FLAS fellowship is reviewed. The jury convenes in early February to review the rules and priorities and the selection criteria governing FLAS. Jury members are briefed by the NRC director on the FLAS selection rules and announced priorities. After ranking the proposals in February according to the three-step process described below, committee members reconvene in late February to finalize the AY and Summer FLAS rankings. Final lists are submitted to the Berkeley Grad Division, which coordinates award letters and provides top-off grants to new applicants. The campus pays tuition for out-of-state FLAS recipients. Students are notified of their status by late March; those waitlisted are notified through the spring and summer when awards become available. Applicants must be US citizens or permanent residents, possess superior academic abilities and (non-native) proficiency past the second-year level, and must combine the study of a modern language with area studies.

## NRC Priorities

Absolute Priorities	CPP 1	CPP2
Designated Emphasis in ES (p.33), Turkish and Catalan Instruction (p.32), ORIAS (p.34), EU Educator Workshop (p.26), Foreign Language Teacher Travel Grant (p.33), seed money for LCTLs (p.32), CHSSP (p.34), Portuguese Language Teacher Training workshops (p.26), Humanities West (p.26), Stipends for MSI student to attend PSP study abroad program (p.32)	PIE (p.35), SJSU Teacher Credentialing Program (p.35), Portuguese Teacher Training (p.26), recruiting for Portuguese Youth Day (p.26) Transfer Alliance ( ), stipends for MSI instructors to attend Global Europe Program (p.34), Professional Development for MSI instructors (p.34)	CHSSP Teacher Training (p.34), SJSU Credentialing Program (p.35)

**FLAS Competitive Preference Priorities:** IES alerts the jury to competitive priorities using a three-tier selection procedure: 1) selection of a pool of qualified applicants with potential for high academic achievement measured by GRE scores, GPA, recommendations, and class standing. This initial ranking is based solely on academic merit. 2) The jury adjusts the ranking taking into consideration the presence of applicants with financial need and applicants requesting stipends for Portuguese and Turkish. 3) UCB Grad Division then supplies to the jury the financial need information for all FLAS applicants (per FAFSA, as supplied by the Financial Aid Office). The FLAS committee convenes again to adjust and finalize rankings based on a combination of merit, priority language applicants, and financial need.



# Appendices

- Appendix I – Project Budget
- Appendix II – Course Lists
- Appendix III – Profiles for Project Personnel
  - Performance Measures
  - Letters of Support



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

OMB Control Number: 1894-0008  
Expiration Date: 06/19/2014

Name of Institution/Organization

The Regents of the University of California, Berkeley

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	83,792	76,654	78,311	80,006	0	318,763
2. Fringe Benefits	25,297	24,109	25,919	27,188	0	102,514
3. Travel	13,000	13,000	13,000	13,000	0	51,000
4. Equipment	0	0	0	0	0	0
5. Supplies	10,000	10,000	10,000	10,000	0	40,000
6. Contractual	0	0	0	0	0	0
7. Construction	0	0	0	0	0	0
8. Other	83,500	86,500	86,500	83,500	0	340,000
9. Total Direct Costs (lines 1-8)	215,589	210,263	213,730	212,694	0	852,277
10. Indirect Costs*	17,247	16,821	17,098	17,016	0	68,182
11. Training Stipends	240,000	240,000	240,000	240,000	0	960,000
12. Total Costs (lines 9-11)	472,836	467,085	470,829	469,710	0	1,880,459

**\*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?  X Yes  No

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

Period Covered by the Indirect Cost Rate Agreement: From: 07 / 01 / 2012 To: 06 / 30 / 2016 (mm/dd/yyyy)

Approving Federal agency: ED  X Other (please specify): DHHS The Indirect Cost Rate is 56.5 %

(3) 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  X Complies with 34 CFR 76.564(c)(2)? The Restricted Indirect Cost Rate is 8 %

Institute of European Studies, UC Berkeley  
NRCWES and FLAS Budget 2014-2018

	2014-15	2015-16	2016-17	2017-18	2014-2018
<b>1. PERSONNEL</b>					
<b>1.1 Administrative &amp; Program Activities</b>					
a. Academic Coordinator (pp. 22-24)	\$29,936	\$30,535	\$31,145	\$31,768	\$123,384
25% of Salary/100% time)					
(fringe benefits)	\$11,016	\$12,061	\$12,855	\$13,533	\$49,466
b. Administrative Officer 4					
(25% of salary/100% time) (pp. 22-24)	\$19,736	\$20,328	\$20,937	\$21,567	\$82,568
(fringe benefits)	\$8,802	\$9,676	\$10,573	\$11,064	\$40,115
c. Graduate Student Researcher - Step II					
(Assistant to the Academic Coordinator)	\$18,354	\$18,721	\$19,096	\$19,474	\$75,645
(50% time)					
(fringe benefits)	\$0	\$0	\$0	\$0	\$0
<b>Subtotal Administrative &amp; Program Activities</b>	<b>\$68,026</b>	<b>\$69,584</b>	<b>\$71,178</b>	<b>\$72,809</b>	<b>\$281,597</b>
<b>1.2 Language Training and Instruction</b>					
<b>Instruction</b>					
a. Advanced Turkish Language Instruction (pp. 8, 32-33,38) - AP	\$5,000	\$5,000	\$5,000	\$5,000	\$20,000
(jointly funded with CMES)					
(fringe benefits)	\$1,360	\$1,387	\$1,415	\$1,464	\$5,626
b. Catalan Language Instruction - (pp. 8,15,32) AP					
(16.67% time/16.67% time)	\$8,756	\$0	\$0	\$0	\$8,756
(fringe benefits)	\$3,222	\$0	\$0	\$0	\$3,222
<b>Subtotal Language Training and Instruction</b>	<b>\$13,756</b>	<b>\$5,000</b>	<b>\$5,000</b>	<b>\$5,000</b>	<b>\$28,756</b>
<b>1.3 Outreach</b>					
a. Public Education Specialist II (D. Adao) - (pp. 22-24,35-37) AP CPP1 CPP2					
(jointly funded with the other UCB NRCs) Coordinator for BCC and SJSU					
(4.13% of salary/33%)	\$2,010	\$2,070	\$2,133	\$2,197	\$8,410
(fringe benefits)	\$896	\$985	\$1,076	\$1,127	\$4,084
<b>Subtotal Outreach</b>	<b>\$2,010</b>	<b>\$2,070</b>	<b>\$2,133</b>	<b>\$2,197</b>	<b>\$8,410</b>
<b>TOTAL PERSONNEL</b>	<b>\$83,792</b>	<b>\$76,654</b>	<b>\$78,311</b>	<b>\$80,006</b>	<b>\$318,763</b>

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	2014-15	2015-16	2016-17	2017-18	2014-2018
<b>2. FRINGE BENEFITS</b>					
Staff @ 44.6%-51.30%	\$9,698	\$10,661	\$11,649	\$12,191	\$44,199
Academic @ 36.8%-42.6%	\$15,598	\$13,448	\$14,270	\$14,997	\$58,314
<b>TOTAL FRINGE BENEFITS</b>	<b>\$25,297</b>	<b>\$24,109</b>	<b>\$25,919</b>	<b>\$27,188</b>	<b>\$102,514</b>
<b>3. TRAVEL</b>					
<b>3.1 ES Librarian International Partnership Development (pp. 19-20,34)</b> (2 trips per year) - trip to Europe to participate in international library meetings on European Studies materials <i>Airfare-1800/Lodging-1500/Subsistence-1350/Ground Transport-350</i>	\$5,000	\$5,000	\$5,000	\$5,000	\$20,000
<b>3.2. IES Administrative &amp; Academic Staff (p. 38)</b>					
Development Travel - Estimated at 3 trips - Yrs. 1,2,3, @ \$2,500 - 2 trips Yr 4 @ \$2,000 <i>Yrs 1,2,3 Airfare-750/Lodging=500/Subsistence-300/Ground Transport-200</i> <i>Yr. 4 Airfare-875/Lodging-675/Subsistence-275/Ground Transport-175 x 2</i>	\$5,000	\$5,000	\$5,000	\$4,000	\$19,000
<b>3.3 Foreign Language Teacher Travel Grant - (pp. 21,33) AP</b>					
Support for a lecturer to participate in a national or international conference on foreign language teaching/learning (2 trips per year) <i>Airfare-750/Lodging-400/Subsistence-250/Ground Transport-100 x 2</i>	\$3,000	\$3,000	\$3,000	\$3,000	\$12,000
<b>TOTAL TRAVEL</b>	<b>\$13,000</b>	<b>\$13,000</b>	<b>\$13,000</b>	<b>\$12,000</b>	<b>\$51,000</b>
<b>4. EQUIPMENT</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>
<b>5. SUPPLIES</b>					
<b>5.1. Library: Thematic Enhancement of LCTLs Collections (pp. 19-20,34,37-38)</b>	\$10,000	\$10,000	\$10,000	\$10,000	\$40,000
<b>TOTAL SUPPLIES</b>	<b>\$10,000</b>	<b>\$10,000</b>	<b>\$10,000</b>	<b>\$10,000</b>	<b>\$40,000</b>
<b>6. OTHER</b>					
<b>6.1. Professional Training in European Studies</b>					
Student Professional Training in European Studies (p. 33)					
<i>a. Training of Student Interns - 3 @ 1000 per student</i>	\$3,000	\$3,000	\$3,000	\$3,000	\$12,000
<i>b. Promotion of undergraduate activities in European Studies</i>	\$750	\$750	\$750	\$750	\$3,000
<b>6.2. New Language Offerings - (pp. 32,37) AP</b>					
<i>a. Seed money for the development of new teaching methodologies and courses for existing LCTLs in order to better cater to the specific needs of graduate students</i>	\$33,000	\$33,000	\$33,000	\$33,000	\$132,000
<i>b. Seed money for the creation of new LCTLs on the UCB campus</i>	\$15,000	\$15,000	\$15,000	\$15,000	\$60,000
<b>6.3. Graduate Student Conference on European Studies - (pp. 33,37)</b> <i>Support for the grad. Seminar, part of the Designated Emphasis in European Studies</i>					
<b>Outreach</b>					
<b>6.4 ORIAS Teacher Education/In-Service: Summer Institute - (pp. 34,37) AP</b> <i>a. Themes: Y1 - World Literature; Y2 - Maritime Highways</i> <i>Y3 - Architecture: Comparative Topics, Y4 - Popular Culture in Global Context</i> <i>(jointly funded with other Berkeley NRCs)</i>	\$3,000	\$3,000	\$3,000	\$3,000	\$12,000

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	2014-15	2015-16	2016-17	2017-18	2014-2018
<b>6.5. Training Workshops for Portuguese Language Teachers K-12 - AP &amp; CPP1</b>					
a. Speaker Fees 2 @ \$1,250 Yrs. 1,2 - @ \$500 each Yrs. 3, 4 - (pp. 26,34)	\$3,500	\$3,500	\$3,500	\$3,500	\$7,000
<b>6.6. Professional Development Workshops for High School Teachers - AP&amp;CPP2</b> (Jointly funded with the other UCB NRCs/School of Education) (pp. 34,37)	\$1,250	\$1,250	\$1,250	\$1,250	\$5,000
<b>6.7. Partnership for International Education Program (PIE) - (pp. 35-37) CPP1</b>					
a. Center Operations Expenses	\$1,000	\$1,000	\$1,000	\$1,000	\$4,000
1. Resource Packets, refreshments, flyers and announcements (\$500)					
2. Stipend for student assistant (\$500)					
b. Expenses for speaker series - speaker fees 2 @ (\$500)	\$1,000	\$1,000	\$1,000	\$1,000	\$4,000
<b>6.8. Transfer Alliance Program - (p. 27) CPP1</b>					
a. Funds for 1 student from an MSI to attend UCB and work with UCB Faculty	0	\$3,000	\$3,000	\$2,000	\$8,000
<b>6.9. Global Europe Conferences - CPP1 (pp. 36-37)</b>					
a. Stipends to encourage cooperation between BCC & IES's Global Europe Program (15 @ \$300 for participation in events / 3 @ \$500 for organizing an event lecture)	\$6,000	\$6,000	\$6,000	\$1,000	\$19,000
b. Speaker Fees for Guest Lecturers at BCC or other MSIs 2 @ \$500 ea.	\$1,000	\$1,000	\$1,000	\$1,000	\$4,000
c. Travel and Lodging costs for IES Global Europe Conferences Airfare for 4 European Participants @ \$1,250	\$5,000	\$5,000	\$5,000	\$5,000	\$20,000
<b>6.10. Humanities West (pp. 34,37)- AP</b>					
a. Support for 3 European Cultural Programs for teachers @ \$500 each (Educator Workshops and Seminars)	\$3,000	3,000	3,000	3,000	\$12,000
<b>6.11. Outreach - Travel - (p. 36) CPP1</b>					
1. Professional Development in European Studies					
a. Professional Development Conference Support	\$2,500	\$2,500	\$2,500	\$2,500	\$10,000
(Travel costs for 1 Community College Language or Area Studies Instructor to participate participate in a study tour to the EU in Brussels) - (p. 35) Airfare-1250/Lodging=850/Subsistence-250/Ground Transport-150					
<b>6.12. External Review (p.44)</b>	\$0	\$0	\$0	\$3,000	\$3,000
<b>6.13. Evaluation - (pp. 39, 42-43)</b>					
a. Prof. Brad Washington (Jointly funded with the other UCB NRCs)	\$2,500	\$2,500	\$2,500	\$2,500	\$10,000
<b>TOTAL OTHER</b>	<b>\$83,500</b>	<b>\$86,500</b>	<b>\$86,500</b>	<b>\$83,500</b>	<b>\$340,000</b>
<b>TOTAL DIRECT COSTS</b>	<b>\$215,589</b>	<b>\$210,263</b>	<b>\$213,730</b>	<b>\$212,694</b>	<b>\$852,277</b>
<b>TOTAL INDIRECT COSTS @ 8%</b>	17,247	16,821	17,098	17,016	68,182
<b>TOTAL COSTS</b>	<b>\$232,836</b>	<b>\$227,085</b>	<b>\$230,829</b>	<b>\$229,710</b>	<b>\$920,459</b>

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<b>FLAS BUDGET - (pp. 8, 47-50)</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>	<b>2014-18</b>
Academic Year					
7 awards each year					
<b>Undergraduate Fellowships (2)</b>					
Institutional Payment @\$10,000 ea	\$20,000	\$20,000	\$20,000	\$20,000	\$80,000
Subsistence Allowance @\$5,000 ea	\$10,000	\$10,000	\$10,000	\$10,000	\$40,000
<b>Subtotal Undergrad Fellowships</b>	<b>\$30,000</b>	<b>\$30,000</b>	<b>\$30,000</b>	<b>\$30,000</b>	<b>\$120,000</b>
<b>Graduate Fellowships (5)</b>					
Institutional Payment @\$18,000 ea	\$90,000	\$90,000	\$90,000	\$90,000	\$360,000
Subsistence Allowance @\$15,000 ea	\$75,000	\$75,000	\$75,000	\$75,000	\$300,000
<b>Subtotal Grad. Fellowships</b>	<b>\$165,000</b>	<b>\$165,000</b>	<b>\$165,000</b>	<b>\$165,000</b>	<b>\$660,000</b>
<b>Total</b>	<b>\$195,000</b>	<b>\$195,000</b>	<b>\$195,000</b>	<b>\$195,000</b>	<b>\$780,000</b>
<b>Summer</b>					
6 awards each year					
<b>Undergraduate/Graduate Fellowships</b>					
Institutional Payment @ \$5,000	\$30,000	\$30,000	\$30,000	\$30,000	\$120,000
Subsistence Allowance @ \$2,500	\$15,000	\$15,000	\$15,000	\$15,000	\$60,000
<b>Total</b>	<b>\$45,000</b>	<b>\$45,000</b>	<b>\$45,000</b>	<b>\$45,000</b>	<b>\$180,000</b>
(If the institutional payment exceeds actual UC Berkeley fees, the remaining funds will be applied to additional FLAS grants)					
<b>TOTAL ACADEMIC YEAR &amp; SUMMER FELLOWSHIPS</b>	<b>\$240,000</b>	<b>\$240,000</b>	<b>\$240,000</b>	<b>\$240,000</b>	<b>\$960,000</b>
<b>TOTAL INSTITUTE &amp; FLAS BUDGET</b>	<b>\$472,836</b>	<b>\$467,085</b>	<b>\$470,829</b>	<b>\$469,710</b>	<b>\$1,880,459</b>

## **BUDGET NARRATIVE - IES**

*The PI has determined that this is a major project as defined by OMB Circular A-21 and it meets A21 requirements for direct charging of administrative expenses. All efforts and expenses will be for services specific to the project and not for general support of the academic activity of the faculty or department. In addition, effort charged to this project can be specifically identified to the project.*

*Following the criteria of OMB Circular A-21, the Institute of European Studies serves as an umbrella organization for West European focused area studies programs at UC Berkeley. We collaborate with a large range of faculty, academic departments, students and other ORUs and run a variety of complex programs including the on-going analysis and collection of data. Our programs span nine of the ten campuses of the University of California System.*

### **1. Personnel:**

The personnel costs in the NRC budget reflect the percentage of effort of the administrative core of the NRC unit. This includes the Academic Coordinator (37.5%), the Administrative Officer (50%) and a Graduate Student Researcher (50%) who will all work on specific tasks related to the running of the NRC. All three administrative positions will have a combination of programmatic and technical duties and their efforts will be tracked in ERS, the university's effort reporting system.

### **1.2/1.3: Language Training and Instruction/Outreach:**

This section is comprised of salary and benefits cost for the teaching of two LCTLs, Advanced Turkish and Catalan. The Outreach line item is specific to the new PIE project jointly funded with the other UCB NRCs. Deolinda Adao will use her substantial expertise to spearhead this new program.

### **2. Fringe Benefits:**

This section of the budget shows the composite benefit rates for Staff and Academic employees at UC Berkeley. These rates will continue to increase over the four year period as outlined in the budget.

### **3. Travel:**

The Travel section contains support for our excellent partnership with the outstanding staff of the DOE Library to participate in international meetings on European Studies materials. Additionally, it contains costs for staff travel to Washington, DC for DOED meetings and support for a UCB Lecturer to participate in conferences on foreign language teaching/learning.

### **5. Supplies:**

Funding for the Library and its thematic enhancement of LCTLs Collection

### **6. Other:**

This budget category showcases the core of our program showing the following key items:

**6.1** Professional training in European Studies and languages for both students and teachers – Funds will be used for training of student interns and promoting undergraduate activities in European Studies.

**6.2** Provides seed money to develop new teaching methodologies for LCTL courses and for the creation of new LCTLs on the UCB campus.

**6.3** Support for the graduate student conferences and meetings for the soon to be established Designated Emphasis in European Studies – years 3 & 4.

### **Subcategory – Outreach**

**6.4** ORIAS – Continuing its excellent work, ORIAS will provide workshop for teacher education in the thematic areas of World literature, Maritime Highways, Architecture: Comparative Topics and Popular Culture in Global Context. IES is jointly supporting these workshops with the other UCB NRCs.

**6.5/6.6** Training Workshop for Portuguese Language Teachers and Professional Development Workshops for High School Teachers – Both of these line items are specific to our commitment to teacher training and cast a wide net as a resource for K-12 teachers. Funds will be used to provide speaker fees for these training workshops.

**6.7** The Partnership for International Education (PIE) will be developed in three stages over four years and will have a central office at Berkeley City College for all of its activities which will include fees for speakers and general center operations.

**6.8** The Transfer Alliance Program at the Center for Educational Partnerships will improve academic achievement and provide post-secondary educational opportunities for disadvantaged community college students and will support one student each year from an MSI to attend UCB and work with UCB faculty.

**6.9** Global Europe Conference support will encourage cooperation between BCC & IES's Global Europe Program by giving stipends to teachers for their participation in events and provide compensation for speakers in that program.

**6.10** Humanities West is a long-time partner that successfully organizes cultural programming for teachers which include a yearly program with various European topics. We have budgeted \$1,500 in support of those programs.

**6.11** Outreach-Travel as a line item serves to support professional development in European Studies and will provide travel costs for a community college or area studies instructor to participate in a conference on European Studies.

**6.12** External Review – The external review will take place in the last year of the budget period.

**6.13** Evaluation - The eight current NRCs and FLAS centers at UC Berkeley have worked with a professional evaluator since 2009--Dr. Brad Washington of the University of San Francisco--who is known to the IFLE team through his presentations on program evaluation. We have included \$2,500 annually for this expense.

## **FLAS**

The FLAS budget requests five graduate and two undergraduate awards each academic year and six summer awards for both grads and undergrads. UC Berkeley is committed to funding students through FLAS and waives the non-resident tuition fee and supplements allowances for incoming students.

**Appendix II: Course List 2012-13 Courses and Enrollments (Offered/Scheduled: 2013-14; Projected 2014-15)**

**Grant-funded courses 2014-15  
Courses Offered/Scheduled 2013-14**

Course #	Course Title & Nature of European Content	Percentage European Content	Units	Semester	Instructor	Enrollment		Scheduled	
						UG	G	2013-14 Offered	2014-15 Projected
<b><i>Agricultural Resource Economics and Policy</i></b>									
	EMPIRICAL INTERNATIONAL TRADE AND INVESTMENT	25%	4	Fall 2012	FALLY, T			Fall 2013	Projected
	299 INDIVIDUAL RESEARCH	50%	10	Summer 2013	BERCK, P				
	Instructor Expertise								
<b><i>Anthropology</i></b>									
	299 DIRECTED RESEARCH	25%	4	Summer 2012	PANDOLFO, S	0	1		Projected
	Instructor Expertise								
	299 DIRECTED RESEARCH	100%	4	Summer 2012	RABINOW, P M	0	4		Projected
	Instructor Expertise								
	98 DIRECTED GROUP STDY	50%	2	Fall 2012	HIRSCHKIND, C K	25	0		Projected
	European Case Studies								
	HISTORY OF 114 ANTHROPOLOGICAL THOUGHT	70%	4	Fall 2012	LIU, X	108	2	Fall 2013	Projected
	European Case Studies								
	140 ANTHROPOLOGY OF FOOD	25%	4	Fall 2012	BRANDES, S H	14	0	Fall 2013	Projected
	European Case Studies								
	141 COMPARATIVE SOCIETY	25%	4	Fall 2012	ONG, A	33	0		
	European Case Studies								

160 FORMS OF FOLKLORE European Case Studies	25%	4 Fall 2012	BRIGGS, C L	152	4 Fall 2013	Projected
SPECIAL TOPICS IN SOCIAL/CULTURAL 189 ANTHROPOLOGY	25%	4 Fall 2012	ROY, A	27	0	Projected
European Case Studies						
195 SENIOR HONORS European Case Studies		4 Fall 2012	PANDOLFO, S	1	0 Fall 2013	Projected
195 SENIOR HONORS European Case Studies	50%	4 Fall 2012	BRANDES, S H	1	0 Fall 2013	Projected
196 UNDERGRADUATE SEMINAR European Case Studies	50%	4 Fall 2012	GILL, T	15	0	Projected
198 DIRECTED GROUP STUDY European Case Studies	50%	2 Fall 2012	HIRSCHKIND, C K	15	0 Fall 2013	Projected
199 STUDY SUPERVISED INDEPENDENT	50%	2 Fall 2012	HIRSCHKIND, C K	1	0 Fall 2013	Projected
199 STUDY INSTRUCTOR EXPERTISE	100%	1 Fall 2012	TRINGHAM, R E	1	0 Fall 2013	Projected
240 ANTHROPOLOGICAL THEORY FUNDAMENTALS OF	50%	5 Fall 2012	HIRSCHKIND, C K	0	15	
250 SPECIAL TOPICS European Case Studies	100%	4 Fall 2012	RABINOW, P M	4	7 Fall 2013	Projected
262 MODERNITY THEORIES OF TRADITIONALITY AND	80%	4 Fall 2012	BRIGGS, C L	0	7 Fall 2013	Projected

European Case Studies									
298 DIRECTED READING	25%	4 Fall 2012	PANDOLFO, S	0	4				
European Case Studies									
298 DIRECTED READING	100%	4 Fall 2012	SCHEPER-HUGHES, N	0	2				Projected
European Case Studies									
298 DIRECTED READING	25%	2 Fall 2012	TRINGHAM, R E	0	1				Projected
European Case Studies									
299 DIRECTED RESEARCH	25%	10 Fall 2012	PANDOLFO, S	0	3				Projected
Instructor Expertise									
299 DIRECTED RESEARCH	100%	10 Fall 2012	RABINOW, P M	0	3				Projected
Instructor Expertise									
299 DIRECTED RESEARCH	25%	10 Fall 2012	SCHEPER-HUGHES, N	0	6				Projected
Instructor Expertise									
ENERGY, CULTURE, AND 137 SOCIAL ORGANIZATION	50%	4 Spring 2013	NADER, L	198	5				
PSYCHOLOGICAL 149 ANTHROPOLOGY		4 Spring 2013	PANDOLFO, S	85	0				
155 MODERNITY	100%	4 Spring 2013	RABINOW, P M	38	0				
180 EUROPEAN SOCIETY SPECIAL TOPICS IN SOCIAL/CULTURAL	100%	4 Spring 2013	BRANDES, S H	35	0				Projected
189 ANTHROPOLOGY	50%	4 Spring 2013	FERME, M C	19	0				
195 SENIOR HONORS	50%	4 Spring 2013	HIRSCHKIND, C K	2	0				Projected

195 SENIOR HONORS	25%	4 Spring 2013	PANDOLFO, S	1	0	Projected
195 SENIOR HONORS	25%	4 Spring 2013	SCHEPER-HUGHES, N	3	0	Projected
199 INDEPENDENT STUDY Instructor Expertise	100%	4 Spring 2013	SCHEPER-HUGHES, N	1	0	Spring 2014
250 PSYCHOLOGICAL ANTHROPOLOGY	50%	4 Spring 2013	PANDOLFO, S	1	17	Spring 2014
250 ANTHROPOLOGY OF POLITICS	50%	4 Spring 2013	FERME, M C	0	7	
250 DISSERTATION WRITING Instructor Expertise	50%	4 Spring 2013	BRANDES, S H	0	4	Projected
250 SPECIAL TOPICS	100%	4 Spring 2013	RABINOW, P M	0	8	Spring 2014
298 DIRECTED READING European Case Studies	25%	4 Spring 2013	PANDOLFO, S	0	4	Projected
298 DIRECTED READING European Case Studies	75%	2 Spring 2013	TRINGHAM, R E	0	1	Projected
299 DIRECTED RESEARCH Instructor Expertise	25%	12 Spring 2013	HAYDEN, C P	0	3	Spring 2014
299 DIRECTED RESEARCH Instructor Expertise	50%	4 Spring 2013	HIRSCHKIND, C K	0	2	
299 DIRECTED RESEARCH Instructor Expertise	100%	Spring 2013	RABINOW, P M	0	3	
195 SENIOR HONORS Instructor Expertise	50%	5 Spring 2013	HIRSCHKIND, C K	1	0	Spring 2014
162 TOPICS IN FOLKLORE	50%	4 Summer 2013	CONRAD, J A	18	0	Projected

298 DIRECTED READING European Case Studies	100%	4 Summer 2013	RABINOW, P M	0	1	Projected
299 DIRECTED RESEARCH Instructor Expertise	25%	10 Summer 2013	PANDOLFO, S	0	3	Projected
299 DIRECTED RESEARCH Instructor Expertise	100%	10 Summer 2013	RABINOW, P M	0	1	Projected
299 DIRECTED RESEARCH Instructor Expertise	100%	10 Summer 2013	SCHEPER-HUGHES, N	0	2	Projected
299 DIRECTED RESEARCH Instructor Expertise	25%	10 Summer 2013	HAYDEN, C P	0	2	Projected
98 DIRECTED GROUP STUDY European Case Studies	100%	2 Fall 2013	JOYCE, R	8	0	
99 STUDY SUPERVISED INDEPENDENT	100%	2 Fall 2013	JOYCE, R	1	0	
99 STUDY Instructor Expertise	25%	2 Fall 2013	SUNSERI, J U	1	0	
119 TOPICS MEDICAL ANTHROPOLOGY Instructor Expertise	50%	4 Fall 2013	PANDOLFO, S	46	2	
195 SENIOR HONORS European Case Studies	50%	4 Fall 2013	BRANDES, S H	3	0	Projected
195 SENIOR HONORS European Case Studies	50%	4 Fall 2013	HIRSCHKIND, C K	2	0	Projected
195 SENIOR HONORS European Case Studies	100%	4 Fall 2013	TRINGHAM, R E	1	0	

250 SPECIAL TOPICS	50%	4 Fall 2013	HIRSCHKIND, C K	0	9	
European Case Studies						
298 DIRECTED READING	50%	4 Fall 2013	HIRSCHKIND, C K	0	1	Projected
European Case Studies						
298 DIRECTED READING	25%	2 Fall 2013	PANDOLFO, S	0	2	Projected
European Case Studies						
298 DIRECTED READING	75%	2 Fall 2013	TRINGHAM, R E	0	1	Projected
European Case Studies						
299 DIRECTED RESEARCH	50%	10 Fall 2013	HIRSCHKIND, C K	0	3	Projected
Instructor Expertise						
299 DIRECTED RESEARCH	100%	10 Fall 2013	RABINOW, P M	0	2	Projected
Instructor Expertise						

### **Architecture**

SPECIAL TOPICS IN THE SOCIAL AND CULTURAL BASIS						
119 OF DESIGN	50%	3 Fall 2012	CRAWFORD, ML	4	0	
European Case Studies						
INTRODUCTION TO ARCHITECTURAL DESIGN						
130 THEORY AND CRITICISM	50%	4 Fall 2012	CRYSLER, CG	67	0 Fall 2013	Projected
European Case Studies						
HISTORY OF ARCHITECTURE AND URBANISM						
170 AND URBANISM	50%	3 Fall 2012	SHANKEN, A	217	0 Fall 2013	Projected
European Case Studies						
PROSEMINAR IN ARCHITECTURAL HISTORY						
179 ARCHITECTURAL HISTORY	50%	3 Fall 2012	CASTILLO, G	1	0 Fall 2013	Projected

European Case Studies									
HISTORY OF MODERN									
270 ARCHITECTURE	50%	3 Fall 2012	CASTILLO, G	0	35	Fall 2013	Projected		
European Case Studies									
HOUSING: AN INTERNATIONAL									
111 SURVEY	25%	3 Spring 2013	GONZALES, MS	24	5	Spring 2014	Projected		
European Case Studies									
HISTORY OF ARCHITECTURE									
170 AND URBANISM	50%	3 Spring 2013	CRAWFORD, ML	186	0	Spring 2014	Projected		
European Case Studies									
PROSEMINAR IN									
179 ARCHITECTURAL HISTORY	50%	3 Spring 2013	CASTILLO, G	1	0	Spring 2014	Projected		
European Case Studies									
SEMINAR IN ARCHITECTURAL									
209 THEORY	50%	3 Spring 2013	BOSSELMANN, PC	0	15		Projected		
European Case Studies									
METHODS OF HISTORICAL									
271 RESEARCH IN ARCHITECTURE	50%	4 Spring 2013	CASTILLO, G	0	9				
European Case Studies									
SPECIAL TOPICS IN THE									
279 HISTORY OF ARCHITECTURE	50%	3 Spring 2013	CRAWFORD, ML	0	7	Spring 2014	Projected		
European Case Studies									
SPECIAL TOPICS IN THE									
279 HISTORY OF ARCHITECTURE	50%	3 Spring 2013	GROTH, PE	0	10	Spring 2014	Projected		

European Case Studies								
299 INDIVIDUAL STUDY Instructor Expertise	100%	3 Spring 2013	BOSSELMANN, PC	0	1			
INTRODUCTION TO ARCHITECTURAL DESIGN								
130 THEORY AND CRITICISM	50%	Fall 2013	DOCTORS, S	63	1 Spring 2014			Projected
European Case Studies								
HISTORY OF ARCHITECTURE AND URBANISM	50%	Fall 2013	SHANKEN, A	136	0 Spring 2014			Projected
European Case Studies								
HISTORY OF MODERN ARCHITECTURE	50%	Fall 2013	CASTILLO, G	0	40 Spring 2014			Projected
European Case Studies								
SPECIAL TOPICS IN THE HISTORY OF ARCHITECTURE	50%	Fall 2013	SHANKEN, A	0	8 Spring 2014			Projected
279 HISTORY OF ARCHITECTURE European Case Studies								

### **Art History**

READING AND WRITING ABOUT VISUAL EXPERIENCE	100%	4 Summer 2012	YOUNG, A P	13	0 Fall 2013			Projected
European Case Studies								
READING AND WRITING ABOUT VISUAL EXPERIENCE	100%	4 Summer 2012	MCDOWELL, T C	13	0 Fall 2013			Projected
European Case Studies								
READING AND WRITING ABOUT VISUAL EXPERIENCE	100%	4 Summer 2012	HAGBERG, E M	6	0 Fall 2013			Projected
European Case Studies								

READING AND WRITING										
1 ABOUT VISUAL EXPERIENCE	100%	4 Summer 2012	KHUDONAZAROVA, A	15	0 Fall 2013	0 Fall 2013	Projected			
European Case Studies										
INTRODUCTION TO WESTERN										
11 ART	75%	4 Summer 2012	GLEBOVA, A K	21	0 Fall 2013	0 Fall 2013	Projected			
182 HISTORY OF PHOTOGRAPHY	50%	3 Summer 2012	DAPONTE, A A	25	1 Fall 2013	1 Fall 2013	Projected			
190 15TH-16TH CENTURY EUROPE	50%	3 Summer 2012	STEVENSON-STEWAR	4	1 Fall 2013	1 Fall 2013	Projected			
190 19TH-20TH CENTURY WESTERN	50%	4 Summer 2012	TELFAIR, C M	17	0 Fall 2013	0 Fall 2013	Projected			
299 SPECIAL STUDY-GRADUATE	100%	3 Summer 2012	OLSON, T P	0	1		Projected			
European Case Studies										
READING AND WRITING										
1 ABOUT VISUAL EXPERIENCE	100%	4 Fall 2012	GELLERT, C A	18	0 Fall 2013	0 Fall 2013	Projected			
European Case Studies										
READING AND WRITING										
1 ABOUT VISUAL EXPERIENCE	100%	4 Fall 2012	HARVEY, E R	17	0 Fall 2013	0 Fall 2013	Projected			
European Case Studies										
READING AND WRITING										
1 ABOUT VISUAL EXPERIENCE	100%	4 Fall 2012	KIM, A C	15	0 Fall 2013	0 Fall 2013	Projected			
European Case Studies										
READING AND WRITING										
1 ABOUT VISUAL EXPERIENCE	100%	4 Fall 2012	VAN PEE, Y C	18	0 Fall 2013	0 Fall 2013	Projected			
European Case Studies										
INTRODUCTION TO MEDIEVAL										
51 ART	100%	4 Fall 2012	FRICKE, B	46	0					
ELIZABETHAN RENAISSANCE:										
ART, CULTURE AND										
169 VISUALITY	100%	4 Fall 2012	HONIG, E A	37	0					

VISUAL CULTURE IN EARLY MODERN SPAIN AND COLONIAL LATIN AMERICA	75%	4 Fall 2012	OLSON, T P	33	0	
WESTERN 'ART IN THE EARLY 186 20TH CENTURY	75%	4 Fall 2012	FRANCIS, J R	68	1	Projected
192 ANCIENT	100%	4 Fall 2012	STERN, G C	6	0	Fall 2013 Projected
192 MEDIEVAL	100%	4 Fall 2012	FRICKE, B	9	0	Fall 2013 Projected
195 SPECIAL STUDY-HONOR European Case Studies	100%	4 Fall 2012	STEWART, A F	1	0	
SUPERVISED INDEPENDENT 199 STUDY	100%	4 Fall 2012	HONIG, E A	1	0	Projected
European Case Studies						
SEMINAR IN ITALIAN 260 RENAISSANCE ART	100%	4 Fall 2012	OLSON, T P	0	5	Projected
SEMINAR IN 19TH-CENTURY 281 WESTERN ART	75%	4 Fall 2012	GRIGSBY, D G	1	6	Projected
296 DISSERTATION RESEARCH Instructor Expertise	75%	12 Fall 2012	GRIGSBY, D G	0	3	Projected
296 DISSERTATION RESEARCH Instructor Expertise	100%	12 Fall 2012	HALLETT, C H	0	3	Projected
296 DISSERTATION RESEARCH Instructor Expertise	100%	12 Fall 2012	STEWART, A F	0	2	Projected
296 DISSERTATION RESEARCH Instructor Expertise	50%	12 Fall 2012	WAGNER, A M	0	3	Projected
296 DISSERTATION RESEARCH Instructor Expertise	100%	12 Fall 2012	HONIG, E A	0	2	Projected
296 DISSERTATION RESEARCH Instructor Expertise	100%	12 Fall 2012	CLARK, T J	0	3	Projected
296 DISSERTATION RESEARCH Instructor Expertise	100%	12 Fall 2012	OLSON, T P	0	3	Projected
GROUP STUDY FOR GRADUATE 298 STUDENTS	100%	2 Fall 2012	HONIG, E A	0	3	Projected







European Case Studies									
195 SPECIAL STUDY-HONOR	100%	4 Fall 2013	OLSON, T P	1	0				Projected
European Case Studies									
SUPERVISED INDEPENDENT									
199 STUDY	100%	4 Fall 2013	OLSON, T P	1	0				Projected
European Case Studies									
SUPERVISED INDEPENDENT									
199 STUDY	100%	4 Fall 2013	HONIG, E A	1	0				Projected
European Case Studies									
200 GRADUATE PROSEMINAR	100%	4 Fall 2013	FRICKE, B	0	3				Projected
European Case Studies									
262 SEMINAR: EUROPEAN ART	100%	4 Fall 2013	OLSON, T P	0	4				Projected
270 SEMINAR: BAROQUE ART	100%	4 Fall 2013	BROSENS, K	0	1				Projected
SPECIAL TOPIC IN ART									
290 HISTORY	50%	4 Fall 2013	DAVIS, W M	1	2				Projected
European Case Studies									
296 DISSERTATION RESEARCH	100%	8 Fall 2013	STEWART, A F	0	3				Projected
Instructor Expertise									
296 DISSERTATION RESEARCH	100%	12 Fall 2013	GRIGSBY, D G	0	5				Projected
Instructor Expertise									
296 DISSERTATION RESEARCH	100%	12 Fall 2013	HALLETT, C H	0	3				Projected
Instructor Expertise									
296 DISSERTATION RESEARCH	100%	6 Fall 2013	OLSON, T P	0	2				Projected
Instructor Expertise									
296 DISSERTATION RESEARCH	100%	8 Fall 2013	HONIG, E A	0	2				Projected
Instructor Expertise									
296 DISSERTATION RESEARCH	100%	4 Fall 2013	CLARK, T J	0	2				Projected
Instructor Expertise									
299 SPECIAL STUDY-GRADUATE	100%	4 Fall 2013	FRICKE, B	0	1				Projected
Instructor Expertise									

375 HISTORY OF ART PEDAGOGY	50%	4 Fall 2013	HONIG, E A	0	12
European Case Studies					
INDIVIDUAL STUDY-					
602 DOCTORAL	75%	6 Fall 2013	FRICKE, B	0	10
Instructor Expertise					

***Business Administration***

SPECIAL TOPICS IN BUSINESS					
277 AND PUBLIC POLICY	30%	2 Fall 2012	VOGEL, D J	0	13 Fall 2013
European Case Studies					
293 INDIVIDUAL STUDY	50%	2 Fall 2012	VOGEL, D J	0	7
Instructor Expertise					
INTRODUCTION TO					
178 INTERNATIONAL BUSINESS	25%	3 Fall 2012	VOGEL, D J		Fall 2013
INTERNATIONAL MARKETING					
268 FOR MBA	25%	3 Fall 2012	LYONS, R		Fall 2013
168 INTERNATIONAL MARKETING	25%	3 Fall 2012	VOGEL, D J		Fall 2013
193 BUSINESS ABROAD		2 Fall 2012			Fall 2013
MACROECONOMICS IN THE					
201 GLOBAL ECONOMY	30%	2 Fall 2012	LYONS, R		Fall 2013
INTERNATIONAL BUSINESS					
278 FOR MBA	30%	2 Fall 2012			Fall 2013
INTERNATIONAL TRADE AND					
COMPETITION IN HIGH					
290 TECHNOLOGY	25%	2 Fall 2012	WOOD, S A		Fall 2013
294 TOPICS FOR MBA	30%	1 Fall 2012			Fall 2013
European Case Studies					Projected

INTERNATIONAL BUSINESS 298 DEVELOPMENT FOR MBA	25%	2 Fall 2012	TEUNISSEN, S	Fall 2013
SEMINAR IN INTERNATIONAL 298 BUSINESS	80%	3 Fall 2012	TEUNISSEN, S	Fall 2013
GLOBAL STRATEGY AND 299 MULTINATIONAL ENTERPRISE	25%	3 Fall 2012	WOOD, S A	Fall 2013
118 INTERNATIONAL TRADE	25%	3 Fall 2012	WOOD, S A	Fall 2013
INTERNATIONAL CONSULTING 179 FOR SMALL BUSINESSES	25%	4 Spring 2013	HIMELSTEIN, D	Spring 2014
118 INTERNATIONAL TRADE	30%	4 Summer 2013	GONZALES, J J	35 10
118 INTERNATIONAL TRADE	30%	4 Fall 2013	WOOD, S A	28 0
INTRODUCTION TO 178 INTERNATIONAL BUSINESS	25%	4 Fall 2013	HIMELSTEIN, D A	65 0
SPECIAL TOPICS IN BUSINESS 196 ADMINISTRATION	50%	4 Fall 2013	IVESTER, S	9 0
European Case Studies				

### **Celtic Studies**

1 VOICES/CELTIC WORLD	100%	4 Summer 2012	HELLMAN, D	10 0	Fall 2013	Projected
1 VOICES/CELTIC WORLD	100%	4 Fall 2012	HELLMAN, D	18 0	Fall 2013	Projected
1 VOICES/CELTIC WORLD	100%	4 Fall 2012	WALSH, T	17 0	Fall 2013	Projected
70 WORLD OF THE CELTS	100%	4 Fall 2012	MELIA, D F	34 0	Fall 2013	Projected
IRISH LITERATURE IN 125 TRANSLATION	100%	4 Fall 2012	WALSH, T	13 0		Projected
INTRODUCTION TO MODERN 16 WELSH	100%	4 Fall 2012	KLAR, K A	6 1		Projected
145 INTERMEDIATE IRISH	100%	4 Fall 2012	STACK, E	5 1	Fall 2013	Projected
146 MEDIEVAL WELSH	100%	4 Fall 2012	REJHON, A C	1 1	Fall 2013	Projected
161 CELTIC LINGUISTICS	100%	4 Fall 2012	MAC CATHMHAOIL, N	4 1		
198 DIRECTED GROUP STUDY	100%	1 Fall 2012	KLAR, K A	7 0		Projected

198 DIRECTED GROUP STUDY	100%	1 Fall 2012	MELIA, D F	12	0 Fall 2013	Projected
SUPERVISED INDEPENDENT						
199 STUDY	100%	1 Fall 2012	MELIA, D F	1	0 Fall 2013	Projected
128 MEDIEVAL CELTIC CULTURE	100%	4 Spring 2013	MELIA, D F	17	0	Projected
129 MODERN CELTIC CULTURES	100%	4 Spring 2013	WALSH, T	34	0	Projected
170 CELTIC TOPICS	100%	4 Spring 2013	MAC CATHMHAOIL, N	2	0 Spring 2014	Projected
173 CELTIC CHRISTIANITY	100%	4 Spring 2013	REJHON, A C	7	0 Spring 2014	Projected
15 ELEMENTARY MODERN IRISH	100%	4 Fall 2013	STACK, E	15	0 Spring 2014	Projected
105 OLD & MIDDLE IRISH	100%	4 Fall 2013	MELIA, D F	1	2 Spring 2014	Projected
138 IRISH LITERATURE	100%	4 Fall 2013	WALSH, T	12	0 Spring 2014	Projected
144 MODERN WELSH LEVEL 3	100%	4 Fall 2013	KLAR, K A	4	1	Projected
168 CELTIC MYTHOLOGY	100%	4 Fall 2013	REJHON, A C	24	0	Projected
195 HONORS COURSE	100%	4 Fall 2013	KLAR, K A	1	0 Spring 2014	Projected

### ***City and Regional Planning***

200 HISTORY OF CITY PLANNING	50%	3 Fall 2012	ROY, A	0	49 Fall 2013	Projected
European Case Studies						
THEORIES OF URBAN FORMS						
240 AND DESIGN	30%	3 Fall 2012	MACDONALD, ES	1	25	
European Case Studies						
SUPERVISED RESEARCH						
295 GROUP	50%	1 Fall 2012	BOSSELMANN, PC	0	1	
European Case Studies						
ADVANCED STUDIES IN URBAN						
248 DESIGN	50%	5 Spring 2013	BOSSELMANN, PC	0	17	
European Case Studies						
290 TOPICS IN CITY PLANNING	30%	3 Spring 2013	CRAWFORD, ML	0	1 Spring 2014	Projected

**Classics**

INTRODUCTION TO GREEK 10 CIVILIZATION	100%	4 Summer 2012	DEVORE, D J	24	0 Fall 2013	Projected
INTRODUCTION TO ROMAN 10 CIVILIZATION	100%	4 Summer 2012	WEAVERDYCK, E J	7	0 Fall 2013	Projected
28 CLASSIC MYTHS	100%	4 Summer 2012	BULLOCH, A W	79	1 Fall 2013	Projected
ARCHITECTURAL FIELD 172 SCHOOL IN MYCENA	100%	4 Summer 2012	SHELTON, K S	8	0	
15 THE GREEK WORKSHOP	100%	10 Summer 2012	LEWIS, V M	10	8 Fall 2013	Projected
1 ELEMENTARY LATIN	100%	4 Summer 2012	AVINGER, E	9	2 Fall 2013	Projected
15 THE LATIN WORKSHOP	100%	10 Summer 2012	LANIER, J T	9	16 Fall 2013	Projected
INTRODUCTION TO GREEK 10 CIVILIZATION	100%	4 Fall 2012	GRIFFITH, M	140	0 Fall 2013	Projected
ELEMENTARY GREEK 17 ARCHITECTURE	100%	4 Fall 2012	PAPAZARKADAS, N	43	0 Fall 2013	Projected
24 FRESHMAN SEMINAR	100%	1 Fall 2012	BULLOCH, A W	13	0 Fall 2013	Projected
24 FRESHMAN SEMINAR	100%	1 Fall 2012	GRIFFITH, M	14	0 Fall 2013	Projected
24 FRESHMAN SEMINAR	100%	1 Fall 2012	MURPHY, T M	16	0 Fall 2013	Projected
SUPERVISED INDEPENDENT 99 STUDY	100%	4 Fall 2012	MURPHY, T M	1	0	
121 ANCIENT RELIGION	100%	4 Fall 2012	BULLOCH, A W	65	0 Fall 2013	Projected
130 TOPICS	100%	4 Fall 2012	MURPHY, T M	27	0 Fall 2013	Projected
175 ROMAN WALL PAINTING	100%	4 Fall 2012	HALLETT, C H	7	0 Fall 2013	Projected
198 DIRECTED GROUP STUDY	100%	2 Fall 2012	MURPHY, T M	18	0 Fall 2013	Projected
SUPERVISED INDEPENDENT 199 STUDY	100%	2 Fall 2012	HICKEY, T M	1	0 Fall 2013	Projected
SUPERVISED INDEPENDENT 199 STUDY	100%	3 Fall 2012	MURPHY, T M	2	0 Fall 2013	Projected
SUPERVISED INDEPENDENT 199 STUDY	100%	2 Fall 2012	LONG, A A	1	0	
200 PROSEMINAR	100%	4 Fall 2012	MASTRONARDE, D J	1	8 Fall 2013	Projected
202 SURVEY LATIN LITERATURE	100%	4 Fall 2012	MCCARTHY, K	0	9 Fall 2013	Projected

239 CLASSICS TOPICS	100%	4 Fall 2012	GRIFFITH, M	0	9 Fall 2013	Projected
239 CLASSICS TOPICS	100%	4 Fall 2012	SAILOR, D	0	11 Fall 2013	Projected
ADVANCED LATIN						
260 COMPOSITION	100%	4 Fall 2012	SAILOR, D	0	3	
SEMINAR IN CLASSICAL ARCHITECTURE						
270 ARCHITECTURE	100%	4 Fall 2012	SHELTON, K S	0	2 Fall 2013	Projected
300 TEACHING METHODS	100%	3 Fall 2012	MCCARTHY, K	0	5 Fall 2013	Projected
302 TEACHING PRACTICUM	100%	4 Fall 2012	MCCARTHY, K	0	12 Fall 2013	Projected
SUPERVISED INDEPENDENT STUDY						
199 STUDY		4 Fall 2012	KURKE, L V	1	0	
MODERN GREEK LANGUAGE						
112 COMPOSITION	100%	4 Fall 2012	KOTZAMANIDOU, M	9	2	
602 GREEK INDIVIDUAL STUDY	100%	8 Fall 2012	MCCARTHY, K	0	1	
1 ELEMENTARY GREEK	100%	4 Fall 2012	PAPAZARKADAS, N	7	1 Fall 2013	Projected
1 ELEMENTARY GREEK	100%	4 Fall 2012	ZELLMANN-ROHRER,	10	0 Fall 2013	
INTERMEDIATE GREEK						
40 COMPOSITION	100%	4 Fall 2012	HUDSON, J M	4	0 Fall 2013	
100 GREEK ATTIC PROSE	100%	4 Fall 2012	HICKEY, T M	5	3 Fall 2013	
102 GREEK DRAMA	100%	4 Fall 2012	KURKE, L V	11	1 Fall 2013	
1 ELEMENTARY LATIN	100%	4 Fall 2012	SYED, Y	13	2 Fall 2013	Projected
1 ELEMENTARY LATIN	100%	4 Fall 2012	CRANE, D	7	0 Fall 2013	Projected
1 ELEMENTARY LATIN	100%	4 Fall 2012	ADAMS, C C	11	0 Fall 2013	Projected
1 ELEMENTARY LATIN	100%	4 Fall 2012	DIXON, S E	11	0 Fall 2013	Projected
2 ELEMENTARY LATIN	100%	4 Fall 2012	YANSEN DE SKIPPER,	11	0 Fall 2013	Projected
INTENSIVE ELEMENTARY LATIN						
10 LATIN	100%	8 Fall 2012	LANIER, J T	4	2 Fall 2013	Projected
100 REPUBLICAN PROSE	100%	4 Fall 2012	OLIENSIS, E S	11	4 Fall 2013	Projected
101 VERGIL	100%	4 Fall 2012	OLIENSIS, E S	9	4 Fall 2013	Projected
140 MEDIEVAL LATIN	100%	4 Fall 2012	BEZNER, F	12	9 Fall 2013	Projected
122 POST-AUGUSTAN PROSE	100%	4 Fall 2012	LONG, A A	9	0	Projected
195 HONORS COURSE	100%	4 Fall 2012	MCCARTHY, K	1	0 Fall 2013	Projected

SUPERVISED INDEPENDENT

199 STUDY	100%	1 Fall 2012	BEZNER, F	1	0	
98 DIRECTED GROUP STUDY	100%	2 Spring 2013	MURPHY, T M	10	0	
GENDER IN THE ANCIENT						
161 WORLD	100%	4 Spring 2013	GRIFFITH, M	29	0 Spring 2014	Projected
170 CLASSICAL ARCHITECTURE	100%	4 Spring 2013	SHELTON, K S	16	1	Projected
123 PLATO AND ARISTOTLE	100%	4 Spring 2013	FERRARI, G R	7	4	Projected
211 ARCHAIC GREEK POETRY	100%	3 Spring 2013	KURKE, L V	0	9	Projected
225 GREEK PAPYROLOGY	100%	4 Spring 2013	HICKEY, T M	0	6	Projected
299 GREEK SPECIAL STUDY	100%	2 Spring 2013	GRIFFITH, M	0	2 Spring 2014	Projected
299 GREEK SPECIAL STUDY	100%	2 Spring 2013	PENA, J T	0	4 Spring 2014	Projected
GREEK DIRECTED GROUP						
98 STUDY	100%	1 Spring 2013	KOTZAMANIDOU, M	6	0	Projected
2 ELEMENTARY GREEK	100%	4 Spring 2013	MCLEOD, D B	6	0 Spring 2014	Projected
INTENSIVE ELEMENTARY						
10 GREEK	100%	8 Spring 2013	STREET, J M	7	0	
101 HOMER	100%	4 Spring 2013	BULLOCH, A W	6	1	Projected
116 GREEK DRAMA	100%	4 Spring 2013	MASTRONARDE, D J	8	0	
230 LATIN POETRY	100%	4 Spring 2013	MCCARTHY, K	0	13 Spring 2014	Projected
40 LATIN COMPOSITION	100%	4 Spring 2013	ZELLMANN-ROHRER,	4	1 Spring 2014	Projected
100 REPUBLICAN PROSE	100%	4 Spring 2013	MASTRONARDE, D J	5	4 Spring 2014	Projected
102 LYRIC AND SOCIETY	100%	4 Spring 2013	MURPHY, T M	7	2 Spring 2014	Projected
116 LUCRETIUS, VERGIL	100%	4 Spring 2013	MURPHY, T M	7	0	Projected
122 POST-AUGUSTAN PROSE	100%	4 Spring 2013	SAILOR, D	2	1 Spring 2014	Projected
28 CLASSIC MYTHS	100%	4 Summer 2013	BULLOCH, A W	45	2 Spring 2014	Projected
299 SPECIAL STUDY	100%	2 Summer 2013	PENA, J T	0	2	
299 SPECIAL STUDY	100%	2 Summer 2013	OLIENSIS, E S	0	1	
299 SPECIAL STUDY	100%	2 Summer 2013	GRIFFITH, M	0	2	
299 SPECIAL STUDY	100%	2 Summer 2013	SHELTON, K S	0	1	
299 SPECIAL STUDY	100%	2 Summer 2013	HICKEY, T M	0	1	
299 SPECIAL STUDY	100%	2 Summer 2013	KURKE, L V	0	1	
299 SPECIAL STUDY	100%	2 Summer 2013	SAILOR, D	0	1	
29 GRECO-ROMAN MAGIC	100%	4 Fall 2013	MURPHY, T M	31	0	

ROOTS OF WESTERN									
44 CIVILIZATION	100%	4 Fall 2013	OLIENSIS, E S	104	0	Projected			
98 DIRECTED GROUP STUDY	100%	2 Fall 2013	MURPHY, T M	8	0	Projected			
130 TOPICS	100%	4 Fall 2013	HALLETT, C H	27	0				
GENDER IN THE ANCIENT									
161 WORLD	100%	4 Fall 2013	KURKE, L V	22	0				
195 HONORS COURSE	100%	4 Fall 2013	HALLETT, C H	1	0				
198 DIRECTED GROUP STUDY	100%	2 Fall 2013	MURPHY, T M	14	0				
SUPERVISED INDEPENDENT									
199 STUDY	100%	2 Fall 2013	CLARKE, T	1	0				
201 SURVEY GREEK LITERATURE	100%	4 Fall 2013	KURKE, L V	0	6 Spring 2014	Projected			
APPROACHES TO CLASSICAL									
203 LITERATURE	100%	4 Fall 2013	OLIENSIS, E S	0	5	Projected			
214 GREEK DRAMA	100%	4 Fall 2013	MASTRONARDE, D J	0	10				
239 CLASSICS TOPICS	100%	4 Fall 2013	BETTINI, M	0	10 Spring 2014	Projected			
ADVANCED GREEK									
250 COMPOSITION	100%	4 Fall 2013	MASTRONARDE, D J	0	2 Spring 2014	Projected			
298 SPECIAL STUDY	100%	2 Fall 2013	MCCARTHY, K	0	1				
298 SPECIAL STUDY	100%	2 Fall 2013	PENA, J T	0	1				
298 SPECIAL STUDY	100%	2 Fall 2013	KURKE, L V	0	2				
298 SPECIAL STUDY	100%	2 Fall 2013	GRIFFITH, M	0	4				
298 SPECIAL STUDY	100%	2 Fall 2013	PAPAZARKADAS, N	0	1				
299 SPECIAL STUDY	100%	2 Fall 2013	KURKE, L V	0	1				
299 SPECIAL STUDY	100%	2 Fall 2013	GRIFFITH, M	0	1				
375 TEACHING METHODS	100%	4 Fall 2013	MCCARTHY, K	0	7				
602 INDIVIDUAL STUDY PH.D.	100%	6 Fall 2013	MASTRONARDE, D J	0	1				
1 ELEMENTARY GREEK	100%	4 Fall 2013	PAPAZARKADAS, N	14	0	Projected			
1 ELEMENTARY GREEK	100%	4 Fall 2013	WALIN, D C	3	2	Projected			
100 ATTIC PROSE	100%	4 Fall 2013	CRANE, D	13	4				
102 DRAMA	100%	4 Fall 2013	GRIFFITH, M	5	0	Projected			
122 ATTIC ORATORY	100%	4 Fall 2013	PAPAZARKADAS, N	4	3				
1 LATIN PROSE TO AD 14	100%	4 Fall 2013	SAILOR, D	10	2				



ENGLISH COMPOSITION 1 WORLD LITERATURE	100%	4 Fall 2012	SCHNEIDER, S	13	0 Fall 2013	Projected
ENGLISH COMPOSITION 1 WORLD LITERATURE	50%	4 Fall 2012	LUU, T M	16	0 Fall 2013	Projected
ENGLISH COMPOSITION 1 WORLD LITERATURE	100%	4 Fall 2012	COHEN, K	30	0 Fall 2013	Projected
ENGLISH COMPOSITION 1 WORLD LITERATURE	75%	4 Fall 2012	LORENZ, S R	16	0 Fall 2013	Projected
ENGLISH COMPOSITION 1 WORLD LITERATURE	100%	4 Fall 2012	GREENWALD, J	17	0 Fall 2013	Projected
ENGLISH COMPOSITION 1 WORLD LITERATURE	50%	4 Fall 2012	AGBODIKE, K J	16	0 Fall 2013	Projected
ENGLISH COMPOSITION 1 WORLD LITERATURE	100%	4 Fall 2012	CREWE, J	33	0 Fall 2013	Projected
ENGLISH COMPOSITION 1 WORLD LITERATURE	50%	4 Fall 2012	LORENZ, S R	15	0 Fall 2013	Projected
ENGLISH COMPOSITION 1 WORLD LITERATURE	100%	4 Fall 2012	FORREST-WHITE, L	17	0 Fall 2013	Projected
ENGLISH COMPOSITION 1 WORLD LITERATURE	50%	4 Fall 2012	CLANCY, B T	9	0 Fall 2013	Projected
ENGLISH COMPOSITION 1 WORLD LITERATURE	100%	4 Fall 2012	KADUE, K	16	0 Fall 2013	Projected
24 FRESHMAN SEMINAR	100%	1 Fall 2012	HAMPTON, T	11	0 Fall 2013	Projected
98 DIRECTED GROUP STUDY European Readings	50%	1 Fall 2012	KOTZAMANIDOU, M	5	0	Projected
98 DIRECTED GROUP STUDY European Readings	100%	2 Fall 2012	BRITTO, K A	16	0	Projected
98 DIRECTED GROUP STUDY European Readings	100%	1 Fall 2012	KOTZAMANIDOU, M	11	0	Projected
98 DIRECTED GROUP STUDY European Readings	100%	2 Fall 2012	HAMPTON, T	4	0	Projected
152 THE MIDDLE AGES	100%	4 Fall 2012	BEZNER, F	6	0	Projected
153 THE RENAISSANCE	100%	4 Fall 2012	ASCOLI, A R	5	0 Fall 2013	Projected

155 THE MODERN PERIOD	50%	4 Fall 2012	RAM, H	17	0 Fall 2013	Projected
165 MYTH AND LITERATURE	100%	4 Fall 2012	REJHON, A C	23	0	
European Readings						
TOPICS IN COMPARATIVE						
170 LITERATURE	100%	4 Fall 2012	KAUFMAN, R G	6	0 Fall 2013	Projected
European Readings						
171 MODERN GREEK LITERATURE	100%	4 Fall 2012	KOTZAMANIDOU, M	15	0 Fall 2013	Projected
190 SENIOR SEMINAR	100%	4 Fall 2012	BUTLER, J P	15	0 Fall 2013	Projected
European Readings						
198 DIRECTED GROUP STUDY	100%	1 Fall 2012	KOTZAMANIDOU, M	17	0	Projected
European Readings						
198 DIRECTED GROUP STUDY	100%	2 Fall 2012	BRITTO, K A	14	0	
European Readings						
198 DIRECTED GROUP STUDY	100%	1 Fall 2012	KOTZAMANIDOU, M	18	0	Projected
European Readings						
APPROACHES TO						
200 COMPARATIVE LITERATURE	50%	4 Fall 2012	SAS, M B	0	9 Fall 2013	Projected
European Readings						
201 PROSEMINAR	100%	1 Fall 2012	KAHN, V	0	6 Fall 2013	Projected
European Readings						
STUDIES IN MEDIEVAL						
212 LITERATURE	100%	4 Fall 2012	DAVIS, C	0	5 Fall 2013	Projected
STUDIES IN RENAISSANCE						
215 LITERATURE	100%	4 Fall 2012	KAHN, V	0	11	Projected
STUDY IN SYMBOLIC MODERN						
225 LITERATURE	50%	4 Fall 2012	NAIMAN, E	0	9 Fall 2013	Projected
European Readings						

STUDY IN CONTEMPORARY 227 LITERATURE	100%	4 Fall 2012	BRITTO, K A	0	5	
European Readings						
299 DIRECTED RESEARCH	100%	10 Fall 2012	SPACKMAN, B G	0	37	
European Readings						
SUPERVISED TEACHING 300 COMPARATIVE LITERATURE	100%	4 Fall 2012	LUCEY, M	0	10	Fall 2013 Projected
European Readings						
TEACHING LITERATURE 360 ENGLISH COMPOSITION	100%	2 Fall 2012	STANLEY, J	0	10	
European Readings						
298 SPECIAL STUDY	50%	4 Spring 2013	LARGIER, N E	0	1	Projected
European Readings						
298 SPECIAL STUDY	50%	4 Spring 2013	CASCARDI, A J	0	1	Projected
European Readings						
299 DIRECTED RESEARCH	50%	10 Spring 2013	SPACKMAN, B G	0	34	Projected
European Readings						
20 LITERARY CULTURES	50%	4 Spring 2013	HAMPTON, T	23	0	Projected
European Readings						
INTRODUCTION TO 100 COMPARATIVE LITERATURE	75%	4 Spring 2013	MCCARTHY, K	4	0	Spring 2014 Projected
European Readings						
INTRODUCTION TO 100 COMPARATIVE LITERATURE	50%	4 Spring 2013	SAS, M B	8	0	Spring 2014 Projected
European Readings						
BIBLICAL TRADITION OF 120 WESTERN LITERATURE	100%	4 Spring 2013	KRONFELD, C	13	0	Projected
153 THE RENAISSANCE	50%	4 Spring 2013	PIRILLO, D	1	0	Projected

18TH-19TH CENTURY LITERATURE	100%	4 Spring 2013	FRANCOIS, A	5	1	
155 THE MODERN PERIOD	50%	4 Spring 2013	BRITTO, K A	11	0 Spring 2014	Projected
198 DIRECTED GROUP STUDY European Readings	75%	1 Spring 2013	KOTZAMANIDOU, M	17	0	Projected
SUPERVISED INDEPENDENT STUDY	50%	2 Spring 2013	KOTZAMANIDOU, M	2	0	Projected
202 GENRE: THE NOVEL European Readings	100%	4 Spring 2013	HEAD, G	1	4	Projected
221 AESTHETICS/CRITIQUE European Readings	100%	4 Spring 2013	KAUFMAN, R G	1	2	Projected
602 INDIVIDUAL STUDY European Readings	100%	8 Spring 2013	KAHN, V	0	1	Projected
602 INDIVIDUAL STUDY European Readings	100%	8 Spring 2013	LARGIER, N E	0	3	
20 LITERARY CULTURES European Readings	50%	4 Fall 2013	LUCEY, M	30	0	Projected
98 DIRECTED GROUP STUDY European Readings	75%	2 Fall 2013	KOTZAMANIDOU, M	5	0	
INTRODUCTION TO COMPARATIVE LITERATURE	75%	4 Fall 2013	FRANCOIS, A	15	0 Spring 2014	Projected
European Readings						
112 COMPOSITION MODERN GREEK LANGUAGE	100%	4 Fall 2013	KOTZAMANIDOU, M	12	2 Spring 2014	Projected
151 HISTORY OF SEXUALITIES European Readings	75%	4 Fall 2013	KURKE, L V	17	1	
155 THE MODERN PERIOD European Readings	60%	4 Fall 2013	RAM, H	6	0	Projected
TOPICS IN COMPARATIVE LITERATURE	60%	4 Fall 2013	KAUFMAN, R G	7	0	Projected

European Readings									
195 HONORS COURSE	75%	4 Fall 2013	VOLPP, S Y	1	0				
European Readings									
195 HONORS COURSE	50%	4 Fall 2013	KAUFMAN, R G	1	0				
European Readings									
198 DIRECTED GROUP STUDY	100%	2 Fall 2013	KOTZAMANIDOU, M	19	0				
European Readings									
SUPERVISED INDEPENDENT									
199 STUDY	25%	2 Fall 2013	KOTZAMANIDOU, M	1	0				
European Readings									
202 GENRE: THE NOVEL	50%	4 Fall 2013	LUCEY, M	0	7				Projected
European Readings									
STUDY 19TH CENTURY									
223 LITERATURE	100%	4 Fall 2013	FRANCOIS, A	0	8				Projected
European Readings									
299 DIRECTED RESEARCH	100%	10 Fall 2013	KAHN, V	0	38				
European Readings									
602 INDIVIDUAL STUDY	100%	8 Fall 2013	BRITTO, K A	0	2				
European Readings									
602 INDIVIDUAL STUDY	100%	6 Fall 2013	KAHN, V	0	1				
European Readings									
602 INDIVIDUAL STUDY	50%	8 Fall 2013	KAUFMAN, R G	0	1				
European Readings									
602 INDIVIDUAL STUDY	50%	8 Fall 2013	MCCARTHY, K	0	1				
European Readings									
602 INDIVIDUAL STUDY	25%	10 Fall 2013	LARGIER, N E	0	1				
European Readings									

### Demography

260 SPEC TOPIC SEM	25%	3 Fall 2012	WILMOTH, J R	0	9				
European Case Studies									

299 DIRECTED RESEARCH Instructor Expertise	30%	12 Fall 2012	WILMOTH, J R	0	1	
260 HISTORICAL DEMOGRAPHY	80%	4 Fall 2012	REHER, DS	12	0	Projected
European Case Studies						
298 DIRECTED READING	25%	7 Spring 2013	WACHTER, K W	0	3	
European Case Studies						
298 DIRECTED READING	25%	4 Summer 2013	WACHTER, K W	0	1	
European Case Studies						
<b>Dutch Studies</b>						
DUTCH ART						
177 HISTORY/LITERATURE	100%	6 Summer 2012	DEWULF, J	25	0 Fall 2013	Projected
SUPERVISED INDEPENDENT						
199 STUDY	100%	2 Summer 2012	DEWULF, J	1	0	
171 NEW NETHERLAND	100%	4 Fall 2012	DEWULF, J	56	0 Fall 2013	Projected
INDIVIDUAL GRADUATE						
299 STUDIES	100%	4 Fall 2012	DEWULF, J	0	1 Fall 2013	Projected
1 ELEMENTARY DUTCH	100%	5 Fall 2012	HOLLANDER LAKE, I	15	2	
110 ADVANCED DUTCH	100%	4 Fall 2012	HOLLANDER LAKE, I	7	0 Fall 2013	Projected
166 ANNE FRANK & AFTER	100%	4 Spring 2013	DEWULF, J	42	0	
196 DUTCH HONORS	100%	4 Spring 2013	DEWULF, J	1	0 Spring 2014	Projected
1 ELEMENTARY DUTCH	100%	5 Spring 2013	HOLLANDER LAKE, I	10	0 Spring 2014	Projected
2 ELEMENTARY DUTCH	100%	5 Spring 2013	THE STAFF	2	1 Spring 2014	Projected
100 DUTCH READ TRANSLATION	100%	3 Spring 2013	HOLLANDER LAKE, I	1	6	
107 STRUCTURE MODERN DUTCH	100%	3 Spring 2013	SHANNON, T F	5	3	
125 ORAL/WRITTEN STYLE	100%	4 Spring 2013	HOLLANDER LAKE, I	6	0	
INDIVIDUAL GRADUATE						
299 STUDIES	100%	1 Spring 2013	SHANNON, T F	0	3	
INDIVIDUAL GRADUATE						
299 STUDIES	100%	4 Spring 2013	DEWULF, J	0	1	
DUTCH ART						
177 HISTORY/LITERATURE	100%	6 Summer 2013	DEWULF, J	25	0 Spring 2014	Projected

1	ELEMENTARY DUTCH	100%	5	Fall 2013	HOLLANDER LAKE, I	6	4	
110	ADVANCED DUTCH	100%	4	Fall 2013	HOLLANDER LAKE, I	6	1	Spring 2014
171	NEW NETHERLAND	100%	4	Fall 2013	DEWULF, J	74	0	Projected
299	INDIVIDUAL GRADUATE STUDIES	100%	1	Fall 2013	DEWULF, J	0	2	Projected

### **Economics**

197	FIELD STUDY	50%	1	Summer 2012	EICHENGREEN, B J	1	0	Fall 2013	Projected
	Instructor Expertise								
299	INDEPENDENT STUDY	25%	3	Summer 2012	GOURINCHAS, P	0	3		
	Instructor Expertise								
299	INDEPENDENT STUDY	25%	3	Summer 2012	EICHENGREEN, B J	0	1	Fall 2013	Projected
	Instructor Expertise								
299	INDEPENDENT STUDY	25%	3	Summer 2012	OBSTFELD, M	0	1		
	Instructor Expertise								
299	INDEPENDENT STUDY	50%	3	Summer 2012	ROLAND, G R	0	1		Projected
	Instructor Expertise								
182	INTERNATIONAL MONETARY ECONOMY	50%	4	Fall 2012	PAPPADA, F	143	0	Fall 2013	Projected
191	RESEARCH TOPIC IN ECONOMIC	50%	4	Fall 2012	EICHENGREEN, B J	53	0		
	European Case Studies								
195	SENIOR HONORS THESIS	50%	3	Fall 2012	DELONG, J B	1	0		Projected
	European Case Studies								
195	SENIOR HONORS THESIS	100%	3	Fall 2012	EICHENGREEN, B J	1	0		
	European Case Studies								
202	MACROECONOMIC THEORY	50%	4	Fall 2012	OBSTFELD, M	2	34		Projected
	European Case Studies								
210	EUROPEAN ECONOMIC HISTORY TOPIC	100%	3	Fall 2012	EICHENGREEN, B J	0	4		Projected

215 POLITICAL ECONOMY	50%	3 Fall 2012	ROLAND, G R	2	8
European Case Studies					
281 INTERNATIONAL SEMINAR	50%	3 Fall 2012	OBSTFELD, M	0	2
299 INDEPENDENT STUDY	50%	10 Fall 2012	EICHENGREEN, B J	0	3 Fall 2013
Instructor Expertise					
299 INDEPENDENT STUDY	100%	12 Fall 2012	ROLAND, G R	0	1
Instructor Expertise					
299 INDEPENDENT STUDY	50%	12 Fall 2012	GOURINCHAS, P	0	2 Fall 2013
Instructor Expertise					Projected
299 INDEPENDENT STUDY	50%	12 Fall 2012	MALMENDIER, U	0	2
Instructor Expertise					
HISTORY OF ECONOMIC					
105 THOUGHT	50%	4 Spring 2013	LOUGH, J W	87	0
European Case Studies					Projected
181 INTERNATIONAL TRADE	25%	4 Spring 2013	ROLAND-HOLST, D	114	1
191 TOPIC ECONOMIC RESEARCH	50%	4 Spring 2013	EICHENGREEN, B J	14	0 Spring 2014
European Case Studies					Projected
195 SENIOR HONORS THESIS	75%	3 Spring 2013	MALMENDIER, U	1	0
European Case Studies					
195 SENIOR HONORS THESIS	50%	3 Spring 2013	OBSTFELD, M	1	0 Spring 2014
European Case Studies					Projected
195 SENIOR HONORS THESIS	75%	3 Spring 2013	ROLAND, G R	2	0
European Case Studies					
SUPERVISED INDEPENDENT					
199 STUDY	50%	3 Spring 2013	DELONG, J B	1	0 Spring 2014
European Case Studies					Projected
INTRODUCTION ECONOMIC					
210 HISTORY	50%	3 Spring 2013	EICHENGREEN, B J	0	22
European Case Studies					Projected

211 ECONOMIC HISTORY SEMINAR	25%	3 Spring 2013	EICHENGREEN, B J	0	7 Spring 2014	Projected
European Case Studies						
280 INTERNATIONAL ECONOMICS	50%	3 Spring 2013	OBSTFELD, M	0	8	Projected
281 INTERNATIONAL SEMINAR	25%	3 Spring 2013	OBSTFELD, M	0	1 Spring 2014	Projected
299 INDEPENDENT STUDY	75%	10 Spring 2013	EICHENGREEN, B J	0	4	
Instructor Expertise						
299 INDEPENDENT STUDY	50%	12 Spring 2013	GOURINCHAS, P	0	2 Spring 2014	
Instructor Expertise						
299 INDEPENDENT STUDY	50%	12 Spring 2013	MALMENDIER, U	0	1	
Instructor Expertise						
181 INTERNATIONAL TRADE	30%	4 Summer 2013	TESFAYESUS, A	28	4 Spring 2014	Projected
197 FIELD STUDY	50%	12 Summer 2013	DELONG, J B	1	0	
Instructor Expertise						
299 INDEPENDENT STUDY	25%	12 Summer 2013	GOURINCHAS, P	0	2	
Instructor Expertise						
299 INDEPENDENT STUDY	50%	12 Summer 2013	EICHENGREEN, B J	0	1	
Instructor Expertise						
602 INDIVIDUAL STUDY	50%	10 Summer 2013	MALMENDIER, U	0	3	
Instructor Expertise						
INTERNATIONAL MONETARY						
182 ECONOMY	30%	Fall 2013	GOURINCHAS, P	170	0 Spring 2014	Projected
195 SENIOR HONORS THESIS	50%	3 Fall 2013	OBSTFELD, M	1	0	
European Case Studies						
280 INTERNATIONAL ECONOMY	30%	4 Fall 2013	GOURINCHAS, P	0	8	Projected
281 INTERNATIONAL SEMINAR	30%	3 Fall 2013	GOURINCHAS, P	0	3	Projected
299 INDEPENDENT STUDY	75%	12 Fall 2013	EICHENGREEN, B J	0	2	
European Case Studies						
299 INDEPENDENT STUDY	25%	12 Fall 2013	OBSTFELD, M	0	1	
European Case Studies						
299 INDEPENDENT STUDY	30%	12 Fall 2013	GOURINCHAS, P	0	2	

European Case Studies									
299 INDEPENDENT STUDY	50%	12 Fall 2013	MALMENDIER, U	0	1				
European Case Studies									
602 INDIVIDUAL STUDY	50%	10 Fall 2013	EICHENGREEN, B J	0	1				
European Case Studies									

**Education**

299 SPECIAL STUDY	50%	3 Summer 2012	KRAMSCH, C J	0	3				
Instructor Expertise									
250 DISCOURSE ANALYSIS	50%	3 Fall 2012	KRAMSCH, C J	2	9	Fall 2013			Projected
European Case Studies									
299 SPECIAL STUDY	50%	10 Fall 2012	KRAMSCH, C J	0	6				
Instructor Expertise									
299 SPECIAL STUDY	100%	10 Spring 2013	KRAMSCH, C J	0	6	Spring 2014			Projected
Instructor Expertise									
299 SPECIAL STUDY	75%	10 Summer 2013	KRAMSCH, C J	0	4				
Instructor Expertise									
299 SPECIAL STUDY	50%	10 Fall 2013	KRAMSCH, C J	0	5				
Instructor Expertise									

**English**

1 READING AND COMPOSITION	50%	3 Summer 2012	CANNON, B Z	8	1	Fall 2013			Projected
European Readings									
1ST-YR READING & COMPOSITION	50%	3 Summer 2012	KNOX, M	9	0	Fall 2013			Projected
European Readings									
117 SHAKESPEARE	100%	3 Summer 2012	NELSON, A H	26	0	Fall 2013			Projected
121 ROMANTIC PERIOD	100%	3 Summer 2012	PUCKETT, K	47	1	Fall 2013			Projected
SUPERVISED INDEPENDENT STUDY	50%	1 Summer 2012	DUNCAN, I	1	0	Fall 2013			Projected







98 DIRECTED GROUP STUDY European Readings	75%	2 Fall 2012	PICCIOTTO, J M	5	0	
98 DIRECTED GROUP STUDY European Readings	100%	1 Fall 2012	FALCI, E	73	0	
104 ENGLISH INTRODUCTION TO OLD ENGLISH	100%	4 Fall 2012	O'KEEFE, K	36	0 Fall 2013	Projected
114 ENGLISH DRAMA	100%	4 Fall 2012	RING, J H	29	0 Fall 2013	Projected
115 ENGLISH RENAISSANCE	100%	4 Fall 2012	MILLER, J	55	0	Projected
116 LITERATURE BACKGROUNDS OF ENGLISH LITERATURE	100%	4 Fall 2012	RING, J H	27	0	Projected
117 SHAKESPEARE	100%	4 Fall 2012	TURNER, J G	45	0 Fall 2013	Projected
117 SHAKESPEARE	100%	4 Fall 2012	MARNO, D	106	0 Fall 2013	Projected
122 VICTORIAN PERIOD	100%	4 Fall 2012	EICHENLAUB, J M	56	0 Fall 2013	Projected
125 CONTEMPORARY NOVEL European Readings	100%	4 Fall 2012	SERPELL, C N	192	0	
126 1900-45 BRITISH LITERATURE FROM	100%	4 Fall 2012	FLYNN, C	60	0	Projected
139 CULTURES OF ENGLISH European Readings	100%	4 Fall 2012	JONES, D V	26	0	Projected
165 SPECIAL TOPICS European Readings	50%	4 Fall 2012	HONIG, E A	25	0	Projected
166 SPECIAL TOPICS European Readings	75%	4 Fall 2012	BODE, J	23	0	
175 LITERATURE AND DISABILITY European Readings	50%	4 Fall 2012	KLEEGER, G	41	0	Projected
179 LITERATURE AND LINGUISTICS	100%	4 Fall 2012	HANSON, K	24	3	
190 RESEARCH SEMINAR European Readings	75%	4 Fall 2012	MILLER, D A	25	0	Projected

190 RESEARCH SEMINAR European Readings	50%	4 Fall 2012	HASS, R	19	0	
190 RESEARCH SEMINAR European Readings	50%	4 Fall 2012	SHOPTAW, J	18	0	
195 HONORS COURSE European Readings	100%	4 Fall 2012	FALCI, E	22	0	Projected
198 DIRECTED GROUP STUDY European Readings	40%	1 Fall 2012	ALTIERI, C F	2	0	Projected
198 DIRECTED GROUP STUDY European Readings	50%	2 Fall 2012	DUNCAN, I	11	0	Projected
198 DIRECTED GROUP STUDY European Readings	100%	1 Fall 2012	FALCI, E	14	0	
198 DIRECTED GROUP STUDY European Readings	100%	2 Fall 2012	HEJINIAN, L	11	0	Projected
198 DIRECTED GROUP STUDY European Readings	100%	2 Fall 2012	JUSTICE, S	13	0	Projected
198 DIRECTED GROUP STUDY European Readings	50%	2 Fall 2012	PICCIOTTO, J M	9	0	Projected
198 DIRECTED GROUP STUDY European Readings	100%	1 Fall 2012	FALCI, E	162	0	Projected
SUPERVISED INDEPENDENT 199 STUDY	50%	1 Fall 2012	ALTIERI, C F	1	0	
SUPERVISED INDEPENDENT 199 STUDY	100%	3 Fall 2012	BREITWIESER, M R	1	0	Projected
SUPERVISED INDEPENDENT 199 STUDY	100%	1 Fall 2012	FALCI, E	6	0	Projected

SUPERVISED INDEPENDENT 199 STUDY	100%	4 Fall 2012	TURNER, J G	1	0	Projected
SUPERVISED INDEPENDENT 199 STUDY	100%	2 Fall 2012	HEJINIAN, L	2	0	
SUPERVISED INDEPENDENT 199 STUDY	100%	1 Fall 2012	PUCKETT, K	1	0	Projected
SUPERVISED INDEPENDENT 199 STUDY	100%	2 Fall 2012	MILLER, J	1	0	
SUPERVISED INDEPENDENT 199 STUDY	100%	2 Fall 2012	GOLDSMITH, S	1	0	Projected
203 GRADUATE READINGS European Readings	50%	4 Fall 2012	ALTIERI, C F	0	14	
203 GRADUATE READINGS European Readings	100%	4 Fall 2012	BODE, J	1	6	Projected
218 MILTON	100%	4 Fall 2012	TURNER, J G	1	10	Projected
250 RESEARCH SEMINARS European Readings	50%	4 Fall 2012	PUCKETT, K	0	12	
298 DISSERTATION RESEARCH European Readings	75%	12 Fall 2012	ALTIERI, C F	0	2	
298 DISSERTATION RESEARCH European Readings	25%	11 Fall 2012	BLANTON, C D	0	8	

298 DISSERTATION RESEARCH European Readings	30%	12 Fall 2012	DUNCAN, I	0	12
298 DISSERTATION RESEARCH European Readings	100%	12 Fall 2012	FALCI, E	0	2
298 DISSERTATION RESEARCH European Readings	30%	12 Fall 2012	GOLDSMITH, S	0	2
298 DISSERTATION RESEARCH European Readings	100%	12 Fall 2012	HEJINIAN, L	0	3
298 DISSERTATION RESEARCH European Readings	100%	12 Fall 2012	JUSTICE, S	0	1 Fall 2013
298 DISSERTATION RESEARCH European Readings	100%	12 Fall 2012	KNAPP, J D	0	2
298 DISSERTATION RESEARCH European Readings	25%	12 Fall 2012	LANDRETH, D	0	3
298 DISSERTATION RESEARCH European Readings	50%	10 Fall 2012	PICCIOTTO, J M	0	6
298 DISSERTATION RESEARCH European Readings	80%	12 Fall 2012	PUCKETT, K	0	4
298 DISSERTATION RESEARCH European Readings	100%	12 Fall 2012	TURNER, J G	0	2
299 DISSERTATION RESEARCH European Readings	50%	4 Fall 2012	PICCIOTTO, J M	0	2
299 DISSERTATION RESEARCH European Readings	50%	3 Fall 2012	PUCKETT, K	0	3
24 FRESHMAN SEMINARS European Readings	50%	1 Spring 2013	NELSON, A H	14	0 Spring 2014 Projected
98 DIRECTED GROUP STUDY European Readings	100%	2 Spring 2013	JUSTICE, S	8	0 Projected
98 DIRECTED GROUP STUDY European Readings	100%	3 Spring 2013	PUCKETT, K	2	0

98 DIRECTED GROUP STUDY European Readings	100%	1 Spring 2013	FALCI, E	52	0	Projected
102 TOPICS IN ENGLISH LANGUAGE European Readings	100%	4 Spring 2013	HANSON, K	24	0	Projected
119 EARLY 18TH CENTURY LITERATURE RESTORATION & European Readings	100%	4 Spring 2013	PICCIOTTO, J M	55	0 Spring 2014	Projected
120 CENTURY LITERATURE LATE 18TH European Readings	100%	4 Spring 2013	SORENSEN, J L	43	0 Spring 2014	Projected
125 ENGLISH NOVEL European Readings	100%	4 Spring 2013	STARR, G A	40	0 Spring 2014	Projected
125 ENGLISH NOVEL	100%	4 Spring 2013	EICHENLAUB, J M	48	0 Spring 2014	Projected
125 20TH CENTURY NOVEL European Readings	100%	4 Spring 2013	JONES, D V	56	0 Spring 2014	Projected
127 MODERN POETRY European Readings	50%	4 Spring 2013	ALTIERI, C F	50	0	Projected
165 SPECIAL TOPICS European Readings	100%	4 Spring 2013	FRANCOIS, A	7	0	Projected
166 SPECIAL TOPICS European Readings	100%	4 Spring 2013	RING, J H	50	0	Projected
173 OF FILMS LANGUAGE AND LITERATURE European Readings	100%	4 Spring 2013	MILLER, D A	42	0	Projected
180 ROMANCE European Readings	100%	4 Spring 2013	RING, J H	39	0	Projected
190 RESEARCH SEMINAR European Readings	100%	4 Spring 2013	MILLER, D A	17	0	Projected
190 RESEARCH SEMINAR European Readings	100%	4 Spring 2013	FRANCOIS, A	23	0 Spring 2014	Projected







***Environmental Science, Policy and Management***

INTERNATIONAL 169 ENVIRONMENTAL POLITICS	25%	4 Fall 2012	O'NEILL, K M	Fall 2013	Projected
TRANSNATIONAL ENVIRONMENTAL POLITICS	25%	3 Fall 2012	O'NEILL, K M	Fall 2013	Projected
259 AND MOVEMENTS					
GOVERNANCE OF GLOBAL 260 PRODUCTION	25%	Fall 2012	O'ROURKE, D	Fall 2013	Projected

***Film***

25 HISTORY OF FILM European Case Studies	50%	4 Summer 2012	CHANG, A Y	1 Fall 2013	Projected
100 FILM THEORY European Case Studies	100%	4 Summer 2012	FALLON, K D	0	Projected
298 SPECIAL STUDY Instructor Expertise	100%	3 Summer 2012	SANDBERG, M B	11	Projected
1 WRITING-FILM FOCUS European Case Studies	50%	4 Fall 2012	ALFORD, R	0 Fall 2013	Projected
1 WRITING-FILM FOCUS European Case Studies	50%	4 Fall 2012	PUNNAMKUZHYIL, A J	0 Fall 2013	Projected
1 WRITING-FILM FOCUS European Case Studies	50%	4 Fall 2012	CARPENTER, E C	0 Fall 2013	Projected
25 HISTORY OF FILM European Case Studies	50%	4 Fall 2012	WHISSEL, K M	0 Fall 2013	Projected
25 HISTORY OF FILM European Case Studies	75%	4 Fall 2012	FABE, M M	0 Fall 2013	Projected
100 FILM THEORY European Case Studies	100%	4 Fall 2012	SAS, M B	0 Fall 2013	Projected
151 AUTEUR THEORY European Case Studies	100%	4 Fall 2012	MOSES, G J	0 Fall 2013	Projected

160 NATIONAL CINEMA European Case Studies	100%	4 Fall 2012	GOKTURK, D	22	0	Projected
160 NATIONAL CINEMA European Case Studies	100%	4 Fall 2012	KAES, A J	22	0	Projected
240 GRADUATE TOPICS IN FILM European Case Studies	50%	4 Fall 2012	SANDBERG, M B	0	10 Fall 2013	Projected
240 GRADUATE TOPICS IN FILM European Case Studies	50%	4 Fall 2012	WILLIAMS, L	0	10 Fall 2013	Projected
298 SPECIAL STUDY Instructor Expertise	100%	1 Fall 2012	SANDBERG, M B	0	1	Projected
98 DIRECTED GROUP STUDY European Case Studies	50%	2 Spring 2013	SANDBERG, M B	8	0 Spring 2014	
105 SENIOR SEMINAR European Case Studies	50%	4 Spring 2013	KAES, A J	9	0 Spring 2014	Projected
108 FILM GENRE European Case Studies	100%	4 Spring 2013	DOANE, M	22	1 Spring 2014	
108 FILM GENRE European Case Studies	50%	4 Spring 2013	MERRITT, R L	30	0 Spring 2014	Projected
140 SPECIAL TOPICS: FILM European Case Studies	30%	4 Spring 2013	JONES, E M	17	0 Spring 2014	
198 DIRECTED GROUP STUDY European Case Studies	100%	2 Spring 2013	SANDBERG, M B	11	0	Projected
240 GRADUATE TOPICS IN FILM European Case Studies	50%	4 Spring 2013	KAES, A J	0	11 Spring 2014	Projected
108 FILM GENRE European Case Studies	50%	4 Summer 2013	VACCARO, J M	11	2	
98 DIRECTED GROUP STUDY European Case Studies	50%	Fall 2013	WILLIAMS, L	13	0	
240 GRADUATE TOPICS IN FILM European Case Studies	50%	Fall 2013	DOANE, M	1	8	
298 SPECIAL STUDY European Case Studies	50%	Fall 2013	DOANE, M	0	3	

Instructor Expertise								
299 DIRECTED RESEARCH	75%	Fall 2013	DOANE, M	0	1			
Instructor Expertise								
299 DIRECTED RESEARCH	100%	Fall 2013	KAES, A J	0	2			
Instructor Expertise								
299 DIRECTED RESEARCH	100%	Fall 2013	SANDBERG, M B	0	2			
Instructor Expertise								
299 DIRECTED RESEARCH	25%	Fall 2013	SAS, M B	0	1			
Instructor Expertise								
602 INDIVIDUAL STUDY	100%	Fall 2013	KAES, A J	0	1			
Instructor Expertise								

### ***Folklore***

262 TRADITIONALITIES	50%	4 Fall 2012	BRIGGS, C L	0	6	Fall 2013	Projected
European Case Studies							
298 READS FOLKLORE	50%	6 Fall 2012	BRIGGS, C L	0	1	Fall 2013	Projected
European Case Studies							
299 DIRECTED RESEARCH	80%	3 Fall 2012	BRIGGS, C L	0	1		
Instructor Expertise							
299 DIRECTED RESEARCH	50%	6 Spring 2013	BRIGGS, C L	0	2		
Instructor Expertise							

### ***French Studies***

ENGLISH COMPOSITION WITH 1 FRENCH LITERATURE	100%	4 Summer 2012	SZARKE, M A	16	0	Fall 2013	Projected
ENGLISH COMPOSITION WITH 1 FRENCH LITERATURE	100%	4 Summer 2012	BATTIS, S E	12	0	Fall 2013	Projected
43 ASPECTS OF FRENCH CULTURE	100%	3 Summer 2012	ROBERTS, S C	32	0	Fall 2013	Projected
CULTURE OF FRENCH 142 AMERICA	100%	4 Summer 2012	YOSHIOKA-MAXWELI	8	0	Fall 2013	Projected

171	CONCEPT IN HISTORY	100%	4	Summer 2012	TIMMONS, N A	14	0	Fall 2013	Projected
197	FIELD STUDY	100%	1	Summer 2012	ROBERTS, S C	9	0	Fall 2013	Projected
1	ELEMENTARY FRENCH	100%	5	Summer 2012	LEVINE, K E	20	3	Fall 2013	Projected
1	ELEMENTARY FRENCH	100%	5	Summer 2012	TALLEY, C B	9	1	Fall 2013	Projected
1	ELEMENTARY FRENCH	100%	5	Summer 2012	WILDS, T B	15	0	Fall 2013	Projected
2	ELEMENTARY FRENCH	100%	5	Summer 2012	SKRZYPCZYNSKA, A F	11	3	Fall 2013	Projected
3	INTERMEDIATE FRENCH	100%	5	Summer 2012	MISSE, B	21	3	Fall 2013	
	ADVANCED INTERMEDIATE								
4	FRENCH	100%	5	Summer 2012	GABEL, A A	14	0	Fall 2013	Projected
	INTERMEDIATE								
13	CONVERSATION	100%	2	Summer 2012	MARTIN, L	8	0	Fall 2013	Projected
14	ADVANCED CONVERSATION	100%	2	Summer 2012	MARTIN, L	9	0	Fall 2013	Projected
15	FRENCH WORKSHOP	100%	10	Summer 2012	BOUCHER, D	9	7		
35	PRAC PHON LISTN COM	100%	3	Summer 2012	SHUH, R A	12	2	Fall 2013	Projected
298	SPECIAL STUDY	100%	3	Summer 2012	PAIGE, N	0	8		
	ENGLISH COMPOSITION WITH								
1	FRENCH LITERATURE	100%	4	Fall 2012	SMITH, M A	16	0	Fall 2013	Projected
	ENGLISH COMPOSITION WITH								
1	FRENCH LITERATURE	100%	4	Fall 2012	BATTIS, S E	14	0	Fall 2013	Projected
	ENGLISH COMPOSITION WITH								
1	FRENCH LITERATURE	100%	4	Fall 2012	DIAZ, P	15	0	Fall 2013	Projected
112	MEDIEVAL LITERATURE	100%	4	Fall 2012	HULT, D	9	0	Fall 2013	Projected
119	19TH CENTURY LITERATURE	100%	4	Fall 2012	GUERLAC, S	14	0	Fall 2013	Projected
	FRENCH LITERATURE IN								
140	ENGLISH TRANSLATION	100%	4	Fall 2012	PAIGE, N	26	0	Fall 2013	Projected
	CULTURE OF FRENCH								
142	AMERICA	100%	4	Fall 2012	BRITTO, K A	27	0	Fall 2013	Projected
171	CONCEPT IN HISTORY	100%	4	Fall 2012	MASLAN, S A	15	0	Fall 2013	Projected
	LITERATURE AND VISUAL								
175	ARTS	100%	4	Fall 2012	TLATLI, T S	9	0	Fall 2013	Projected
183	CONFIGURATION OF CRISIS	100%	4	Fall 2012	SANYAL, D	20	1	Fall 2013	Projected

SUPERVISED INDEPENDENT 199 STUDY	100%	2 Fall 2012	TIMMONS, N A	1	0 Fall 2013	
COMPARATIVE ROMANCE 203 LITERATURES	100%	4 Fall 2012	NAVARRETE, I E	0	3 Fall 2013	Projected
211 READING OLD FRENCH	100%	4 Fall 2012	HULT, D	0	10 Fall 2013	Projected
240 18TH CENTURY LITERATURE	100%	4 Fall 2012	MASLAN, S A	0	4 Fall 2013	Projected
245 EARLY MODERN STUDIES	100%	4 Fall 2012	BLOCKER, D A	0	4 Fall 2013	Projected
251 FRANCOPHONE LITERATURE	100%	4 Fall 2012	TLATLI, T S	0	4 Fall 2013	Projected
601 SPECIAL STUDY	100%	4 Fall 2012	PAIGE, N	0	1 Fall 2013	Projected
602 INDIVIDUAL FRENCH STUDY	100%	4 Fall 2012	KAHN, V	0	1 Fall 2013	Projected
1 ELEMENTARY FRENCH	100%	5 Fall 2012	VENDETTI, M	12	5 Fall 2013	Projected
1 ELEMENTARY FRENCH	100%	5 Fall 2012	CHAVDARIAN, S	16	1 Fall 2013	Projected
1 ELEMENTARY FRENCH	100%	5 Fall 2012	ARRIGO, M C	19	0 Fall 2013	Projected
1 ELEMENTARY FRENCH	100%	5 Fall 2012	SHUH, R A	16	4 Fall 2013	Projected
1 ELEMENTARY FRENCH	100%	5 Fall 2012	PHILLIPS, M E	17	3 Fall 2013	Projected
1 ELEMENTARY FRENCH	100%	5 Fall 2012	RITCHEY, E A	19	1 Fall 2013	Projected
1 ELEMENTARY FRENCH	100%	5 Fall 2012	SANDERS, T T	16	2 Fall 2013	Projected
1 ELEMENTARY FRENCH	100%	5 Fall 2012	STOFLE, C O	17	1 Fall 2013	Projected
1 ELEMENTARY FRENCH	100%	5 Fall 2012	SINGER, J	17	0 Fall 2013	Projected
1 ELEMENTARY FRENCH	100%	5 Fall 2012	BOUCHER, D	15	2 Fall 2013	Projected
1 ELEMENTARY FRENCH	100%	5 Fall 2012	MARTIN, L	18	1 Fall 2013	Projected
1 ELEMENTARY FRENCH	100%	5 Fall 2012	MARTIN, L	18	0 Fall 2013	Projected
2 ELEMENTARY FRENCH	100%	5 Fall 2012	POSTOLI, S	12	4 Fall 2013	Projected
2 ELEMENTARY FRENCH	100%	5 Fall 2012	KEZMAN, J J	18	0 Fall 2013	Projected
2 ELEMENTARY FRENCH	100%	5 Fall 2012	BOUCHER, D	14	2 Fall 2013	Projected
2 ELEMENTARY FRENCH	100%	5 Fall 2012	EVANS, M H	14	1 Fall 2013	Projected
2 ELEMENTARY FRENCH	100%	5 Fall 2012	BERGSTROM, V	13	1 Fall 2013	Projected
2 ELEMENTARY FRENCH	100%	5 Fall 2012	MARTIN, L	16	1 Fall 2013	Projected
2 ELEMENTARY FRENCH	100%	5 Fall 2012	TIMMONS, N A	18	0 Fall 2013	Projected
2 ELEMENTARY FRENCH	100%	5 Fall 2012	BOUCHER, D	16	1 Fall 2013	Projected

3	INTERMEDIATE FRENCH	100%	5 Fall 2012	BURRIS, Z L	14	4 Fall 2013	Projected
3	INTERMEDIATE FRENCH	100%	5 Fall 2012	BOUCHER, A M	18	1 Fall 2013	Projected
3	INTERMEDIATE FRENCH	100%	5 Fall 2012	BEYLER-NOILY, M L	18	1 Fall 2013	Projected
3	INTERMEDIATE FRENCH	100%	5 Fall 2012	SYLVIA, O G	18	0 Fall 2013	Projected
3	INTERMEDIATE FRENCH	100%	5 Fall 2012	HILAIRE, L	19	0 Fall 2013	Projected
3	INTERMEDIATE FRENCH	100%	5 Fall 2012	BITTMANN, S	17	1 Fall 2013	Projected
3	INTERMEDIATE FRENCH	100%	5 Fall 2012	RODIC, V	16	1 Fall 2013	Projected
4	ADVANCED INTERMEDIATE 4 FRENCH	100%	5 Fall 2012	YOSHIOKA-MAXWELL	11	1 Fall 2013	Projected
4	ADVANCED INTERMEDIATE 4 FRENCH	100%	5 Fall 2012	TIMMONS, N A	19	0 Fall 2013	Projected
4	ADVANCED INTERMEDIATE 4 FRENCH	100%	5 Fall 2012	REPINECZ, J	17	2 Fall 2013	Projected
4	ADVANCED INTERMEDIATE 4 FRENCH	100%	5 Fall 2012	TIMMONS, N A	18	1 Fall 2013	Projected
4	ADVANCED INTERMEDIATE 4 FRENCH	100%	5 Fall 2012	RAFONI, D A	18	0 Fall 2013	Projected
4	ADVANCED INTERMEDIATE 4 FRENCH	100%	5 Fall 2012	SKRZYPZYNSKA, A F	9	0 Fall 2013	Projected
13	INTERMEDIATE 13 CONVERSATION	100%	2 Fall 2012	BITTMANN, S	13	1 Fall 2013	Projected
14	ADVANCED CONVERSATION READING AND WRITING IN	100%	2 Fall 2012	HILAIRE, L	17	1 Fall 2013	Projected
102	FRENCH READING AND WRITING IN	100%	4 Fall 2012	BLOCKER, D A	16	1 Fall 2013	Projected
102	FRENCH READING AND WRITING IN	100%	4 Fall 2012	PRIES, D M	14	0 Fall 2013	Projected
102	FRENCH READING AND WRITING IN	100%	4 Fall 2012	SHUH, R A	15	0 Fall 2013	Projected
103	LANGUAGE AND CULTURE	100%	4 Fall 2012	GUERLAC, S	18	0 Fall 2013	Projected
18	18TH CENTURY LITERATURE	100%	4 Fall 2012	PAIGE, N	17	0 Fall 2013	Projected
146	INTRODUCTION TO FRENCH LINGUISTICS	100%	4 Fall 2012	KERN, R	19	1 Fall 2013	Projected
195	HONORS SEQUENCE	100%	2 Fall 2012	KERN, R	1	0 Fall 2013	Projected

195 HONORS SEQUENCE	100%	2 Fall 2012	SANYAL, D	1	0	Fall 2013	Projected
195 HONORS SEQUENCE	100%	2 Fall 2012	HAMPTON, T	1	0		
195 HONORS SEQUENCE	100%	2 Fall 2012	KERN, R	1	0		
195 HONORS SEQUENCE	100%	2 Fall 2012	MASLAN, S A	1	0		
195 HONORS SEQUENCE	100%	2 Fall 2012	TLATLI, T S	1	0		
197 FIELD STUDY	100%	2 Fall 2012	CHAVDARIAN, S	5	0		Projected
200 PROSEMINAR	100%	1 Fall 2012	HAMPTON, T	0	3	Fall 2013	Projected
260 20TH-CENTURY LITERATURE	100%	4 Fall 2012	SANYAL, D	0	8	Fall 2013	
298 SPECIAL STUDY	100%	4 Fall 2012	BRITTO, K A	0	1		Projected
298 SPECIAL STUDY	100%	1 Fall 2012	KERN, R	0	1	Fall 2013	
299 INDIVIDUAL RESEARCH	100%	9 Fall 2012	BRITTO, K A	0	2	Fall 2013	
299 INDIVIDUAL RESEARCH	100%	10 Fall 2012	GUERLAC, S	0	3		
299 INDIVIDUAL RESEARCH	100%	12 Fall 2012	HAMPTON, T	0	3		
299 INDIVIDUAL RESEARCH	100%	12 Fall 2012	HULT, D	0	1		
299 INDIVIDUAL RESEARCH	100%	9 Fall 2012	KERN, R	0	2		
299 INDIVIDUAL RESEARCH	100%	12 Fall 2012	LUCEY, M	0	3		
299 INDIVIDUAL RESEARCH	100%	12 Fall 2012	MASLAN, S A	0	1		
299 INDIVIDUAL RESEARCH	100%	12 Fall 2012	PAIGE, N	0	1		
299 INDIVIDUAL RESEARCH	100%	10 Fall 2012	SANYAL, D	0	3	Fall 2013	
299 INDIVIDUAL RESEARCH	100%	12 Fall 2012	SMOCK, A A	0	1		
299 INDIVIDUAL RESEARCH	100%	9 Fall 2012	TLATLI, T S	0	2	Fall 2013	
TEACHING FRENCH FOR 301 COLLEGE	100%	4 Fall 2012	CHAVDARIAN, S	0	9	Fall 2013	Projected
602 INDIVIDUAL STUDY	100%	10 Fall 2012	HAMPTON, T	0	2		
602 INDIVIDUAL STUDY	100%	4 Fall 2012	HULT, D	0	1		
602 INDIVIDUAL STUDY	100%	4 Fall 2012	KERN, R	0	1		
602 INDIVIDUAL STUDY	100%	10 Fall 2012	LUCEY, M	0	2		
602 INDIVIDUAL STUDY	100%	12 Fall 2012	MASLAN, S A	0	1	Fall 2013	Projected
602 INDIVIDUAL STUDY	100%	8 Fall 2012	SANYAL, D	0	2	Fall 2013	Projected



602 INDIVIDUAL STUDY	100%	8 Spring 2013	LUCEY, M	0	1 Spring 2014
602 INDIVIDUAL STUDY	100%	4 Spring 2013	SANYAL, D	0	1 Spring 2014
15 FRENCH WORKSHOP	100%	2 Summer 2013	BOUCHER, D	3	3 Projected
43 ASPECTS OF FRENCH CULTURE	100%	4 Summer 2013	ROBERTS, S C	15	0
197 FIELD STUDY	100%	2 Summer 2013	ROBERTS, S C	6	0
298 SPECIAL STUDY	100%	3 Summer 2013	BRITTO, K A	0	6
118 18TH CENTURY LITERATURE	100%	4 Fall 2013	MASLAN, S A	25	0
121 THEME, GENRE, STRUCTURE LITERATURE AND	100%	4 Fall 2013	BLOCKER, D A	6	0 Spring 2014 Projected
185 COLONIALISM	100%	4 Fall 2013	TLATLI, T S	11	0 Projected
195 HONORS SEQUENCE	100%	4 Fall 2013	LUCEY, M	1	0
197 FIELD STUDY	100%	2 Fall 2013	CHAVDARIAN, S	8	0
200 PROSEMINAR	100%	1 Fall 2013	HAMPTON, T	0	4
201 HISTORY OF LANGUAGE	100%	4 Fall 2013	MCLAUGHLIN, M	1	11
220 16TH-CENTURY LITERATURE	100%	4 Fall 2013	HAMPTON, T	0	10
298 SPECIAL STUDY	100%	4 Fall 2013	MCLAUGHLIN, M	0	2
298 SPECIAL STUDY	100%	4 Fall 2013	TLATLI, T S	0	1
299 INDIVIDUAL RESEARCH	100%	12 Fall 2013	BLOCKER, D A	0	1
299 INDIVIDUAL RESEARCH	100%	9 Fall 2013	GUERLAC, S	0	1
299 INDIVIDUAL RESEARCH	100%	12 Fall 2013	HAMPTON, T	0	3
299 INDIVIDUAL RESEARCH	100%	9 Fall 2013	HULT, D	0	1
299 INDIVIDUAL RESEARCH	100%	9 Fall 2013	KERN, R	0	1
299 INDIVIDUAL RESEARCH	100%	12 Fall 2013	LUCEY, M	0	6
299 INDIVIDUAL RESEARCH	100%	12 Fall 2013	MASLAN, S A	0	1
299 INDIVIDUAL RESEARCH	100%	12 Fall 2013	PAIGE, N	0	1
299 INDIVIDUAL RESEARCH	100%	9 Fall 2013	SANYAL, D	0	3
299 INDIVIDUAL RESEARCH	100%	12 Fall 2013	TLATLI, T S	0	1
601 SPECIAL STUDY	100%	4 Fall 2013	PAIGE, N	0	1
602 INDIVIDUAL STUDY	100%	10 Fall 2013	BRITTO, K A	0	1
602 INDIVIDUAL STUDY	100%	12 Fall 2013	HAMPTON, T	0	1
602 INDIVIDUAL STUDY	100%	12 Fall 2013	LUCEY, M	0	1
602 INDIVIDUAL STUDY	100%	4 Fall 2013	MCLAUGHLIN, M	0	2

602 INDIVIDUAL STUDY	100%	10 Fall 2013	MASLAN, S A	0	1
602 INDIVIDUAL STUDY	100%	12 Fall 2013	SANYAL, D	0	1

***Gender and Women's Studies***

102 TRANSNATIONAL FEMINISM	30%	4 Fall 2012	BACCHETTA, P	74	1 Fall 2013	Projected
European Case Studies ADVANCED						
210 INTERDISCIPLINARY STUDIES	25%	4 Fall 2012	BACCHETTA, P	0	16	Projected
European Case Studies						
INTERNATIONAL GLOBAL 141 ECONOMIC DEVELOPMENT	30%	4 Spring 2013	BACCHETTA, P	46	0	

***Geography***

DIRECTED DISSERTATION 296 RESEARCH	30%	12 Fall 2012	WALKER, R A	0	6	
Instructor Expertise						
299 INDIVIDUAL RESEARCH	50%	3 Fall 2012	WALKER, R A	0	1	
Instructor Expertise						
220 CAPITAL VALUE SCALE	25%	4 Spring 2013	SAYRE, N F	0	19	
European Case Studies						
European Case Studies GLOBAL ENVIRONMENT & 138 POLITICS	40%	4 Summer 2013	NEGRIN, D M	39	1 Spring 2014	Projected
296 DISSERTATION RESEARCH	100%	12 Summer 2013	WALKER, R A	0	2	
Instructor Expertise						
10 WORLD REGIONS	25%	4 Fall 2013	KOSEK, J G	212	0 Spring 2014	Projected
20 GLOBALIZATION	25%	4 Fall 2013	DILLON, L	71	0 Spring 2014	Projected

***German Studies***

5 READING AND COMPOSITION	100%	4 Summer 2012	MUSANOVIC, E	18	0 Fall 2013	Projected
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5	READING AND COMPOSITION	100%	4	Summer 2012	PELTNER, S D	19	0	Fall 2013	Projected
5	READING AND COMPOSITION	100%	4	Summer 2012	ST. CLAIR, M	18	0	Fall 2013	Projected
5	READING AND COMPOSITION	100%	4	Summer 2012	ALLRED, M K	19	0	Fall 2013	Projected
196	HONORS STUDIES	100%	3	Summer 2012	KAES, A J	1	0	Fall 2013	Projected
1	ELEMENTARY GERMAN I	100%	5	Summer 2012	FARWELL, J R	14	0	Fall 2013	Projected
1	ELEMENTARY GERMAN I	100%	5	Summer 2012	MEYER, S E	12	0	Fall 2013	Projected
2	ELEMENTARY GERMAN 2	100%	5	Summer 2012	JOHNSON, C C	11	2	Fall 2013	Projected
2	ELEMENTARY GERMAN 2	100%	5	Summer 2012	THEISON, D S	9	0	Fall 2013	Projected
3	INTERMEDIATE GERMAN I	100%	5	Summer 2012	MANTRIPRAGADA, A	4	2	Fall 2013	Projected
4	INTERMEDIATE GERMAN II	100%	5	Summer 2012	SAVOTH, E P	3	3	Fall 2013	Projected
107	READING GERMAN	100%	3	Summer 2012	DZIEDZIAK, Z B	0	11	Fall 2013	Projected
298	GROUP STUDY	100%	3	Summer 2012	LARGIER, N E	0	3	Fall 2013	Projected
299	INDIVIDUAL STUDY	100%	3	Summer 2012	LARGIER, N E	0	3	Fall 2013	Projected
299	INDIVIDUAL STUDY	100%	3	Summer 2012	RAUCH, I	0	3	Fall 2013	Projected
602	INDIVIDUAL STUDY	100%	5	Fall 2012	LARGIER, N E	0	1	Fall 2013	Projected
1	ELEMENTARY GERMAN I	100%	5	Fall 2012	WINTERS, M K	12	2	Fall 2013	Projected
1	ELEMENTARY GERMAN I	100%	5	Fall 2012	JOHNSON, J	17	5	Fall 2013	Projected
1	ELEMENTARY GERMAN I	100%	5	Fall 2012	HAUBENREICH, J A	19	2	Fall 2013	Projected
1	ELEMENTARY GERMAN I	100%	5	Fall 2012	LAMBROW, A	17	1	Fall 2013	Projected
1	ELEMENTARY GERMAN I	100%	5	Fall 2012	PRESEAU, L	17	1	Fall 2013	Projected
1	ELEMENTARY GERMAN I	100%	5	Fall 2012	MANTRIPRAGADA, A	17	2	Fall 2013	Projected
1	ELEMENTARY GERMAN I	100%	5	Fall 2012	SCHULER, M	11	3	Fall 2013	Projected
	ELEMENTARY GERMAN FOR GRADUATE STUDENTS	100%	5	Fall 2012	ST. CLAIR, M	0	7	Fall 2013	Projected
2	ELEMENTARY GERMAN 2	100%	5	Fall 2012	FARWELL, J R	15	0		Projected
2	ELEMENTARY GERMAN 2	100%	5	Fall 2012	KOOIKER, J A	16	1	Fall 2013	Projected
2	GRADUATE ELEMENTARY	100%	5	Fall 2012	ST. CLAIR, M	0	4	Fall 2013	Projected
3	INTERMEDIATE GERMAN I	100%	5	Fall 2012	HOTTMAN, T A	11	1		Projected

3	INTERMEDIATE GERMAN I	100%	5	Fall 2012	FOCKELE, K E	25	1	Fall 2013	Projected
3	INTERMEDIATE GERMAN I	100%	5	Fall 2012	INGALLS, J C	15	1		Projected
4	INTERMEDIATE GERMAN II	100%	5	Fall 2012	JOHNSON, C C	5	0		Projected
4	INTERMEDIATE GERMAN II	100%	5	Fall 2012	ELLIS, R	12	0	Fall 2013	Projected
101	ADVANCED GERMAN INTRODUCTION TO GERMAN	100%	5	Fall 2012	EUBA, N	17	2	Fall 2013	Projected
103	LINGUISTICS	100%	3	Fall 2012	SHANNON, T F	25	0	Fall 2013	Projected
201	18TH CENTURY	100%	4	Fall 2012	TANG, C	0	9		Projected
204	COMPACT SEMINAR	100%	4	Fall 2012	LARGIER, N E	6	7	Fall 2013	Projected
214	20TH CENTURY LITERATURE	100%	4	Fall 2012	DEWULF, J	4	1	Fall 2013	Projected
263	POETRY AND THOUGHT HISTORY OF THE GERMAN	100%	4	Fall 2012	KUDSZUS, W G	0	4	Fall 2013	Projected
270	LANGUAGE	100%	4	Fall 2012	RAUCH, I	1	1		Projected
273	GOTHIC	100%	4	Fall 2012	RAUCH, I	1	3	Fall 2013	
293	GERMAN SEMANTICS	100%	4	Fall 2012	SHANNON, T F	0	3		
351	LANGUAGE PEDAGOGY II	100%	5	Fall 2012	EUBA, N	0	7	Fall 2013	Projected
GERMAN PHONETICS AND									
173	PHONOLOGY	100%	3	Spring 2013	SHANNON, T F	14	0	Spring 2014	Projected
179	TOPICS IN GERMAN	100%	4	Spring 2013	TENNANT, E C	1	1	Spring 2014	
MIEVEAL LITERATURE									
205	STUDIES	100%	4	Spring 2013	LARGIER, N E	0	9	Spring 2014	Projected
212	ROMANTICISM	100%	4	Spring 2013	TANG, C	2	6	Spring 2014	Projected
282	OLD SAXON	100%	4	Spring 2013	RAUCH, I	2	2	Spring 2014	Projected
350	LANGUAGE PEDAGOGY I INDIVIDUAL DOCTORAL	100%	4	Spring 2013	EUBA, N	0	6	Spring 2014	Projected
602	STUDY	100%	4	Spring 2013	GOKTURK, D	0	1	Spring 2014	Projected
107	GERMAN FOR READING SUPERVISED INDEPENDENT	100%	3	Summer 2013	THEISON, D S	0	7	Spring 2014	Projected
199	STUDY	100%	12	Summer 2013	GOKTURK, D	1	0		
298	GROUP STUDY	100%	3	Summer 2013	LARGIER, N E	0	4		
299	INDIVIDUAL STUDY	100%	3	Summer 2013	RAUCH, I	0	3		
5	READING AND COMPOSITION	100%	4	Fall 2013	MUSANOVIC, E	17	0	Spring 2014	Projected
24	FRESHMAN SEMINAR	100%	3	Fall 2013	TUBACH, F C	20	0	Spring 2014	Projected



## History

5 MODERN EUROPE	100%	4 Summer 2012	SAWCHUK, M A	22	0	Fall 2013	Projected
106 THE ROMAN REPUBLIC	100%	4 Summer 2012	DORAN, T	16	2		Projected
151 BRITAIN, 1848-2000	100%	4 Summer 2012	CORBALLY, J C	9	1	Fall 2013	Projected
158 EUROPE 1914-PRESENT	100%	4 Summer 2012	WETZEL, D	47	1	Fall 2013	Projected
299 DIRECTED READING European Case Studies	100%	3 Summer 2012	SHEEHAN, J	0	1		Projected
HISTORY READING & 1 COMPOSITION	75%	4 Fall 2012	NATARAJAN, R A	16	0	Fall 2013	Projected
European Case Studies							
HISTORY READING & 1 COMPOSITION	50%	4 Fall 2012	YANG, Y	17	0	Fall 2013	Projected
European Case Studies							
4 ANCIENT MEDITERRANEAN	100%	4 Fall 2012	NORENA, C F	112	0		Projected
5 MODERN EUROPE	100%	4 Fall 2012	SHEEHAN, J	164	0	Fall 2013	Projected
100 SPECIAL TOPICS European Case Studies	100%	4 Fall 2012	ELM, S	10	0	Fall 2013	Projected
103 PROSEMINAR: EUROPE	100%	4 Fall 2012	LEYBA, A C	5	0	Fall 2013	Projected
103 PROSEMINAR: EUROPE	100%	4 Fall 2012	SAWCHUK, M A	12	0	Fall 2013	Projected
103 PROSEMINAR: EUROPE	100%	4 Fall 2012	MINER, J D	8	0	Fall 2013	Projected
103 PROSEMINAR: EUROPE	100%	4 Fall 2012	MIKANOWSKI, J B	14	0	Fall 2013	Projected
103 PROSEMINAR: ENGLAND	100%	4 Fall 2012	ROZUMALSKI, J R	2	0	Fall 2013	Projected
103 PROSEMINAR: ENGLAND PROSEMINAR: HISTORY OF 103 SCIENCE	75%	4 Fall 2012	MANDELKERN, I A	12	0	Fall 2013	Projected
ARCHITECTURE OF CLASSICAL 105 GREECE	100%	4 Fall 2012	ROBERT, D M	8	0	Fall 2013	Projected
158 EUROPE 1914-PRESENT EUROPEAN DIPLOMACY 1648- 162 1914	100%	4 Fall 2012	SIMONTON, M S	45	1		Projected
	100%	4 Fall 2012	SAWCHUK, M A	123	0	Fall 2013	Projected
	100%	4 Fall 2012	WETZEL, D	130	0		Projected

EARLY MODERN EUROPEAN SOCIETY	100%	4 Fall 2012	LANGE, T C	28	0	Projected
JEWISH CIVILIZATION						
175 MODERN SUPERVISED INDEPENDENT STUDY	100%	4 Fall 2012	EFRON, J M	17	0	Projected
199 STUDY	100%	2 Fall 2012	SHAGAN, E H	11	0	Projected
European Case Studies						
275 SURVEY-EUROPE	100%	4 Fall 2012	SHAGAN, E H	0	10	Fall 2013 Projected
280 ADVANCED STUDIES-EUROPE	100%	4 Fall 2012	JAY, M E	0	3	Fall 2013 Projected
280 ADVANCED STUDIES-EUROPE	100%	4 Fall 2012	MILLER, M C	0	10	Fall 2013 Projected
280 ADVANCED STUDIES-EUROPE	100%	4 Fall 2012	SHEEHAN, J	0	13	Fall 2013 Projected
280 ADVANCED STUDIES-EUROPE	100%	4 Fall 2012	FREDE, V	0	7	Fall 2013 Projected
ADVANCED STUDIES-ENGLAND	100%	4 Fall 2012	VERNON, J	0	11	Projected
280 ADVANCED STUDIES-SCIENCE	100%	4 Fall 2012	MAZZOTTI, M	1	13	Projected
285 RESEARCH SEMINAR--EUROPE	100%	4 Fall 2012	SLEZKINE, Y	0	4	Fall 2013 Projected
285 RESEARCH SEMINAR--EUROPE	100%	4 Fall 2012	MAVROUDI, M	0	8	Fall 2013 Projected
299 DIRECTED READING	100%	5 Fall 2012	NORENA, C F	0	4	Projected
European Case Studies						
299 DIRECTED READING	100%	4 Fall 2012	CANDIDA SMITH, R	0	1	Projected
European Case Studies						
299 DIRECTED READING	100%	4 Fall 2012	LAQUEUR, T W	0	1	Projected
European Case Studies						
COMPARATIVE WORLD						
2 HISTORY	75%	4 Spring 2013	FREDE, V	66	0	Projected
4 MEDIEVAL EUROPE	100%	4 Spring 2013	MILLER, M C	54	0	Projected
5 MODERN EUROPE	100%	4 Spring 2013	LAQUEUR, T W	104	0	Spring 2014 Projected



182 TECHNOLOGY/SOCIETY RESEARCH SEMINAR--	50%	4 Spring 2013	MAZZOTTI, M	9	0	
285 COMPARATIVE HISTORY	80%	4 Spring 2013	LAQUEUR, T W	0	11	Projected
European Case Studies						
299 DIRECTED READING	100%	4 Spring 2013	KOZIOL, G	0	1 Spring 2014	Projected
European Case Studies						
SUPERVISED INDEPENDENT						
199 STUDY	100%	Summer 2013	SHAGAN, E H	1	0	
European Case Studies						
299 DIRECTED READING	100%	Summer 2013	NORENA, C F	0	2	
European Case Studies						
FRESHMAN/SOPHOMORE						
39 SEMINAR	50%	Fall 2013	SAWCHUK, M A	23	0	
European Case Studies						
98 DIRECTED GROUP STUDY	50%	Fall 2013	VERNON, J	11	0	
European Case Studies						
100 SPECIAL TOPICS	25%	Fall 2013	DEVORE, D J	6	0 Spring 2014	Projected
European Case Studies						
103 PROSEMINAR: EUROPE	100%	Fall 2013	SHAW, C D	7	0 Spring 2014	Projected
103 PROSEMINAR: EUROPE	100%	Fall 2013	RAYMOND, K	12	0 Spring 2014	Projected
103 PROSEMINAR: COMPARATIVE	50%	Fall 2013	SCHNEIDER, E A	5	0	
105 GREECE 403-31 BCE	100%	Fall 2013	STOOP, J	33	0	
149 ITALY 1000-1350	100%	Fall 2013	MILLER, M C	30	0	
RENAISSANCE AND						
157 REFORMATION	100%	Fall 2013	DANDELET, T	48	0 Spring 2014	Projected
166 MODERN FRANCE	100%	Fall 2013	SAWCHUK, M A	30	0	Projected
188 ART & SCIENCE	75%	Fall 2013	MAZZOTTI, M	33	0	
SUPERVISED INDEPENDENT						
199 STUDY	50%	Fall 2013	SHAGAN, E H	10	0	Projected
European Case Studies						

275 SURVEY-HISTORY OF SCIENCE	75%	Fall 2013	MAZZOTTI, M	0	8	Projected
280 ADVANCED STUDIES-SCIENCE	100%	Fall 2013	KAPLAN, R	0	1	Projected
ADVANCED STUDIES-						
280 COMPARATIVE HISTORY	50%	Fall 2013	VERNON, J	0	12	
HISTORICAL METHODOLOGY						
283 AND THEORY	25%	Fall 2013	CANDIDA SMITH, R	0	16	
285 RESEARCH SEMINAR--EUROPE	100%	Fall 2013	SAHLINS, P	0	1	Projected
296 DISSERTATION RESEARCH	100%	Fall 2013	MILLER, M C	0	95	
European Case Studies						
GRADUATE INDIVIDUAL						
298 STUDY	100%	Fall 2013	MILLER, M C	0	29	
European Case Studies						
299 DIRECTED READING	25%	Fall 2013	NORENA, C F	0	2	
European Case Studies						
299 DIRECTED READING	50%	Fall 2013	CANDIDA SMITH, R	0	1	
European Case Studies						
299 DIRECTED READING	75%	Fall 2013	LAQUEUR, T W	0	3	
European Case Studies						
601 INDIVIDUAL STUDY	100%	Fall 2013	MILLER, M C	0	21	
European Case Studies						
602 INDIVIDUAL STUDY	75%	Fall 2013	MILLER, M C	0	22	
European Case Studies						

### ***Interdisciplinary Studies***

FRESHMAN/SOPHOMORE						
39 SEMINAR	50%	2 Fall 2012	HOLUB, R W	16	0 Fall 2013	Projected
European Case Studies						
98 DIRECTED GROUP STUDY	25%	2 Fall 2012	HOLUB, R W	4	0	Projected
European Case Studies						

SOCIAL THEORY AND 100 CULTURAL ANALYSIS	50%	4 Fall 2012	HOLUB, R W	83	0 Fall 2013	Projected
European Case Studies						
198 DIRECTED GROUP STUDY European Case Studies	30%	1 Fall 2012	HOLUB, R W	8	0 Fall 2013	Projected
198 DIRECTED GROUP STUDY European Case Studies	50%	2 Fall 2012	HOLUB, R W	7	0 Fall 2013	Projected
98 DIRECTED GROUP STUDY European Case Studies	75%	1 Spring 2013	HOLUB, R W	1	0	
100 TECHNOLOGY & SOCIETY European Case Studies	50%	4 Spring 2013	HOLUB, R W	99	0 Spring 2014	Projected
190 SENIOR THESIS European Case Studies	50%	4 Spring 2013	HOLUB, R W	17	0	
198 DIRECTED GROUP STUDY European Case Studies	100%	1 Spring 2013	HOLUB, R W	6	0	Projected
THEORIZING MODERN 100 CAPITALISM	50%	4 Summer 2013	BHANDARI, R	11	0	Projected
European Case Studies						
98 DIRECTED GROUP STUDY European Case Studies	30%	1 Fall 2013	HOLUB, R W	2	0	Projected
198 DIRECTED GROUP STUDY European Case Studies	75%	2 Fall 2013	HOLUB, R W	9	0	Projected
<b><i>International and Area Studies</i></b>						
45 SURVEY WORLD HISTORY	25%	4 Summer 2012	KLEIN, B F	67	0 Fall 2013	Projected
45 SURVEY WORLD HISTORY PORTUGUESE STUDIES 202 SEMINAR	25%	4 Fall 2012	BALLENGER, S	202	0 Fall 2013	Projected
	100%	1 Spring 2013	KONDOLF, G M	1	2 Spring 2014	Projected
<b><i>Italian Studies</i></b>						
5 READING & COMPOSITION	100%	4 Summer 2012	ANATRONE, S D	12	0 Fall 2013	Projected

30 DANTE (ENGLISH)	100%	3 Summer 2012	MILLSPAUGH, S S	13	1	Fall 2013	Projected
1 ELEMENTARY ITALIAN	100%	5 Summer 2012	VALLADARES, L A	12	0	Fall 2013	Projected
5 READING & COMPOSITION	100%	4 Summer 2012	HICKS-BARTLETT, A	13	0	Fall 2013	Projected
298 SPECIAL STUDY	100%	3 Summer 2012	FULLER, M G	0	1		Projected
299 DIRECTED RESEARCH	100%	3 Summer 2012	SPACKMAN, B G	0	3		Projected
5 READING & COMPOSITION	100%	4 Fall 2012	NOSON, K J	16	0	Fall 2013	Projected
5 READING & COMPOSITION	100%	4 Fall 2012	ANATRONE, S D	17	0	Fall 2013	Projected
5 READING & COMPOSITION	100%	4 Fall 2012	MARTIRE, A J	17	0	Fall 2013	Projected
5 READING & COMPOSITION	100%	4 Fall 2012	MARTIRE, A J	15	0	Fall 2013	Projected
ADVANCED CONVERSATION							
12 ITALIAN	100%	3 Fall 2012	ESCOLAR, M A	5	0	Fall 2013	Projected
24 FRESHMAN SEMINARS	100%	1 Fall 2012	FULLER, M G	12	0		Projected
FRESHMAN/SOPHOMORE							
39 SEMINAR	100%	2 Fall 2012	FULLER, M G	20	0	Fall 2013	Projected
40 ITALIAN CULTURE	100%	4 Fall 2012	BOTTERILL, S N	105	0	Fall 2013	Projected
103 ITALIAN CULTURAL HISTORY	100%	4 Fall 2012	PIRILLO, D	12	0	Fall 2013	Projected
120 ITALIAN STUDIES	100%	4 Fall 2012	ASCOLI, A R	3	0	Fall 2013	Projected
120 ITALIAN STUDIES	100%	4 Fall 2012	SCHNEIDER, B B	13	0	Fall 2013	Projected
ITALIAN HISTORY, SOCIAL,							
160 POLITICAL	100%	4 Fall 2012	PIRILLO, D	6	0	Fall 2013	Projected
ITALIAN HISTORY, SOCIAL,							
160 POLITICAL	100%	4 Fall 2012	MOORE, K B	5	0	Fall 2013	Projected
170 ITALIAN CINEMA HISTORY	100%	4 Fall 2012	MOSES, G J	9	0	Fall 2013	Projected
212 DANTE	100%	4 Fall 2012	BOTTERILL, S N	0	4	Fall 2013	Projected
248 INTERDISCIPLINARY STUDIES	100%	4 Fall 2012	CALVI, G M	0	6	Fall 2013	Projected
248 INTERDISCIPLINARY STUDIES	100%	4 Fall 2012	FULLER, M G	0	6	Fall 2013	Projected
GRADUATE COLLOQUIUM							
290 ITALIAN STUDIES	100%	2 Fall 2012	ASCOLI, A R	0	4	Fall 2013	Projected
302 TEACHING PRACTICUM	100%	3 Fall 2012	ESCOLAR, M A	0	5	Fall 2013	Projected
303 PRACTICUM, NON-LANGUAGE	100%	3 Fall 2012	ASCOLI, A R	0	2	Fall 2013	Projected

303	PRACTICUM, NON-LANGUAGE	100%	2 Fall 2012	BOTTERILL, S N	0	1 Fall 2013	Projected
1	ELEMENTARY ITALIAN	100%	5 Fall 2012	LEI, A J	14	0 Fall 2013	Projected
1	ELEMENTARY ITALIAN	100%	5 Fall 2012	SHANNON, A	15	1 Fall 2013	Projected
1	ELEMENTARY ITALIAN	100%	5 Fall 2012	NELSEN, J K	11	0 Fall 2013	Projected
1	ELEMENTARY ITALIAN	100%	5 Fall 2012	RABINER, E A	18	1 Fall 2013	Projected
1	ELEMENTARY ITALIAN	100%	5 Fall 2012	MCGLAZER, R	17	0 Fall 2013	Projected
1	ELEMENTARY ITALIAN	100%	5 Fall 2012	CLEAVER, N A	16	0 Fall 2013	Projected
2	ELEMENTARY ITALIAN	100%	5 Fall 2012	JACOBSEN, M M	10	0 Fall 2013	Projected
2	ELEMENTARY ITALIAN	100%	5 Fall 2012	MACKENZIE, J	7	0 Fall 2013	Projected
2	ELEMENTARY ITALIAN	100%	5 Fall 2012	BONETTI, G	16	1	
3	INTERMEDIATE ITALIAN	100%	5 Fall 2012	JACOBSEN, M M	7	2 Fall 2013	Projected
3	INTERMEDIATE ITALIAN	100%	5 Fall 2012	BELLEZZA, A M	13	1 Fall 2013	Projected
4	ADVANCED ITALIAN	100%	5 Fall 2012	BELLEZZA, A M	18	0 Fall 2013	Projected
	ADVANCED GRAMMAR						
101	READING COMPREHENSION	100%	4 Fall 2012	ESCOLAR, M A	10	1 Fall 2013	Projected
298	SPECIAL STUDY	100%	2 Fall 2012	ASCOLI, A R	0	1	Projected
298	SPECIAL STUDY	100%	4 Fall 2012	SPACKMAN, B G	0	1	Projected
299	DIRECTED RESEARCH	100%	11 Fall 2012	ASCOLI, A R	0	2	Projected
299	DIRECTED RESEARCH	100%	12 Fall 2012	MOSES, G J	0	1	Projected
299	DIRECTED RESEARCH	100%	10 Fall 2012	SPACKMAN, B G	0	9 Fall 2013	
175	FILM AND LITERATURE	100%	4 Spring 2013	MOSES, G J	6	0 Spring 2014	Projected
282	PROSPECTUS TUTORIAL	100%	4 Spring 2013	ASCOLI, A R	0	1 Spring 2014	Projected
1	READING ITALIAN	100%	0 Spring 2013	PURPURA, M	0	6	
104	LITERATURE						
	19TH-CENTURY LITERATURE						
230	AND CULTURE	100%	4 Spring 2013	ESCOLAR, M A	9	0	Projected
298	SPECIAL STUDY	100%	4 Spring 2013	SPACKMAN, B G	0	7	Projected
298	SPECIAL STUDY	100%	4 Spring 2013	ASCOLI, A R	0	1	Projected
298	SPECIAL STUDY	100%	4 Spring 2013	FULLER, M G	0	1	
298	SPECIAL STUDY	100%	4 Spring 2013	PIRILLO, D	0	2	
299	DIRECTED RESEARCH	100%	12 Spring 2013	ASCOLI, A R	0	1	

299 DIRECTED RESEARCH	100%	12 Spring 2013	BOTTERILL, S N	0	1	Projected
299 DIRECTED RESEARCH	100%	12 Spring 2013	MOSES, G J	0	1	
299 DIRECTED RESEARCH	100%	11 Spring 2013	SPACKMAN, B G	0	8 Spring 2014	Projected
INDIVIDUAL STUDIES						
602 DOCTORAL CANDIDATE	100%	8 Spring 2013	FULLER, M G	0	1	Projected
70 ITALIAN CINEMA	100%	4 Summer 2013	VALLADARES, L A	10	0 Spring 2014	Projected
298 SPECIAL STUDY	100%	3 Summer 2013	FULLER, M G	0	2	
298 SPECIAL STUDY	100%	3 Summer 2013	SPACKMAN, B G	0	1	
299 DIRECTED RESEARCH	100%	12 Summer 2013	BOTTERILL, S N	0	1	
299 DIRECTED RESEARCH	100%	10 Summer 2013	SPACKMAN, B G	0	1	
50 ITALIAN RENAISSANCE	100%	4 Fall 2013	REGAN, L	15	0	
19-CENTURY LITERATURE AND						
115 CULTURE	100%	4 Fall 2013	BOTTERILL, S N	5	0	
SUPERVISED INDEPENDENT						
199 STUDY	100%	12 Fall 2013	PIRILLO, D	1	0	
CONTEMPORARY TRENDS IN						
204 CRITICAL THEORY	100%	4 Fall 2013	BENEDETTI, C	0	8	
205 PROSEMINAR	100%	1 Fall 2013	SPACKMAN, B G	0	8	
RENAISSANCE LITERATURE						
215 AND CULTURE	100%	4 Fall 2013	ASCOLI, A R	0	8	
282 PROSPECTUS TUTORIAL	100%	2 Fall 2013	SPACKMAN, B G	0	2	
298 SPECIAL STUDY	100%	3 Fall 2013	SPACKMAN, B G	0	1	
299 DIRECTED RESEARCH	100%	10 Fall 2013	ASCOLI, A R	0	2	
299 DIRECTED RESEARCH	100%	12 Fall 2013	FULLER, M G	0	1	
299 DIRECTED RESEARCH	100%	11 Fall 2013	SPACKMAN, B G	0	6	
LANGUAGE PEDAGOGY						
375 SEMINAR	100%	4 Fall 2013	PERCO, G	0	1	
INDIVIDUAL STUDIES M.A.						
601 CANDIDATE	100%	4 Fall 2013	SPACKMAN, B G	0	1	
INDIVIDUAL STUDY						
602 DOCTORAL CANDIDATE	100%	10 Fall 2013	ASCOLI, A R	0	1	

**Journalism**

EARTH JOURNALISM:  
INTERNATIONAL  
298 ENVIRONMENTAL REPORTING 25% 2 Spring 2013 SCHAPIRO, M Spring 2014 Projected  
European Case Studies

**Law**

EUROPEAN UNION LAW AND  
261 POLITICS 100% 3 Fall 2012 LINOS, K 0 12 Projected  
2638 UNIVERSAL JURSDICTION 75% 2 Fall 2012 SILVERBERG, H 0 21 Projected  
European Case Studies  
2647 COMPARATIVE LAW 50% 3 Fall 2012 MAYALL, L 0 12  
European Case Studies  
297 SELF-TUTORIAL SEMINAR 25% 2 Fall 2012 MAYALL, L 0 1 Fall 2013 Projected  
instructor Expertise  
INDIVIDUAL RESEARCH  
299 PROJECT 100% 1 Fall 2012 MAYALL, L 0 4 Projected  
instructor Expertise  
325 ADVANCED TOPICS 25% 4 Fall 2012 MAYALL, L 0 1 Fall 2013 Projected  
European Case Studies  
602 INDIVIDUAL STUDY, JSP DR 100% 2 Fall 2012 LIEBERMAN, D 0 3  
instructor Expertise  
INTERNATIONAL & FOREIGN  
208 LEGAL RESEARCH 25% 3 Spring 2013 HOFFMAN, M B 0 11 Spring 2014 Projected  
European Case Studies  
INTERNATIONAL & FOREIGN  
208 LEGAL RESEARCH 25% 3 Spring 2013 HOFFMAN, M B 0 2  
European Case Studies  
INTERNATIONAL  
ORGANIZATION & DOMESTIC  
26117 INSTITUTIONS 30% 3 Spring 2013 LINOS, K 0 15

European Case Studies									
ART & CULTURAL PROPERTY									
2777 LAW	100%	2 Spring 2013	SHAPREAU, C J	0	17				Projected
European Case Studies									
ART & CULTURAL PROPERTY									
2777 LAW	100%	2 Spring 2013	SHAPREAU, C J	0	5				Projected
European Case Studies									
INDIVIDUAL RESEARCH									
299 PROJECT	100%	1 Spring 2013	MAYALI, L	0	2 Spring 2014				Projected
instructor Expertise									
602 INDIVIDUAL STUDY, JSP DR	100%	6 Spring 2013	LIEBERMAN, D	0	2				Projected
instructor Expertise									
262 FOREIGN INVESTMENT LAW	50%	4 Summer 2013	GUZMAN, A T	0	14				Projected
European Case Studies									
261 INTERNATIONAL LAW	50%	4 Fall 2013	LINOS, K	0	39 Spring 2014				Projected
European Case Studies									
297 SELF-TUTORIAL SEMINAR	25%	4 Fall 2013	MAYALI, L	0	1				Projected
instructor Expertise									
INDIVIDUAL RESEARCH									
299 PROJECT	75%	4 Fall 2013	LINOS, K	0	1				Projected
instructor Expertise									
299 JSD INDEPENDENT STUDY I	50%	4 Fall 2013	BUXBAUM, R M	0	1				
instructor Expertise									
325 ADVANCED TOPICS	100%	4 Fall 2013	LINOS, K	0	1				Projected
European Case Studies									
<b>Legal Studies</b>									
190 TOPICS IN LAW/SOCIETY	25%	4 Spring 2013	DAN-COHEN, M	24	0				Projected
European Case Studies									

190 TOPICS IN LAW/SOCIETY European Case Studies	25%	4 Spring 2013	LIEBERMAN, D	7	0	Projected
195 HONORS THESIS European Case Studies	100%	3 Spring 2013	MAYALL, L	1	0	Projected
195 HONORS THESIS European Case Studies	30%	4 Spring 2013	LIEBERMAN, D	1	0	Projected
180 LANGUAGE AND POWER European Case Studies	25%	Fall 2013	KRAMSCH, C J	77	0	
<b>Linguistics</b>						
SUPERVISED INDEPENDENT 199 STUDY Instructor Expertise	50%	1 Fall 2012	SWEETSER, E E	1	0	Projected
299 SPECIAL INDIVIDUAL STUDY Instructor Expertise	100%	8 Fall 2012	HOLLAND, G B	0	1 Fall 2013	Projected
299 SPECIAL INDIVIDUAL STUDY Instructor Expertise	50%	8 Fall 2012	HYMAN, L M	0	1	Projected
299 SPECIAL INDIVIDUAL STUDY Instructor Expertise	25%	5 Fall 2012	SWEETSER, E E	0	4	Projected
195 LINGUISTIC HONORS European Case studies SUPERVISED INDEPENDENT 199 STUDY Instructor Expertise	50%	3 Spring 2013	GARRETT, A J	1	0	Projected
199 STUDY Instructor Expertise	75%	1 Spring 2013	HOLLAND, G B	1	0	Projected
SUPERVISED INDEPENDENT 199 STUDY Instructor Expertise	100%	1 Spring 2013	SWEETSER, E E	2	0	Projected
230 HISTORICAL LINGUISTICS European Case studies	50%	3 Spring 2013	HOLLAND, G B	0	3	

299	SPECIAL INDIVIDUAL STUDY Instructor Expertise	25%	6 Spring 2013	SWEETSER, E E	0	4	Projected
299	SPECIAL INDIVIDUAL STUDY	50%	8 Summer 2013	GARRETT, A J	0	9	Projected
	Instructor Expertise						
299	SPECIAL INDIVIDUAL STUDY Instructor Expertise	50%	10 Summer 2013	GARRETT, A J	0	10	Projected
601	INDIVIDUAL STUDY MASTERS Instructor Expertise	75%	12 Summer 2013	GARRETT, A J	0	2	
3	LINGUISTIC DIVERSITY European Case studies	25%	4 Fall 2013	MICHAEL, L D	32	0	
106	METAPHOR European Case studies	25%	4 Fall 2013	SWEETSER, E E	32	1	
	COMPARATIVE HISTORY						
130	LINGUISTICS	25%	3 Fall 2013	HOLLAND, G B	61	0	Projected
	European Case studies						
195	LINGUISTIC HONORS European Case studies	75%	3 Fall 2013	HOLLAND, G B	1	0	Projected
195	LINGUISTIC HONORS European Case studies	25%	3 Fall 2013	SWEETSER, E E	1	0	Projected
195	LINGUISTIC HONORS European Case studies	50%	3 Fall 2013	SWEETSER, E E	1	0	Projected
198	DIRECTED GROUP STUDY Instructor Expertise	75%	3 Fall 2013	SWEETSER, E E	2	0 Spring 2014	Projected
199	STUDY SUPERVISED INDEPENDENT	25%	1 Fall 2013	GARRETT, A J	1	0	Projected
	Instructor Expertise						
199	STUDY SUPERVISED INDEPENDENT	50%	3 Fall 2013	SWEETSER, E E	2	0	Projected
	Instructor Expertise						
205	ADVANCED COGNITIVE LINGUISTICS	50%	4 Fall 2013	SWEETSER, E E	2	3	

European Case studies									
298	SPECIAL GROUP STUDY	25%	2	Fall 2013	SWEETSER, E E	0	1		Projected
	Instructor Expertise								
298	SPECIAL GROUP STUDY	50%	2	Fall 2013	SWEETSER, E E	0	2		Projected
	Instructor Expertise								
299	SPECIAL GROUP STUDY	25%	6	Fall 2013	GARRETT, A J	0	4		Projected
	Instructor Expertise								
299	SPECIAL GROUP STUDY	75%	10	Fall 2013	HOLLAND, G B	0	2		Projected
	Instructor Expertise								
299	SPECIAL GROUP STUDY	50%	5	Fall 2013	SWEETSER, E E	0	4		Projected
	Instructor Expertise								
<b>Medieval Studies</b>									
STUDIES IN MEDIEVAL									
150	CULTURE	100%	3	Fall 2012	MAVROUDI, M			Fall 2013	Projected
200	MATERIALS AND METHODS	100%	2	Fall 2012	JUSTICE, S			Fall 2013	Projected
MEDIEVAL MANUSCRIPTS AS									
205	PRIMARY SOURCES	100%	2	Spring 2013	MILLER, J			Spring 2014	Projected
<b>Music</b>									
299	SPECIAL STUDY	100%	3	Summer 2012	SMART, M	0	4	Fall 2013	Projected
	Instructor Expertise								
299	SPECIAL STUDY	100%	3	Summer 2012	TARUSKIN, R	0	4		Projected
	Instructor Expertise								
299	SPECIAL STUDY	100%	3	Summer 2012	VAN ORDEN, K	0	2		Projected
	Instructor Expertise								
299	SPECIAL STUDY	50%	3	Summer 2012	SMART, M	0	1		
	Instructor Expertise								
INTRODUCTION TO WESTERN									
27	MUSIC	50%	4	Fall 2012	SMART, M	348	1	Fall 2013	Projected
128	OPERA	100%	3	Fall 2012	DAVIES, J	41	0		Projected
128	OPERA - MAJORS	100%	4	Fall 2012	DAVIES, J	12	0		Projected
299	SPECIAL STUDY	100%	8	Fall 2012	SMART, M	0	5	Fall 2013	Projected
	Instructor Expertise								

299 SPECIAL STUDY		50%	11 Fall 2012	TARUSKIN, R	0	7	Fall 2013	Projected				
Instructor Expertise												
299 SPECIAL STUDY		100%	12 Fall 2012	VAN ORDEN, K	0	1	Fall 2013	Projected				
Instructor Expertise												
75 WESTERN MUSIC I		50%	4 Spring 2013	MORONEY, D	43	0						
128 BEETHOVEN		100%	3 Spring 2013	MATHEW, N	84	0		Projected				
128 BEETHOVEN		100%	3 Spring 2013	MATHEW, N	24	0		Projected				
128 MUSIC AND MEANING		50%	3 Spring 2013	SMART, M	7	0						
European Case Studies												
SUPERVISED INDEPENDENT												
199 STUDY		50%	2 Spring 2013	SMART, M	2	0						
220 TOPICS IN CRITICISM		50%	4 Spring 2013	TARUSKIN, R	2	3		Projected				
European Case Studies												
220 TOPICS IN CRITICISM		50%	4 Spring 2013	SMART, M	0	7		Projected				
European Case Studies												
299 SPECIAL STUDY		100%	12 Spring 2013	SMART, M	0	2	Spring 2014	Projected				
Instructor Expertise												
299 SPECIAL STUDY		50%	12 Spring 2013	TARUSKIN, R	0	7	Spring 2014	Projected				
Instructor Expertise												
299 SPECIAL STUDY		100%	12 Spring 2013	VAN ORDEN, K	0	1	Spring 2014	Projected				
Instructor Expertise												
27 INTRO WEST MUSIC		85%	4 Summer 2013	VANDAGRIFF, R	15	0						
299 SPECIAL STUDY		80%	12 Summer 2013	SMART, M	0	1	Spring 2014	Projected				
Instructor Expertise												
299 SPECIAL STUDY		25%	12 Summer 2013	TARUSKIN, R	0	2	Spring 2014	Projected				
Instructor Expertise												
299 SPECIAL STUDY		50%	10 Summer 2013	SMART, M	0	1	Spring 2014	Projected				
Instructor Expertise												
INTRODUCTION TO WESTERN												
27 MUSIC		100%	4 Fall 2013	DAVIES, J	388	0	Spring 2014	Projected				
77 20TH CENTURY HISTORY		75%	4 Fall 2013	QUILLEN, W	55	0						
European Case Studies												
128 HISTORICAL TOPICS		75%	4 Fall 2013	CURRAN, S	22	0						

European Case Studies									
128	OPERA	100%	3 Fall 2013	DAVIES, J	36	1			Projected
128	OPERA - MAJORS	100%	4 Fall 2013	DAVIES, J	10	0			Projected
128	MUSIC AND MEANING	50%	3 Fall 2013	SMART, M	2	0			
European Case Studies									
149	BAROQUE ENSEMBLE HISTORY, CULTURE, & ANALYSIS	100%	4 Fall 2013	MORONEY, D	9	1			Projected
179	ANALYSIS	50%	3 Fall 2013	MATHEW, N	16	0			
European Case Studies									
198	DIRECTED GROUP STUDY	100%	2 Fall 2013	MATHEW, N	9	0			
Instructor Expertise									
199	SUPERVISED INDEPENDENT STUDY	50%	8 Fall 2013	MATHEW, N	2	0			Projected
Instructor Expertise									
299	SPECIAL STUDY	75%	12 Fall 2013	SMART, M	0	2			Projected
Instructor Expertise									

### ***Near Eastern Studies***

ELEMENTARY MODERN									
1	TURKISH	100%	5 Fall 2012	ALGAR, A	7	3	Fall 2013		Projected
INTERMEDIATE MODERN									
100	TURKISH	100%	5 Fall 2012	ALGAR, A	6	2	Fall 2013		Projected
ADVANCED TURKISH -									
198	DIRECTED GROUP STUDY	100%	4 Fall 2012	ALGAR, A	1	4	Fall 2013		Projected
ELEMENTARY MODERN									
1	TURKISH	100%	5 Spring 2013	ALGAR, A	4	3	Spring 2014		Projected
INTERMEDIATE MODERN									
100	TURKISH	100%	5 Spring 2013	ALGAR, A	5	3	Spring 2014		Projected
ADVANCED TURKISH -									
198	DIRECTED GROUP STUDY	100%	4 Spring 2013	ALGAR, A	1	3	Spring 2014		Projected *

### ***Peace and Conflict Studies***

INTRODUCTION TO PEACE AND									
10	CONFLICT STUDIES	50%	4 Fall 2012	SHACKFORD, J	8	0	Fall 2013		Projected





299 INDEPENDENT STUDY	50%	12 Spring 2013	STROUD, B G	0	3 Spring 2014	Projected
Instructor Expertise						
299 INDEPENDENT STUDY	75%	7 Spring 2013	WALLACE, R J	0	5	
Instructor Expertise						
EXISTENTIALISM IN	30%	4 Summer 2013	CHISLENKO, E	8	3	Projected
7 LITERATURE/FILM	80%	4 Fall 2013	MADVA, A M	90	0	Projected
6 MAN, GOD/SOC W LIT	100%	4 Fall 2013	CROCKETT, T D	17	0	Projected
155 MEDIEVAL PHILOSOPHY	100%	4 Fall 2013	CORCILIUS, K	42	1	Projected
160 PLATO	100%	4 Fall 2013	CROCKETT, T D	36	2	Projected
170 DESCARTES	100%	4 Fall 2013	MARTIN, M	36	4	Projected
176 HUME	100%	4 Fall 2013	WARREN, D M	38	2	Projected
178 KANT						
189 TOP/REC EUROPE PHILOSOPHY	100%	4 Fall 2013	KAISER, K U	16	1	Projected
SUPERVISED INDEPENDENT						
199 STUDY	25%	8 Fall 2013	KOLODNY, N G	1	0	
Instructor Expertise						
SUPERVISED INDEPENDENT	50%	12 Fall 2013	STROUD, B G	1	0	
199 STUDY						
Instructor Expertise						
SUPERVISED INDEPENDENT	100%	10 Fall 2013	BROUGHTON, J	0	1	
299 STUDY						
Instructor Expertise						
SUPERVISED INDEPENDENT	75%	8 Fall 2013	GINSBORG, H	0	13	
299 STUDY						
Instructor Expertise						
SUPERVISED INDEPENDENT	100%	10 Fall 2013	SLUGA, H D	0	2	
299 STUDY						
Instructor Expertise						

SUPERVISED INDEPENDENT  
299 STUDY

25% 8 Fall 2013 STROUD, B G 0 2

Instructor Expertise

***Political Economy of Industrial Societies***

THEORY OF POLITICAL

100 ECONOMY

100% 4 Summer 2012 BALLENGER, S 56 1 Fall 2013 Projected

European Readings

24 FRESHMAN SEMINAR

75% 1 Fall 2012 CRAWFORD, B K 16 0 Fall 2013 Projected

European Readings

SUPERVISED INDEPENDENT

199 STUDY

100% 2 Spring 2013 CRAWFORD, B K 1 0 Projected

Instructor Expertise

CONTEMPORARY THEORY OF

101 POLITICAL ECONOMY

100% 4 Summer 2013 GROSS, S 49 0 Spring 2014 Projected

European Readings

24 FRESHMAN SEMINAR

75% 4 Fall 2013 CRAWFORD, B K 19 0

European Readings

***Political Science***

HISTORY OF POLITICAL

112 THEORY

50% 4 Fall 2012 HOEKSTRA, K 162 0 Fall 2013 Projected

European Readings

TOPICS INTERNATIONAL

123 RELATIONS

25% 4 Fall 2012 JANOS, A C 54 0

European Case Studies

WELFARE STATE

147 COMPARATIVE

30% 4 Fall 2012 LEVY, J D 54 0 Fall 2013

European Case Studies

212 HISTORY POLITICAL THOUGHT		4 Fall 2012	HOEKSTRA, K	0	10	Projected
European Readings SYMPOSIUM CONTEMPORARY 216 THEORY	50%	4 Fall 2012	BROWN, W L	0	15	Projected
European Readings COMPARATIVE POLITICS 247 WELFARE STATE	30%	4 Fall 2012	LEVY, J D	1	10	
European Case Studies RESEARCH WORK AREA 291 STUDIES	100%	1 Fall 2012	ZIEGLER, J N	0	3	Projected
European Case Studies RESEARCH WORK AREA 291 STUDIES	100%	2 Fall 2012	BROWN, W L	0	18	Projected
Instructor Expertise 292 DIRECTED ADVANCED STUDY	25%	4 Fall 2012	HOEKSTRA, K	0	1	Projected
Instructor Expertise 292 DIRECTED ADVANCED STUDY	50%	4 Fall 2012	LEVY, J D	0	1	Projected
Instructor Expertise DIRECTED DISSERTATION 296 RESEARCH	25%	11 Fall 2012	BEVIR, M	0	9	Projected
Instructor Expertise DIRECTED DISSERTATION 296 RESEARCH	50%	12 Fall 2012	LEVY, J D	0	1	Projected
Instructor Expertise DIRECTED DISSERTATION 296 RESEARCH	25%	12 Fall 2012	ROLAND, G R	0	1	Projected
Instructor Expertise DIRECTED DISSERTATION 296 RESEARCH	75%	12 Fall 2012	ZYSMAN, J	0	2	Projected



DIRECTED DISSERTATION 296 RESEARCH	50%	8 Spring 2013	WITTENBERG, J	0	2	Projected
Instructor Expertise DIRECTED DISSERTATION 296 RESEARCH	50%	8 Spring 2013	ZYSMAN, J	0	3	Projected
Instructor Expertise INTRODUCTION COMPARATIVE 2 POLITICS	50%	4 Summer 2013	FISH, M S	51	0 Spring 2014	Projected
European Case Studies 4 POLITICAL THEORY	50%	4 Summer 2013	GALISANKA, A	18	0 Spring 2014	Projected
European Readings INTRODUCTION TO 1 INTERNATIONAL RELATIONS	50%	4 Fall 2013	GUROWITZ, A	315	0	Projected
European Case Studies 1 HISTORY POLITICAL THEORY	75%	4 Fall 2013	GALISANKA, A	54	0 Spring 2014	Projected
European Readings 1 VARIETIES OF CAPITAL	75%	4 Fall 2013	VOGEL, S K	54	0	Projected
European Case Studies CONTEMPORARY FRENCH 1 POLITICS	100%	4 Fall 2013	LEVY, J D	50	0	Projected
5 JUNIOR SEMINAR European Case Studies	75%	4 Fall 2013	ZIEGLER, J N	15	0 Spring 2014	Projected
136 SPECIFIC RESEARCH PROJECT	60%	4 Fall 2013	ZYSMAN, J	1	0	Projected
Instructor Expertise 1 INDUSTRIAL DEMOCRACY	85%	4 Fall 2013	ZYSMAN, J	0	6	
European Case Studies APPLICATIONS CONTEMPORARY POLITICAL 1 THEORY	75%	4 Fall 2013	BEVIR, M	0	5	
European Readings						

RESEARCH WORK AREA									
1 STUDIES		25%	4 Fall 2013	ZIEGLER, J N	0	11			
Instructor Expertise									
4 DIRECTED ADVANCED STUDY		75%	8 Fall 2013	BEVIR, M	0	3			Projected
Instructor Expertise									
8 DIRECTED ADVANCED STUDY		50%	12 Fall 2013	BROWN, W L	0	3			Projected
Instructor Expertise									
27 DIRECTED ADVANCED STUDY		75%	10 Fall 2013	LEVY, J D	0	1			Projected
Instructor Expertise									
50 DIRECTED ADVANCED STUDY		25%	8 Fall 2013	ZYSMAN, J	0	2			Projected
Instructor Expertise									
DIRECTED DISSERTATION									
4 RESEARCH		100%	12 Fall 2013	BEVIR, M	0	6			Projected
Instructor Expertise									
DIRECTED DISSERTATION									
27 RESEARCH		50%	12 Fall 2013	LEVY, J D	0	2			Projected
Instructor Expertise									
PROFESSOR PREPARATION									
41 GRADUATE INSTRUCTION		100%	12 Fall 2013	GUROWITZ, A	0	2			Projected
Instructor Expertise									

### **Portuguese Studies**

AFRO-BRAZILIAN CULTURE & IDENTITY		100%	6 Summer 2012	DONOVAN, C F	14	0			
135 LUSO-BRAZILIAN LITERATURE		100%	3 Fall 2012	AREAS, V	16	1	Fall 2013		Projected
135 LUSO-BRAZILIAN LITERATURE		100%	3 Fall 2012	DE MORAIS GAMA, C	13	2	Fall 2013		Projected
11 BEGINNING PORTUGUESE		100%	5 Fall 2012	DE MORAIS GAMA, C	9	1	Fall 2013		Projected
PORTUGUESE FOR ADVANCED STUDY		100%	3 Fall 2012	DONOVAN, C F	16	7	Fall 2013		Projected

PORTUGUESE FOR ADVANCED 101 STUDY	100%	3 Fall 2012	DODSON, K K	19	2 Fall 2013	Projected
PORTUGUESE FOR ADVANCED 101 STUDY	100%	3 Fall 2012	MACEDO, S E	12	4 Fall 2013	Projected
PORTUGUESE FOR ADVANCED 101 STUDY	100%	3 Fall 2012	ALT, A H	14	3 Fall 2013	Projected
PORTUGUESE ADVANCED 101 STUDY-WORKSHOP	100%	2 Fall 2012	KANEYASU MARANHAO,	22	4 Fall 2013	Projected
PORTUGUESE ADVANCED 101 STUDY-WORKSHOP	100%	2 Fall 2012	KANEYASU MARANHAO	21	3 Fall 2013	Projected
PORTUGUESE ADVANCED 101 STUDY-WORKSHOP	100%	2 Fall 2012	KANEYASU MARANHAO	14	5 Fall 2013	Projected
102 READINGS IN PORTUGUESE ADVANCED GRAMMAR AND 103 COMPOSITION	100%	3 Fall 2012	DONOVAN, C F	21	3 Fall 2013	Projected
103 COMPOSITION	100%	3 Fall 2012	DONOVAN, C F	15	0 Fall 2013	Projected
275 STUDIES SINGLE AUTHOR SPECIAL STUDY GRADUATE 298 STUDENT	100%	4 Fall 2012	AREAS, V	1	3	Projected
12 ELEMENTARY PORTUGUESE PORTUGUESE FOR ADVANCED 12 STUDY	100%	3 Fall 2012	SLATER, C	0	1 Fall 2013	Projected
PORTUGUESE FOR ADVANCED 12 STUDY	100%	5 Spring 2013	DE MORAIS GAMA, C	6	0	Projected
PORTUGUESE FOR ADVANCED 12 STUDY	100%	5 Spring 2013	MACEDO, S E	15	5 Spring 2014	Projected
PORTUGUESE FOR ADVANCED 12 STUDY	100%	5 Spring 2013	HONG, M L	20	3 Spring 2014	Projected
PORTUGUESE ADVANCED 12 STUDY-WORKSHOP	100%	5 Spring 2013	ALT, A H	19	2 Spring 2014	Projected
PORTUGUESE ADVANCED 12 STUDY-WORKSHOP	100%	5 Spring 2013	DE MORAIS GAMA, C	21	2 Spring 2014	Projected
PORTUGUESE ADVANCED 12 STUDY-WORKSHOP	100%	5 Spring 2013	DE MORAIS GAMA, C	15	3 Spring 2014	Projected
PORTUGUESE ADVANCED 12 STUDY-WORKSHOP	100%	5 Spring 2013	DE MORAIS GAMA, C	13	3 Spring 2014	Projected
12 READINGS IN PORTUGUESE ADVANCED GRAMMAR AND 12 COMPOSITION	100%	3 Spring 2013	DONOVAN, C F	31	0	Projected
24 FRESHMAN SEMINAR	100%	4 Spring 2013	DONOVAN, C F	13	3	Projected
	100%	3 Fall 2013	SLATER, C	13	0	Projected

**Religious Studies**

190 TOPICS IN RELIGION	50%	4 Fall 2012	ULANSEY, D	27	0	Fall 2013	Projected
European Topics							
SCANDINAVIAN MYTH							
108 RELIGION	100%	4 Spring 2013	WELLENDORF, J	20	0		
109 CELTIC MYTHOLOGY	100%	4 Fall 2013	REJHON, A C	16	0		
RENAISSANCE AND							
124 REFORMATION	100%	4 Fall 2013	DANDELET, T	12	0		Projected
JEWISH CIVILIZATION							
135 MODERN	100%	4 Fall 2013	EFRON, J M	6	0		Projected

**Rhetoric**

1 CRAFT OF WRITING	50%	4 Summer 2012	DINGLER, C	17	0	Fall 2013	Projected
European Readings							
1 CRAFT OF WRITING	80%	4 Summer 2012	ARMSTRONG, M P	13	0	Fall 2013	Projected
European Readings							
295 SPECIAL STUDY	100%	2 Summer 2012	CASCARDI, A J	0	1		
Instructor Expertise							
1 CRAFT OF WRITING	50%	4 Fall 2012	UDEKWU, O A	25	0	Fall 2013	Projected
European Readings							
1 CRAFT OF WRITING	50%	4 Fall 2012	SRINIVASAN, R T	23	0	Fall 2013	Projected
European Readings							
1 CRAFT OF WRITING	50%	4 Fall 2012	SANCHEZ, A C	32	0	Fall 2013	Projected
European Readings							
1 CRAFT OF WRITING	50%	4 Fall 2012	NADAL, P I	28	0	Fall 2013	Projected
European Readings							
10 REASON AND ARGUMENT	50%	4 Fall 2012	JAMGOCHIAN, A H	124	0		Projected
European Readings							
24 FRESHMAN SEMINARS	30%	1 Fall 2012	MELIA, D F	14	0		
European Readings							
103 HISTORY OF RHETORIC I	100%	4 Fall 2012	KANIA, R M	99	0	Fall 2013	Projected





LEGAL RHETORIC & 240 PHILOSOPHY	80%	4 Spring 2013	CONSTABLE, M	1	6	
European Readings						
295 SPECIAL STUDY Instructor Expertise	75%	6 Spring 2013	WINTROUB, A M	0	1 Spring 2014	Projected
295 SPECIAL STUDY Instructor Expertise	50%	4 Spring 2013	SANDBERG, M B	0	1	
295 SPECIAL STUDY Instructor Expertise	50%	4 Spring 2013	MASCUCH, M J	0	10	
299 DIRECTED RESEARCH Instructor Expertise	50%	12 Spring 2013	KAES, A J	0	1	Projected
299 DIRECTED RESEARCH Instructor Expertise	100%	6 Spring 2013	CASCARDI, A J	0	1	Projected
299 DIRECTED RESEARCH Instructor Expertise	50%	11 Spring 2013	BUTLER, J P	0	4	Projected
299 DIRECTED RESEARCH Instructor Expertise	50%	12 Spring 2013	MASCUCH, M J	0	1	Projected
299 DIRECTED RESEARCH Instructor Expertise	100%	12 Spring 2013	BATES, D W	0	4	Projected
299 DIRECTED RESEARCH Instructor Expertise	80%	4 Spring 2013	SANDBERG, M B	0	1	Projected
299 DIRECTED RESEARCH Instructor Expertise	30%	8 Spring 2013	SAS, M B	0	1	Projected
299 DIRECTED RESEARCH Instructor Expertise	50%	12 Spring 2013	CHEAH, P	0	1	Projected
299 DIRECTED RESEARCH Instructor Expertise	75%	10 Spring 2013	WINTROUB, A M	0	2	Projected
130 NOVEL INTO FILM	30%	4 Summer 2013	JONES, E M	11	0	

5	READING & COMPOSITION	100%	4	Fall 2012	COUGHLIN, J M	16	0	Fall 2013	Projected
5	READING & COMPOSITION	100%	4	Fall 2012	THOMPSON, I	13	0	Fall 2013	Projected
24	FRESHMAN SEMINARS	100%	1	Fall 2012	RUGG, L H	10	0		Projected
106	HANS C ANDERSEN	100%	4	Fall 2012	SANDERS, K L	61	0		Projected
107	PLAYS OF IBSEN	100%	4	Fall 2012	SANDBERG, M B	11	0	Fall 2013	Projected
149	MAJOR STUDIES	100%	1	Fall 2012	LINDOW, J	1	0	Fall 2013	Projected
149	MAJOR STUDIES	100%	1	Fall 2012	RUGG, L H	1	0	Fall 2013	Projected
	STUDIES SCANDINAVIAN								
150	LITERATURE	100%	4	Fall 2012	SANDERS, K L	6	1	Fall 2013	Projected
170	ARCTIC FOLKLORE	100%	4	Fall 2012	LINDOW, J	67	0		Projected
	SUPERVISED INDEPENDENT								
199	STUDY	100%	3	Fall 2012	RUGG, L H	2	0		Projected
	EARLY SCANDINAVIAN								
220	LITERATURE	100%	4	Fall 2012	LINDOW, J	0	3		Projected
249	GRADUATE STUDIES	100%	1	Fall 2012	SANDERS, K L	0	1	Fall 2013	Projected
	SEMINAR SCANDINAVIAN								
250	LITERATURE	100%	4	Fall 2012	RUGG, L H	0	5	Fall 2013	Projected
301	TEACHING METHODS	100%	3	Fall 2012	MOLLER, K	0	1	Fall 2013	Projected
301	TEACHING METHODS	100%	3	Fall 2012	SANDBERG, M B	0	4		Projected
1	BEGINNING SWEDISH	100%	4	Fall 2012	MOLLER, K	8	3	Fall 2013	Projected
2	BEGINNING FINNISH	100%	4	Fall 2012	TUOMAINEN, SM	4	1	Fall 2013	Projected
3	BEGINNING NORWEGIAN	100%	4	Fall 2012	MOLLER, K	9	2	Fall 2013	Projected
4	BEGINNING DANISH	100%	4	Fall 2012	MOLLER, K	14	0	Fall 2013	Projected
	100 SCANDINAVIAN LANGUAGES								
102	ADVANCED FINNISH	100%	4	Fall 2012	MOLLER, K	10	1	Fall 2013	Projected
201	OLD NORSE	100%	4	Fall 2012	TUOMAINEN, SM	3	2	Fall 2013	Projected *
300	TEACHING PRACTICUM	100%	1	Fall 2012	WELLENDORF, J	4	3	Fall 2013	Projected
300	TEACHING PRACTICUM	100%	1	Fall 2012	MOLLER, K	0	1	Fall 2013	Projected
300	TEACHING PRACTICUM	100%	1	Fall 2012	SANDBERG, M B	0	3	Fall 2013	Projected
115	DRAMA AND FILM	100%	4	Spring 2013	RUGG, L H	19	1		Projected
120	SCANDINAVIAN NOVEL	100%	4	Spring 2013	SANDBERG, M B	13	1		Projected
	VIKING/MEDIEVAL								
123	SCANDINAVIA	100%	4	Spring 2013	WARD, E	11	1		Projected



602 INDIVIDUAL STUDY Instructor Expertise	50%	4 Fall 2012	KAES, A J	0	1	Projected
602 INDIVIDUAL STUDY Instructor Expertise	50%	4 Fall 2012	CHEAH, P	0	2	
602 INDIVIDUAL STUDY Instructor Expertise	100%	4 Fall 2012	CASCARDI, A J	0	1	Projected
602 INDIVIDUAL STUDY Instructor Expertise	50%	4 Fall 2012	ESMEIR, S	0	1	Projected
105 RELIGIOUS DISCOURSE European Readings	75%	4 Spring 2013	KANIA, R M	22	0	
118 UNDERGRAD SEMINAR European Readings	50%	4 Spring 2013	GUTERRIEZ, F R	15	0	
133 FILM THEORIES European Readings	75%	4 Spring 2013	JONES, E M	18	1	
156 POLITICAL NOVEL European Readings	50%	4 Spring 2013	NADDAFF, R	27	0	
167 PHILOSOPHICAL ARGUMENT European Readings	100%	4 Spring 2013	WESTON, N A	19	0	
190 HONORS THESIS European Readings	50%	2 Spring 2013	CONSTABLE, M	1	0 Spring 2014	Projected
190 HONORS THESIS European Readings	100%	2 Spring 2013	MASCUCH, M J	2	0 Spring 2014	Projected
190 HONORS THESIS European Readings	50%	2 Spring 2013	WINTROUB, A M	1	0 Spring 2014	Projected
198 DIRECTED GROUP STDY European Readings	100%	1 Spring 2013	MASCUCH, M J	12	0	
200 CLASSICAL RHETORIC European Readings	100%	4 Spring 2013	NADDAFF, R	0	8	Projected

INTRODUCTION FINNISH									
132 CULTURE/HISTORY	100%	4 Spring 2013	WECKSTROM, L L	21	0				
145 SENIOR SEMINAR	100%	2 Spring 2013	RUGG, L H	1	0				Projected
149 MAJOR STUDIES	100%	1 Spring 2013	RUGG, L H	1	0				Projected
149 MAJOR STUDIES	100%	1 Spring 2013	WELLENDORF, J	1	0				Projected
SCANDINAVIAN MYTH									
160 RELIGION	100%	4 Spring 2013	WELLENDORF, J	25	0				
SUPERVISED INDEPENDENT									
199 STUDY	100%	2 Spring 2013	RUGG, L H	4	0				Projected
249 GRADUATE STUDIES	100%	1 Spring 2013	SANDBERG, M B	0	1				Projected
299 DISSERTATION WRITING	100%	10 Spring 2013	LINDOW, J	0	3				Projected
299 DISSERTATION WRITING	100%	12 Spring 2013	RUGG, L H	0	1				Projected
299 DISSERTATION WRITING	100%	12 Spring 2013	SANDERS, K L	0	1				Projected
300 TEACHING METHODS	100%	3 Spring 2013	MOLLER, K	0	1				Projected
301 TEACHING METHODS	100%	3 Spring 2013	SANDBERG, M B	0	4				Projected
601 INDIVIDUAL STUDY M.A.	100%	4 Spring 2013	RUGG, L H	0	1				Projected
201 NORSE LITERATURE	100%	4 Spring 2013	WELLENDORF, J	3	2				
INDIVIDUAL STUDY									
602 DOCTORAL	100%	4 Spring 2013	SANDBERG, M B	0	1				Projected
INDIVIDUAL STUDY									
602 DOCTORAL	100%	4 Spring 2013	SANDERS, K L	0	1				Projected
298 SPECIAL STUDY	100%	2 Summer 2013	RUGG, L H	0	1				Projected
125 OLD NORSE LITERATURE	100%	4 Fall 2013	WELLENDORF, J	11	0				
180 SPECIAL TOPICS	100%	4 Fall 2013	SANDERS, K L	6	1				
249 GRADUATE STUDIES	100%	1 Fall 2013	SANDERS, K L	0	1				Projected
249 GRADUATE STUDIES	100%	1 Fall 2013	SAETHER, A	0	1				Projected
299 DISSERTATION WRITING	100%	10 Fall 2013	LINDOW, J	0	2				Projected
299 DISSERTATION WRITING	100%	12 Fall 2013	SANDBERG, M B	0	1				Projected
299 DISSERTATION WRITING	100%	12 Fall 2013	SANDERS, K L	0	1				Projected
300 TEACHING METHODS	100%	3 Fall 2013	MOLLER, K	0	3				
INDIVIDUAL STUDY									
602 DOCTORAL	100%	12 Fall 2013	SANDERS, K L	0	1				Projected

INDIVIDUAL STUDY 602 DOCTORAL	100%	12 Fall 2013	WELLENDORF, J	0	1	Projected
<b>Social Welfare</b>						
250 SPANISH FOR SOCIAL WORK	25%	2 Fall 2012	HERRERA, R	2	10 Fall 2013	
296 INDIVIDUAL STUDY Instructor Expertise	50%	6 Summer 2013	MIDGLEY, J	0	2	
299 INDIVIDUAL RESEARCH Instructor Expertise	50%	12 Fall 2013	MIDGLEY, J	0	1	
<b>Sociology</b>						
140 POLITICS & SOCIAL CHANGE European Case Studies	25%	4 Summer 2012	BEHBEHANI, L	41	0 Fall 2013	Projected
INTRODUCTION TO 1 SOCIOLOGY European Readings	50%	4 Fall 2012	SWIDLER, A	343	0 Fall 2013	Projected
COMPARATIVE PERSPECTIVE: 180 INEQUALITY European Case Studies	50%	4 Fall 2012	IVESTER, S	84	0 Fall 2013	Projected
SEMINAR & RESEARCH IN 190 SOCIOLOGY European Readings	100%	4 Fall 2012	HETLAND, G B	18	0 Fall 2013	Projected
SUPERVISED INDEPENDENT 199 STUDY European Case Studies	100%	2 Fall 2012	BLOEMRAAD, I	1	0 Fall 2013	Projected
201 CLASSIC SOCIAL THEORY European Readings	50%	3 Fall 2012	SWIDLER, A	0	12 Fall 2013	Projected
202 CONTEMPORARY THEORY European Readings	50%	3 Fall 2012	WACQUANT, L	1	9 Fall 2013	Projected
280 POLITICAL SOCIOLOGY	50%	3 Fall 2012	RILEY, D J	0	11	



102 SOCIAL THEORY II European Readings	50%	5 Spring 2013	TUGAL, C Z	153	0 Spring 2014	Projected
103 ADVANCED SOCIAL THEORY European Readings	50%	4 Spring 2013	WACQUANT, L	4	0	
180 CULTURE European Case Studies	50%	4 Spring 2013	IVESTER, S	85	0	Projected
SEMINAR & RESEARCH IN 190 SOCIOLOGY	50%	4 Spring 2013	WACQUANT, L	18	0 Spring 2014	Projected
European Readings SUPERVISED INDEPENDENT 199 STUDY	100%	2 Spring 2013	BLOEMRAAD, I	1	0	Projected
European Readings 201 MODERN SOCIAL THEORY	100%	3 Spring 2013	FLIGSTEIN, N D	0	14	Projected
European Readings 280 RELIGION European Case Studies	100%	3 Spring 2013	SWIDLER, A	1	6	
ADVANCED RESEARCH 292 SEMINAR	50%	1 Spring 2013	FLIGSTEIN, N D	0	1 Spring 2014	Projected
European Case Studies ADVANCED RESEARCH 292 SEMINAR	100%	1 Spring 2013	BLOEMRAAD, I	1	10 Spring 2014	Projected
European Case Studies 295 INDEPENDENT STUDY	50%	5 Spring 2013	FLIGSTEIN, N D	0	1	Projected
European Readings 295 INDEPENDENT STUDY	50%	12 Spring 2013	RILEY, D J	0	1	Projected
European Readings 295 INDEPENDENT STUDY	100%	10 Spring 2013	WACQUANT, L	0	1	Projected

DIRECTED DISSERTATION 296 RESEARCH	30%	12 Spring 2013	BLOEMRAAD, I	0	5	Projected
Instructor Expertise						
DIRECTED DISSERTATION 296 RESEARCH	100%	12 Spring 2013	FOURCADE-GOURINCI	0	2	Projected
Instructor Expertise						
DIRECTED DISSERTATION 296 RESEARCH	50%	12 Spring 2013	RILEY, D J	0	2	Projected
Instructor Expertise						
DIRECTED DISSERTATION 296 RESEARCH	50%	12 Spring 2013	WACQUANT, L	0	1	Projected
Instructor Expertise						
299 INDIV STUDY & RES	50%	3 Spring 2013	FLIGSTEIN, N D	0	1	Projected
Instructor Expertise						
602 INDIV STUDY: PH.D.	25%	9 Spring 2013	PETERSEN, T K	0	1	Projected
Instructor Expertise						
113 EDUCATION	15%	4 Summer 2013	POWERS, B A	35	0	
European Case Studies						
295 INDIVIDUAL STUDY	50%	2 Summer 2013	RILEY, D J	0	18	Projected
European Readings						
DIRECTED DISSERTATION 296 RESEARCH	75%	12 Summer 2013	RILEY, D J	0	19	Projected
Instructor Expertise						
DIRECTED DISSERTATION 296 RESEARCH	25%	12 Summer 2013	RILEY, D J	0	1	Projected
Instructor Expertise						
602 INDIVIDUAL STUDY: PH.D.	50%	10 Summer 2013	RILEY, D J	0	2	Projected
Instructor Expertise						

RACIAL DOMINATION IN 182 INTERNATIONAL PERSPECTIVE	40%	4 Fall 2013	WACQUANT, L	10	0	Projected
European Case Studies						
198 DIRECTED GROUP STUDY Instructor Expertise	100%	4 Fall 2013	IVESTER, S	12	0	Projected
198 DIRECTED GROUP STUDY Instructor Expertise	50%	2 Fall 2013	IVESTER, S	47	0	Projected
199 STUDY SUPERVISED INDEPENDENT	25%	4 Fall 2013	IVESTER, S	1	0	Projected
European Readings						
280 LAW	50%	4 Fall 2013	WACQUANT, L	0	13	Projected
European Case Studies						
295 INDEPENDENT STUDY European Readings	75%	2 Fall 2013	BLOEMRAAD, I	0	2	Projected
295 INDEPENDENT STUDY European Readings	25%	2 Fall 2013	FOURCADE-GOURINC	0	2	Projected
296 RESEARCH Instructor Expertise	100%	10 Fall 2013	BLOEMRAAD, I	0	2	Projected
296 RESEARCH DIRECTED DISSERTATION	75%	6 Fall 2013	FLIGSTEIN, N D	0	6	Projected
296 RESEARCH Instructor Expertise	25%	8 Fall 2013	WACQUANT, L	0	1	Projected
299 RESEARCH INDIVIDUAL STUDY & RESEARCH	25%	10 Fall 2013	BLOEMRAAD, I	0	1	Projected
European Readings						
602 INDIVIDUAL STUDY: PH.D.	100%	12 Fall 2013	PETERSEN, T K	0	1	Projected

European Readings												
602	INDIVIDUAL STUDY: PH.D.	75%	12 Fall 2013	RILEY, D J	0	1						Projected
European Readings												
602	INDIVIDUAL STUDY: PH.D.	50%	12 Fall 2013	WACQUANT, L	0	1						Projected
European Readings												

### **Spanish Studies**

16	CULTURA CONTEMPORARY	100%	1 Summer 2012	RODRIGUEZ-CORREDO	30	0	Fall 2013					Projected
16	CULTURA CONTEMPORARY	100%	1 Summer 2012	SOUTHARD, D A	9	0	Fall 2013					Projected
121	CONTEMPORARY SPANISH HISTORY/CULTURE	100%	2 Summer 2012	RODRIGUEZ-CORREDO	8	0	Fall 2013					Projected
199	SUPERVISED INDEPENDENT STUDY	100%	3 Summer 2012	BRIZUELA, N	1	0						Projected
298	SPECIAL STUDY GRADUATE STUDENT	100%	3 Summer 2012	NAVARRETE, I E	0	7						Projected
1	ELEMENTARY SPANISH	100%	5 Summer 2012	PAENG, S	13	3	Fall 2013					Projected
1	ELEMENTARY SPANISH	100%	5 Summer 2012	SALVATIERRA, L	10	0	Fall 2013					Projected
1	SPANISH SPEAKING WORLD	100%	4 Summer 2012	YOUNG, A E	16	0	Fall 2013					Projected
1	SPANISH SPEAKING WORLD	100%	4 Summer 2012	MARIE, D	13	0	Fall 2013					Projected
2	ELEMENTARY SPANISH	100%	5 Summer 2012	SALVATIERRA, L	15	2	Fall 2013					Projected
4	INTERMEDIATE SPANISH	100%	5 Summer 2012	BUENROSTRO, G	16	0	Fall 2013					Projected
4	INTERMEDIATE SPANISH BEGINNING SPANISH	100%	5 Summer 2012	RODRIGUEZ-CORREDO	14	0	Fall 2013					Projected
12	LANGUAGE/CULTURE	100%	5 Summer 2012	SOUTHARD, D A	9	0	Fall 2013					Projected
15	INTENSIVE BEGINNING SPANISH	100%	10 Summer 2012	NORBERG, P G	13	3	Fall 2013					Projected
20	INTENSIVE INTERMEDIATE SPANISH	100%	10 Summer 2012	LAMBE, K M	13	3	Fall 2013					Projected
102	ADVANCED GRAMMAR AND COMPOSITION	100%	3 Summer 2012	LOPEZ, S	12	2	Fall 2013					Projected
98	SUPERVISED GROUP STUDY	100%	1 Fall 2012	BRIZUELA, N	6	0						Projected
161	SPANISH PHONETICS & PHONOLOGY	100%	3 Fall 2012	MCFARLAND, T A	29	0						Projected
195	SPANISH HONORS	100%	3 Fall 2012	DEL VALLE, I	1	0	Fall 2013					Projected







ADVANCED GRAMMAR AND 102 COMPOSITION	100%	3 Spring 2013	BARILI, A R	16	0	Projected
102 CREATIVE WRITING	100%	3 Spring 2013	RUBMAN, L H	14	0 Spring 2014	Projected
162 SPANISH STRUCTURE	100%	3 Spring 2013	MCFARLAND, T A	25	0	
166 LANGUAGE AND STYLE	100%	3 Spring 2013	AZEVEDO, M M	19	0	
195 SPANISH HONORS	100%	3 Spring 2013	DEL VALLE, I	1	0 Spring 2014	Projected
198 SUPERVISED GROUP STUDY	100%	3 Spring 2013	DE MORAIS GAMA, C	9	0	Projected
198 SUPERVISED GROUP STUDY	100%	1 Spring 2013	BRIZUELA, N	21	0	Projected
200 RESEARCH SEMINAR I	100%	4 Spring 2013	IAROCCHI, M	0	5	
201 LITERARY LINGUISTIC SEMINAR SPANISH	100%	4 Spring 2013	AZEVEDO, M M	0	5	
285 LITERATURE	100%	4 Spring 2013	BERGMANN, E L	0	5 Spring 2014	Projected
SPECIAL STUDY GRADUATE 298 STUDENT	100%	2 Spring 2013	MASIELLO, F R	0	3	Projected
SPECIAL STUDY GRADUATE 298 STUDENT	100%	4 Spring 2013	DEL VALLE, I	0	4	Projected
299 SPECIAL ADVANCED STUDY	100%	11 Spring 2013	BERGMANN, E L	0	3	Projected
299 SPECIAL ADVANCED STUDY	100%	10 Spring 2013	TARICA, E C	0	2	Projected
299 SPECIAL ADVANCED STUDY	100%	11 Spring 2013	DOUGHERTY, D	0	3	Projected
299 SPECIAL ADVANCED STUDY	100%	11 Spring 2013	BRIZUELA, N	0	3	Projected
299 SPECIAL ADVANCED STUDY	100%	12 Spring 2013	MASIELLO, F R	0	3	Projected
299 SPECIAL ADVANCED STUDY	100%	10 Spring 2013	IAROCCHI, M	0	2	Projected
299 SPECIAL ADVANCED STUDY	100%	8 Spring 2013	DEL VALLE, I	0	4	Projected
601 INDIVIDUAL STUDY MASTERS	100%	4 Spring 2013	BERGMANN, E L	0	2	Projected
602 INDIVIDUAL STUDY FOR PHD	100%	8 Spring 2013	BERGMANN, E L	0	3	Projected
1 ELEMENTARY SPANISH SPECIAL STUDY GRADUATE 1 STUDENT	100%	5 Summer 2013	CENTENO MILLAN, J	19	1	Projected
1 SPANISH SPEAKING WORLD	100%	12 Summer 2013	NAVARRETE, I E	0	13	Projected
2 ELEMENTARY SPANISH	100%	5 Fall 2013	BECKER, J E	16	0	Projected
2 ELEMENTARY SPANISH	100%	5 Fall 2013	VALENZUELA ARAMB	22	1	Projected
2 ELEMENTARY SPANISH	100%	5 Fall 2013	GARCIA MOLINA, A J	15	2	Projected
2 ELEMENTARY SPANISH	100%	5 Fall 2013	OLSEN, E B	21	0	Projected
2 ELEMENTARY SPANISH	100%	5 Fall 2013	DE JESUS, A	19	2	Projected
4 INTERMEDIATE SPANISH	100%	5 Fall 2013	VARELA, T V	19	0	Projected

4	INTERMEDIATE SPANISH	100%	5 Fall 2013	BIALOSTOZKY, J	21	0	Projected
4	INTERMEDIATE SPANISH	100%	5 Fall 2013	SOUTHARD, D A	7	3	Projected
4	INTERMEDIATE SPANISH ELEMENTARY SPANISH	100%	5 Fall 2013	RODRIGUEZ, D	14	0	Projected
21	BILINGUAL INTERMEDIATE SPANISH	100%	3 Fall 2013	HERNANDEZ-RODRIG	27	0	
22	BILINGUAL	100%	3 Fall 2013	PEREZ, M	21	0	
25	READ AND ANALYSIS	100%	3 Fall 2013	SPRINCEANA, A	20	0	Projected
163	ISSUES MULTILINGUAL	100%	4 Fall 2013	MCFARLAND, T A	21	0	Projected
195	SPANISH HONORS COURSE SPECIAL STUDY GRADUATE	100%	4 Fall 2013	BERGMANN, E L	1	0	Projected
298	STUDENT	100%	12 Fall 2013	BERGMANN, E L	0	1	Projected
299	SPECIAL ADVANCED STUDY	100%	6 Fall 2013	DOUGHERTY, D	0	5	Projected
299	SPECIAL ADVANCED STUDY	100%	4 Fall 2013	CASCARDI, A J	0	1	Projected
299	SPECIAL ADVANCED STUDY TEACHING SPANISH	100%	4 Fall 2013	BERGMANN, E L	0	4	Projected
375	COLLOQUIUM	100%	4 Fall 2013		0	9	
602	INDIVIDUAL STUDY FOR PHD	100%	12 Fall 2013	BERGMANN, E L	0	3	Projected

### *Theater, Dance and Performance Studies*

113	IRISH THEATER SUPERVISED INDEPENDENT	100%	6 Summer 2012	MCIVOR, C A	21	0	Fall 2013	Projected
199	STUDY European Readings	100%	2 Summer 2012	GRIFFITH, M	2	0		Projected
299	SPECIAL STUDY Instructor Expertise	80%	3 Summer 2012	GRIFFITH, M	0	6		Projected
107	PLAYS OF IBSEN	100%	4 Fall 2012	SANDBERG, M B	11	0	Fall 2013	Projected
126	PERFORMING LITERATURES European Readings	80%	4 Fall 2012	GORDON, M	34	0	Fall 2013	Projected
294	DIRECTED RESEARCH Instructor Expertise	50%	12 Fall 2012	SAS, M B	0	1	Fall 2013	Projected
98	DIRECTED GROUP STUDY European Readings	80%	1 Spring 2013	GORDON, M	9	0		

125 PERFORMANCE/HISTORY European Case Studies	80%	4 Spring 2013	GORDON, M	46	0	Projected
198 DIRECTED GROUP STUDY European Readings	80%	1 Spring 2013	GORDON, M	11	0	Projected
1 PERFORMANCE & WRITING European Readings	25%	4 Summer 2013	SHANKAR, K	6	0	Projected
1 PERFORMANCE & WRITING European Readings	25%	4 Fall 2013	KWAN, S	17	0	Projected
1 PERFORMANCE & WRITING European Readings	25%	4 Fall 2013	KWAN, S	17	0	Projected
1 PERFORMANCE & WRITING European Readings	25%	4 Fall 2013	KWAN, S	18	0	Projected
FRESHMAN/SOPHOMORE 39 SEMINAR	25%	4 Fall 2013	ARONSON LEHAVI, S	16	0	Projected
European Case Studies						
151 THEATER HISTORY European Case Studies	80%	4 Fall 2013	GORDON, M	26	0	
181 THEATRICAL DRAMA TEXT European Readings	80%	4 Fall 2013	CATANESE, B N	14	0	
195 HONORS COURSE European Readings	50%	4 Fall 2013	GRIFFITH, M	1	0	
SUPERVISED INDEPENDENT 199 STUDY	100%	3 Fall 2013	GORDON, M	1	0	Projected
Instructor Expertise						
<b><i>Undergraduate Interdisciplinary Studies (Liberal Arts)</i></b>						
120 APPLIED LANGUAGE STUDY European Language Study	100%	3 Fall 2012	KRAMSCH, C J	39	0	
192 RESEARCH HUMANITIES European Readings	100%	2 Fall 2012	CONSTABLE, M	1	0 Fall 2013	Projected
192 RESEARCH HUMANITIES	100%	2 Fall 2012	DEWULF, J	6	0 Fall 2013	Projected



120 APPLIED LANGUAGE STUDY European Language Study	100%	2 Fall 2013	KERN, R	34	1	Projected
192 RESEARCH SOCIAL SCIENCE European Case Studies	100%	2 Fall 2013	ZYSMAN, J	8	0	Projected



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## ***African American Studies***

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**Instructor:** **Small, Stephen A.**  
**Title:** Associate Professor  
**Tenure Status :** Tenured  
**Education:** Ph.D.UNIVERSITY OF CALIFORNIA, BERKELEY, 1989 (SOCIOLOGY)  
M.Sc.UNIVERSITY OF BRISTOL, ENGLAND, 1983 (SOCIAL SCIENCES)  
B.A. UNIVERSITY OF KENT AT CANTERBURY, ENGLAND, 1979  
**Overseas Exp:** University of Amsterdam, University of Warwick, England, University of Liverpool, England  
**Language Comp:**  
**Teaching Devoted to Area/Language:** 30% **Theses Supervised in Last Five Year** 9  
**Area Courses Taught:** Globalization and Minority American Communities, Theories of Race and Ethnicity, Qualitative Research Methods for African American Studies, Comparative International Race and Ethnic Relations  
**Research/Teaching Specialization:** Dutch Slavery and its Legacy, social scientific analysis of contemporary racial formations  
**Distinctions:** 2012 University of California, Mellon Project Grant for Faculty, 2010 National Institute for the Study of Dutch Slavery and its Legacy, Amsterdam, Netherlands, 2006 Outstanding Faculty Member, Awarded by African American Student Development Office  
**Recent Publications:** Global Mixed Race (co-edited with Rebecca C. King-O'Rian; Minelle Mahtani, Miri Song and Paul Spickard, New York University Press, New York, 2014; New Perspectives on Slavery and Colonialism in the Caribbean, Co-editor (with Marten Schalkwijk, University of Suriname), Amrit Publishers, The Hague, February, 2012; Black Europe and the African Diaspora, Co-editor (with Darlene Clark Hine and Trica Danielle Keaton), University of Illinois Press, Urbana Champaign, 2009; Representations of Slavery. Race and Ideology in Southern Plantation Museums (with Jennifer L. Eichstedt), Smithsonian Institution Press, Washington DC and London, 2002; Race and Power. Global Racism in the Twenty-First Century, (with Gargi Bhattacharyya and John Gabriel), Routledge, London and New York, 2002.

***Agricultural & Resource Economics***

**Instructor:** **Rausser, Gordon C**

**Title:** Professor

**Tenure Status :** Tenured

**Education:** Ph.D., University of California at Davis, 1971  
M.S., University of California at Davis, 1968  
B.S., California State University, Fresno, 1965

**Overseas Exp:**

**Language Comp:**

**Teaching Devoted to Area/Language:** 25% **Theses Supervised in Last Five Year** 5

**Area Courses Taught:** Quantitative Policy Analysis, Environmental Economics and Policy

**Research/Teaching Specialization:** Water Resources in Israel, the agricultural and food sector, political economy of public policies

**Distinctions:** College of Natural Resources Career Achievement Award; fellow of the American Association for the Advancement of Science, the American Statistical Association, and the Agricultural and Applied Economics Association

**Recent Publications:** "Antitrust Class Proceedings – Then and Now" (with M. Hausfeld, G. Macartney, M. Lehmann and S. Gosselin). *Review of Law and Economics*. Forthcoming; "Agricultural Policy: A Global View" (with K. Anderson and J. Swinnen). In *Encyclopedia of Agriculture and Food Systems*, edited by Neal van Alfen. Oxford, UK: Elsevier. Forthcoming; "Can Investment in Microfinance Funds Improve Risk-Return Characteristics of a Portfolio?" (with K. Janda and B. Svarovska). In *Technical and Economic Development of Economy*. Forthcoming; "Determinants of Profitability of Polish Rural Micro-Enterprises at the Time of EU Accession" (with K. Janda and W. Strielkowski). In *Eastern European Countryside*. Forthcoming.; *Political Power and Economic Policy: Theory, Analysis, and Empirical Applications* (Cambridge, 2011) ; "Public-private partnerships needed in horticultural research and development." (with Holly Ameden) *California Agriculture* 58(2):116–119, April–June 2004; "Value Differentiation." (with Rachael Goodhue) *Journal of Agricultural and Resource Economics* 28(3):375–395, December 2003; "Agricultural Biotechnology's Complementary Intellectual Assets." (with Gregg Graff and Arthur Small) *Review of Economics and Statistics* 85(2):349–63, May 2003; "Stigmatized Asset Value: Is it Temporary or Long-term?" (with Jill J. McCluskey) *Review of Economics and Statistics* 85(2):276–85, May 2003.

***Agricultural & Resource Economics (UC Davis)***

**Instructor:** **Martin, Philip**  
**Title:** Professor  
**Tenure Status :** Tenured  
**Education:** Ph.D., University of Wisconsin, Madison, 1975

**Overseas Exp:**  
**Language Comp:**

**Teaching Devoted to Area/Language:** 50%                      **Theses Supervised in Last Five Year** n/a

**Area Courses Taught:** Micro Theory, Agricultural Labor, Special Study for Honors Students

**Research/Teaching Specialization:** Immigration, Farm Labor, Economic Development

**Distinctions:** Commission on Agricultural Workers to assess the effects of the Immigration Reform and Control Act of 1986; UCD's Distinguished Public Service award, 1994

**Recent Publications:** "Immigration and Farm Labor: Policy Options and Consequences." *American Journal of Agricultural Economics* 95(2)2013; "The United States: The Continuing Immigration Debate and Germany: Managing Migration in the 21st Century," *Controlling Immigration: A Global Perspective*, Stanford University Press, 2013; "Reducing Migration Costs and Maximizing Human Development," in *Global Perspectives on Migration and Development*. Springer, 2012; "High-Skilled Migrants: S&E Workers in the United States." *American Behavioral Scientist* 56(2012): 1058-1079; "Migration, Trade, and Development: Comparing Mexico-U.S. and Turkey-Europe." *Migration Letters* 9(1)(2011): 11-24; "Immigration, Labor Markets and Immigration Reform in the United States," in *Immigration and the Financial Crisis*. Springer, 2011; "Mexico-U.S. Migration, NAFTA and CAFTA, and U.S. Immigration Policy," in *Migration, Nation States, and International Cooperation*. Routledge, 2011; With Kuptsch, C. "Global Governance of Low-Skilled Labour Migration," in Betts, A., ed. *Global Migration Governance*. Oxford University Press, 2011.

***Anthropology***

**Instructor:** **Brandes, Stanley H**  
**Title:** Professor  
**Tenure Status :** Tenured  
**Education:** Ph.D., Univ. of California, Berkeley, 1971  
M.A., Univ. of California, Berkeley, 1969  
A.B., University of Chicago, 1964

**Overseas Exp:** Spain, Mexico, Guatemala  
**Language Comp:** Spanish

**Teaching Devoted to Area/Language:** 50%                      **Theses Supervised in Last Five Year** 21

**Area Courses Taught:** Introduction to Social and Cultural Anthropology, Humor in Cross-Cultural Perspective, Psychological Anthropology, European Society, Catholicism as a Cultural System, Anthropological Data Analysis, History of Anthropological Theory, Dissertation Writing

**Research/Teaching Specialization:** European and Latin American ethnography

**Distinctions:** National Endowment for the Humanities Fellowship, John Carter Brown Library; Director, NEH Summer Seminar for College Teachers; Senior Fellow, Fulbright Commission; Fellowship, John Simon Guggenheim Foundation

**Recent Publications:** 2011. *El Nacimiento de la Antropología Social en España*. In: Lugares, Tiempos, Memorias, Universidad de León; 2007. *Skulls to the Living, Bread to the Dead: The Day of the Dead in Mexico and Beyond*; 2009. *Torphobes and Torophobes: the Politics of Bulls and Bullfighting in Contemporary Spain*. *Anthropological Quarterly* 82 (3):779-794; 2002. *Wiley-Blackwell; Staying Sober in Mexico City*. University of Texas Press.; 1999. *El desenlace de los cuentos populares: un nuevo test etnopsiquiátrico*. *Investigacion en Salud (Guadalajara)* 1:81-86.; 1999. *The Perilous Potato and Terrifying Tomato*. In *Consequences of Cultural Diffusion*. L. Ploticov, ed. Pp. 85-96. *Ethnology, Special Monograph 17*. Pittsburgh: University of Pittsburgh Press, 2001.

**Instructor:** **Conkey, Margaret W**  
**Title:** Professor  
**Tenure Status :** Tenured  
**Education:**

**Overseas Exp:**

**Language Comp:** French

**Teaching Devoted to Area/Language:** 75% **Theses Supervised in Last Five Year** 14

**Area Courses Taught:** Stone Age Archaeology, Sophmore Seminar, Writing in the field, Survey of Anthropological Literatures, Feminist Archaeology, Directed Reading

**Research/Teaching Specialization:** Gender in archaeology and past human societies, "Paleolithic art"

**Distinctions:**

**Recent Publications:** Le sanctuaire secret des bisons: il y a 14000 ans, dans la caverne du Tuc d'Audoubert. Montesquieu-Avantès: Association Louis-Bégouën, 2009.; "Questioning Theory: Is There a Gender of Theory in Archaeology?" Journal of Archaeological Method and Theory. 14, 3, 2007: 285-310.; "Dwelling at the Margins, Action at the Intersection? Feminist and Indigenous Archaeologies, 2005." Archaeologies. 1. 1, 2005): 9-59.; "Feminism Inside the Sciences - Has Feminism Changed Archaeology?" Signs. 28. 3 (2003): 867.

**Instructor:** **Hayden, Corinne P**  
**Title:** Associate Professor  
**Tenure Status :** Tenured  
**Education:** Ph.D. in Cultural Anthropology, University of California-Santa Cruz, 2000  
 M.A. in Cultural Anthropology, University of California-Santa Cruz, 1994  
 B.A. in Anthropology and Women's Studies, University of Virginia, 1992

**Overseas Exp:****Language Comp:**

**Teaching Devoted to Area/Language:** 30% **Theses Supervised in Last Five Year** 13

**Area Courses Taught:** Crowd and Cloud

**Research/Teaching Specialization:** Anthropology of biochemical sciences, global pharmaceutical politics

**Distinctions:** Fellow, Center for Advanced Studies in the Social and Behavioral Sciences, Stanford CA, 2008-2009

**Recent Publications:** 2011 No patent, no generic: Pharmaceutical Access and the Politics of the Copy, in Making and Unmaking Intellectual Property: Creative Production in Legal and Cultural Perspective, ed Biagioli, Jaszi, and Woodmansee. University of Chicago press, pp. 285-304. (Also published in Portuguese as, Sem patente não há genérico: acesso farmaceutico e políticas de cópia." Sociologias (Universidade Federal do Rio Grande do Sul, Porto Alegre, Brazil). 19 (Jan/Jun): 62-90); 2010. "The proper copy: the insides and outsides of domains made public", The Journal of Cultural Economy 3 (1): 85-102; 2007. A generic solution? Pharmaceuticals and the politics of the similar in Mexico, Major article with commentary, Current Anthropology 48 (4); 2007. Taking as giving: Bioscience, exchange, and the rise of an ethic of benefit-sharing, Social Studies of Science (5);2003. When Nature Goes Public: The Making and Unmaking of Bioprospecting in Mexico. Princeton and Oxford: Princeton University Press; 2003. From market to market: Bioprospecting's idioms of inclusion. American Ethnologist 30 (3):359-371; 2003. Suspended animation: A brine shrimp essay. In Margaret Lock and Sarah Franklin, eds., Animation and Cessation: The Anthropology of Life and Death. Santa Fe: School of American Research.

**Instructor:** **Hirschkind, Charles Kendal**  
**Title:** Associate Professor  
**Tenure Status :** Tenured  
**Education:**

**Overseas Exp:**

**Language Comp:**

**Teaching Devoted to Area/Language:** 50% **Theses Supervised in Last Five Year** 7

**Area Courses Taught:** History, Tradition, Myth; Religion and Anthropology

**Research/Teaching Specialization:** Religious practice, media technologies, and emergent forms of political community

**Distinctions:** Awarded the 2007-2008 Sharon Stephens First Book Prize from the American Ethnological Society and a Clifford Geertz Prize "Honorable Mention" from the Society for the Anthropology of Religion.

**Recent Publications:** Experiments in Devotion Online: The YouTube Khuṭba."International Journal of Middle East Studies 44.01 (2012); "Beyond secular and religious: An intellectual genealogy of Tahrir Square." American Ethnologist 39.1 (2012); "Is there a secular body?." Cultural Anthropology 26.4 (2011); The Ethical Soundscape: Cassette Sermons and Islamic Counterpublics (Columbia 2006) 2004. "Hearing Modernity: Egypt, Islam, and the Pious Ear." In V. Erlmann, ed., Hearing Cultures: Sound, Listening, and Modernity. New York: Berg Publishers.

**Instructor:** **Mahmood, Saba**  
**Title:** Associate Professor  
**Tenure Status :** Tenured  
**Education:** Ph.D. Anthropology, Stanford University

**Overseas Exp:** Europe, the Middle East

**Language Comp:** Arabic-5; French-4

**Teaching Devoted to Area/Language:** 30% **Theses Supervised in Last Five Year** 9

**Area Courses Taught:** Religion and the Body; Sexuality and Gender; Modern Anthropological Theory; Secularism and Secularity, Human Rights and Sovereignty, Ethics and Politics, Modern Religious Hermeneutics

**Research/Teaching Specialization:** Interchange between religious and secular politics in postcolonial societies; cultural hermeneutic

**Distinctions:** Co-PI, LuceFoundation; American Academy in Berlin Fellowship, 2013; Center for Advanced Study in the Behavioral Sciences, Stanford, 2009-10; Frederick Burkhardt Fellowship, American Council of Learned Societies, 2009-10; Carnegie Scholars Award, 2008-09.

**Recent Publications:** "Religious Freedom the Minority Question, and Geopolitics in the Middle East, Comparative Studies in Society and History 15 (2): 418-46, 2012; "Can Secularism be Otherwise? In Varieties of Secularism in a Secular Age, eds. Michael Warner, Jonathan VanAntwerpen (Harvard UP, 2010); Is Critique Secular? Blasphemy, Injury, and Free Speech (Co-authored) (UC Press, 2009); Politics of Piety: The Islamic Revival and the Feminist Subject (Princeton: Princeton UP, 2005).

**Instructor:** **Pandolfo, Stefania**  
**Title:** Associate Professor  
**Tenure Status :** Tenured  
**Education:**

**Overseas Exp:** Morocco  
**Language Comp:** Italian-5; Arabic-4; French-5

**Teaching Devoted to Area/Language:** 25% **Theses Supervised in Last Five Year** 16

**Area Courses Taught:** Medical Anthropology, Sociocultural Anthropology

**Research/Teaching Specialization:** Cultural Anthropology, theories of subjectivity, postcolonial criticism, anthropology and literature

**Distinctions:**

**Recent Publications:** The Thin Line of Modernity in Some Moroccan Debates on Subjectivity, University of Minnesota Press, Forthcoming; Impasse of the Angels: Scenes from a Moroccan Space of Memory. Chicago: University of Chicago Press, 2009.

**Instructor:** **Rabinow, Paul M**  
**Title:** Professor  
**Tenure Status :** Tenured  
**Education:** University of Chicago, M.A. 1967; Ph.D. 1970.  
École Pratique des Hautes Études, Sixth Section, Paris, 1965-66.  
University of Chicago, B.A. 1965.

**Overseas Exp:**

**Language Comp:**

**Teaching Devoted to Area/Language:** 100% **Theses Supervised in Last Five Year** 21

**Area Courses Taught:** The Anthropology of Reason, Science, and Modernity; Bio-Power, Bio-Sociality, Bio-Design; Anthropology of the Contemporary

**Research/Teaching Specialization:** Modernity, Medical Anthropology, Sociocultural Anthropology, France

**Distinctions:**

**Recent Publications:** The Accompaniment: Assembling the Contemporary, University of Chicago Press, 2011; Designs for an Anthropology of the Contemporary, with G. Marcus, Duke University Press, 2008; Making Time: On the Anthropology of the Contemporary, Princeton University Press, 2007; Reflections on Fieldwork in Morocco – 30th Anniversary Edition with a new preface. University of California Press (Chinese, Polish), 2007; "Concept Work," in Genetics and the Social Sciences: Making Biosociality, Routledge, 2004. A Machine to Make a Future: Biotech Chronicles, with Talia Dan-Cohen, Princeton University Press, 2007.

**Instructor:** **Scheper-Hughes, Nancy**  
**Title:** Professor  
**Tenure Status :** Tenured  
**Education:** Ph.D., Anthropology, University of California, Berkeley, 1976  
 B.A, Social Sciences, University of California, Berkeley, 1970

**Overseas Exp:** Ireland, Brazil, Cuba, South Africa  
**Language Comp:** Portuguese-4  
**Teaching Devoted to Area/Language:** 25% **Theses Supervised in Last Five Year** 13  
**Area Courses Taught:** Medical Anthropology, Sociocultural Anthropology  
**Research/Teaching Specialization:** Critical Studies in Medicine, Science, and the Body  
**Distinctions:** Advisor to the World Health Organization

**Recent Publications:** "The Disaster and its Doubles1." *The Anthropology of Climate Change: An Historical Reader* (2013); "The Body in Tatters: Dismemberment, Dissection, and the Return of the Repressed." A companion to the anthropology of the body and embodiment, edited by FE Mascia-Lees. Malden, MA: Wiley-Blackwell ( 2011); "The Body of the Terrorist: Blood Libels, Bio-Piracy, and the Spoils of War at the Israeli Forensic Institute." *Social Research: An International Quarterly* 78.3 (2011); "Mr Tati's Holiday and João's Safari-Seeing the World through Transplant Tourism." *Body & Society* 17.2-3 (2011); *The Ends of the Body: the Global Traffic in Organs*, Farrar, Straus & Giroux, forthcoming; *Saints, Scholars and Schizophrenics: Mental Illness in Rural Ireland* (University of California Press, 2001); *Commodifying Bodies* (co-edited with Loic Waquant), 2002, London: Sage (Theory, Culture and Society series). *Commodifying Bodies Italian edition* with Ombre Courte, Verona, Italia, 2011; and *Violence in War and Peace: an Anthology* (co-edited with Philippe Bourgois), 2003, London and Malden, Mass: Basil Blackwell.

## Architecture

**Instructor:** **Castillo, Greg**  
**Title:** Associate Professor  
**Tenure Status :** Tenured  
**Education:** Ph.D. History of Architecture, University of California, Berkeley  
 M.Arch Architectural Design, University of California, Berkeley  
 M.A. Communications Management, University of Southern California  
 B.F.A. Photography, Rochester Institute of Technology

**Overseas Exp:**  
**Language Comp:** German-4  
**Teaching Devoted to Area/Language:** 100% **Theses Supervised in Last Five Year** n/a  
**Area Courses Taught:** An Historical Survey of Architecture and Urbanism, 1750 to the Present, Case Studies in Modern Architecture, The City as Theater of Modernity  
**Research/Teaching Specialization:** Architectural history; design discourses and practices  
**Distinctions:** Grants and fellowships from the German Fulbright Fund, the Getty Research Institute, the Canadian Centre for Architecture, the Kennan Institute for Advanced Russian Studies, the Ford Foundation, and the Deutscher Akademischer Austauschdienst.  
**Recent Publications:** *Cold War under Construction: Architecture and the Cultural Division of Germany*, forthcoming; *Cold War on the Home Front: The Soft Power of Midcentury Design* (Minneapolis, University of Minnesota Press, 2010); *East as True West: Redeeming Bourgeois Design Culture, from Socialist Realism to Ostalgie*, *Kritika* 9:4 (Fall 2008). 747-68. The American 'Fat Kitchen' in Europe: Domestic Modernity and the Marshall Plan, in *The Politics of the Kitchen in the Cold War*, Ruth Oldenziel and Karin Zachmann, ed. (Cambridge MA: MIT Press, 2008); *Exhibiting the Good Life: Marshall Plan Modernism in Divided Berlin*, in *Cold War Modern: Art and Design in a Divided World, 1945-1975*, David Crowley and Jane Pavett, ed. (London: Victoria & Albert Museum, 2008).

**Art History**

**Instructor:** **Angelova, Diliana**  
**Title:** Assistant Professor  
**Tenure Status :** Tenure-eligible  
**Education:** Ph.D., Harvard University, 2005  
M.A., Harvard University, 2002  
B.A., American University in Bulgaria, 1995

**Overseas Exp:**

**Language Comp:** Bulgarian-4; Greek - 4; Latin-4

**Teaching Devoted to Area/Language:** 100% **Theses Supervised in Last Five Year** 5

**Area Courses Taught:** Art and society in Late Antiquity, Early Christian women in art and text, Narrative in Greek and Roman art, Greek sculpture, Greek art and archaeology, Romantic love in the art and literature of the Ancient world, the art of religious images

**Research/Teaching Specialization:** Early Christian and Byzantine art, the role of women in ancient societies

**Distinctions:** Hellman Family Research Grant, UCB, 2012-13; Doreen B. Townsend Fellowship, UCB, 2012; Van Courtlandt Elliot Prize, Medieval Academy of America, 2006; Norton Fellowship for Dissertation Research, HU, 2002

**Recent Publications:** Stamp of Power: The Life and Afterlife of Pulcheria's Buildings in The Afterlife of Images, ed. Lynn Jones (Ashgate, 2012); "Mythological Subjects on Ivories," "Early Christian Textiles," "The Trier Ivory," in Encyclopedia of early Christian Art, Paul Finney, ed. (Grand Rapids: Eerdmans Publishing, 2013); Novelty and Tradition in the Founding of Constantinople, in City - Empire - Christendom, ed. Susanna Elm (forthcoming from Berkeley: University of California Press).

**Instructor:** **Davis, Whitney M**  
**Title:** Professor  
**Tenure Status :** Tenured  
**Education:** 1983-86 JF Harvard University  
1985 PhD Harvard University  
1980 AB Harvard University

**Overseas Exp:**

**Language Comp:** German-4, French-3

**Teaching Devoted to Area/Language:** 50% **Theses Supervised in Last Five Year** 17

**Area Courses Taught:** Theories and Methods of Art History, 19th and 20th century: Darwin and Visual culture, The British Museum, Past and Present: From Universal Museum to Museum of World Art, Directed Dissertation Research

**Research/Teaching Specialization:** Prehistoric, Egyptian, Near Eastern, Classical art and archaeology, anthropology, history, theory

**Distinctions:** 2012 Susanne K. Langer Award for Best Book in the Ecology of Symbolic Form, Media Ecology Association, 2011 Monograph Prize, American Society for Aesthetics

**Recent Publications:** A General Theory of Visual Culture (Princeton: Princeton University Press, 2011); Queer Beauty: Sexuality and Aesthetics from Winckelmann to Freud and Beyond (New York: Columbia University Press, 2010); "The World Rewound," Thomas Wartenberg and Murray Smith, eds., Film as Philosophy (Blackwells, forthcoming); "Schopenhauer's Ontology of Art," Qui Parle; "Decadence and the Organic Metaphor," Representations 89 (2005); "Lord Ronald Gower and 'the Offending Adam'," David Getsy, ed., Sculpture and the Pursuit of a Modern Ideal in Britain c. 1880-1920 (Ashgate, 2005); "Visuality and Pictoriality," Res 46 (2004); "Archaisms and Modernism in the Reliefs of Hesy-Ra," John Tait, ed., Ancient Egypt's View of Its Past (UCL Press, 2004).

**Instructor:** **Fricke, Beate**  
**Title:** Associate Professor  
**Tenure Status :** Tenured  
**Education:** Ph.D., University of Karlsruhe: Magister Artium

**Overseas Exp:** 2012 - Visiting Professor, LMU Munich; 2012 - Visiting Professor, ECNU, Shanghai, China

**Language Comp:** German-5, English-4, Italian-4, Spanish-2, French-2, Portuguese-1, Turkish-1, Dutch-1

**Teaching Devoted to Area/Language:** 100% **Theses Supervised in Last Five Year** 20

**Area Courses Taught:** Art and Science; Premodern Visual Culture; Theories of Mimesis; Traditions of Art History Writing in the 20th Century

**Research/Teaching Specialization:** Western European Art history

**Distinctions:** 2012: Hellman Family Faculty Fund Award for Assistant professors; 2012: Samuel H. Kress Travel Grant; guest Researcher, Center for the History of Knowledge, University of Zurich

**Recent Publications:** Bildner und Gemeinschaften. Studien zur Konvergenz von Politik und Aesthetik in Kunst, Literatur und Theorie, Munchen/Paderborn: Fink 2011; A liquid history. Blood and animation in late medieval art, in: Wet/Dry, ed. by Francesco Pellizi and Christopher S. Wood, Res. Journal of Anthropology and Aesthetics (2013), pp. 53-69; Mother of pearl. Matter, meaning and the origins of allegory in spheres of things, in: GESTA (2012), pp. 35-48 (volume on Res et significatio: The Material Sense of Things in the Middle Ages, ed. by Aden Kumler and Christopher Lakey; Jesus Wept! On the History of Anthropophagy in Christianity. A new reading of a miniature in the Gospel book of Otto III, in: Res. Journal of Anthropology and Aesthetics 59/60 (2011), pp. 192-205 Behemoth and Double Origins in Genesis, in: Synergies: Creating Art in Joined Cultures", Festschrift dedicated to Gerhard Wolf, 2013, pp. 287-299; Kommentare als Archiv. Relektüren der Genesis von Lucas Cranach und Martin Luther, in: Gewalt der Archive, ed. by Burkhart Wolf and Thomas Weitin, Konstanz University Press 2012, pp. 315-344 Tracce di sangue e, finis corporis'. Intorno alla genesi della vita nel Quattrocento. Riflessioni sull'uomo di dolori di Albrecht Dürer situato a Karlsruhe, in: Estremi à e escrescenze del corpo. Extremities and Excrescences of the Body, ed. by Agostino Paravicini-Bagliani, Micrologus 19 (2012), pp. 357-380.

**Instructor:** **Grigsby, Darcy G**  
**Title:** Associate Professor  
**Tenure Status :** Tenured  
**Education:** Ph.D., University of Michigan, Ann Arbor, 1995  
 B.A., University of California, Berkeley, 1978

**Overseas Exp:** France

**Language Comp:** French-5

**Teaching Devoted to Area/Language:** 75% **Theses Supervised in Last Five Year** 7

**Area Courses Taught:** Visualizing Labor in 19th-century France; Photography and Empire; France's Orientalisms; Monuments and Ruins; Delacroix and Ingres; Jacques-Louis David and the French Revolution; and Géricault and the Body Politic, Art and Colonialism

**Research/Teaching Specialization:** Orientalist art; European arts since 1700, French art in the 18th-20th centuries

**Distinctions:** The Distinguished Teaching Award, 2012, France-Berkeley Fund Award, 2011; Andre Chastel Bourse, INHA (Institut national d'histoire de l'art), Villa Medici, Rome, 2011.

**Recent Publications:** Two or Three Dimensions? Scale, Egypt's Pyramids, and Stereoviews in Zoom Out: The Making and Unmaking of the Orient through Photography, Los Angeles, J. Paul Getty, 2013; Loss and the Families of Empire. Thoughts on Portraits painted in India by the Irish artist Thomas Hickey, in Kathleen James-Chakraborty, ed., Irish Orientalism, London, Yale University Press, 2013; Colossal. Engineering the Suez Canal, Statue of Liberty, Eiffel Tower and Panama Canal, Pittsburg, PA: Periscope Publishing, 2011; Negative-Positive Truths, Representations, Winter 2011; Out of the Earth. Egypt's Statue of Liberty in Mary Roberts and Jocelyn Hackforth-Jones, eds., Edges of Empire. Orientalism and Visual Culture, Blackwell Press, 2005.; Extremities. Painting Empire in Post-Revolutionary France, Yale University Press, 2002.; Geometry / Labor = Volume / Mass? which appeared in October 106, Fall 2003; Revolutionary Sons, White Fathers and Creole Difference: Guillaume Guillon-Lethière's Oath of the Ancestors of 1822, Yale French Studies 101, 2002.

- Instructor:** **Honig, Elizabeth A**  
**Title:** Associate Professor  
**Tenure Status :** Tenured  
**Education:** Ph.D., Yale University, 1992  
M.Phil, Yale University, 1986  
M.A., Yale University, 1984  
B.A., Bryn Mawr College, 1982  
**Overseas Exp:** The Netherlands  
**Language Comp:** Dutch (modern and old), French, German, Italian, Latin,  
**Teaching Devoted to Area/Language:** 100% **Theses Supervised in Last Five Year** 7  
**Area Courses Taught:** The Object as Subject: Still Life; From Bruegel to Brueghel; Dürer; Theorizing Process; Before the Iconoclasm; The Copy; In Style; Elizabethan Culture; Baroques: Style, Narrative, Allegory; The Collection  
**Research/Teaching Specialization:** European Art, 1400-1700; Sixteenth- & seventeenth-century Dutch & Flemish painting  
**Distinctions:** Humanities Research Fellowship, 2010; Mellon Research Funds, 2010; Mellon Summer Teaching/Research Fellow, 2003; American Council of Learned Societies, 2002; Faculty & Junior Faculty Research Awards, Berkeley, 1997, 1998, 1999, 2000  
**Recent Publications:** St. Luke's Diligence. In *Understanding Art in Antwerp. Classicizing the Popular, Popularizing the Classics*, Leuven: Peters, forthcoming; *The Place of Style and the Material Culture*, in *Renaissance Theory*, New York: Routledge, 2008; *Art, Honor, and Excellence in Early Modern Europe in Beyond Price: Value in Culture, Economics, and the Arts*, Cambridge University Press, 2008. "Art, Honor and Excellence in Early Modern Europe" in *Beyond Price: Value in Culture, Economics, and the Arts*, ed. Michael Hutter and David Throsby. Cambridge University Press (2011); Cambridge University Press (2011); "Paradise Regained: Rubens, Jan Brueghel, and the Sociability of Visual Thought" *Nederlands Kunsthistorisch Jaarboek 2004* (published 2006), 271-301; "'Phantom Lives, Narratives of Possibility' in *Cultures of Transnational Adoption*, ed. Toby Alice Volkman. Duke University Press, 2005, 213-222.; "The Gentle Art of Being OEArtistic: Dutch Women's Creative Practices in the 17th Century" *Women's Art Journal* 22/2 (Fall 2001/Winter 2002), 31-39; "Desire and Domestic Economy" *Art Bulletin* LXXXIII (June 2001), 294-315.
- Instructor:** **Olson, Todd P.**  
**Title:** Associate Professor  
**Tenure Status :** Tenured  
**Education:** Ph.D., University of Michigan, Ann Arbor, 1994  
M.A., University of California, Berkeley, 1984  
B.A., University of California, Berkeley, 1979  
**Overseas Exp:**  
**Language Comp:** Italian-4, Spanish-3  
**Teaching Devoted to Area/Language:** 100% **Theses Supervised in Last Five Year** 5  
**Area Courses Taught:** A Sixteenth-Century Mexican Codex in the Trans-Atlantic World; Southern Baroque: Old Media: Prints in the Early Modern Period, Italian Baroque Art, Latin American Art, Graduate Proseminar in the History of Art  
**Research/Teaching Specialization:** European Art, c.a. 1400-1800  
**Distinctions:** Bourse André Chastel, awarded by the National Institute of History of Art (INHA) and the French Academy in Rome (Villa Medici, Rome, 2010), Fellow at the Getty Research Institute (2005-2006)  
**Recent Publications:** *Survivals: The Migration and Transmission of Graphic Media in Early Modern Europe and the New World*, forthcoming; *Jusepe de Ribera (1591-1652): Skin, Repetition and Painting in Viceregal Naples*, forthcoming; *Caravaggio's Pitiful Relics* (Yale University Press, 2014); "Markers: Le Moyne de Morgues in Sixteenth-Century Florida," in *Seeing Across Cultures in the Early Modern Period*, eds. Dana Leibsohn and Jeanette F. Peterson (Ashgate, 2012); "Reproductive Horror: Sixteenth-Century Mexican Pictures in the Age of Mechanical Reproduction" (*Oxford Art Journal*, 2001); "Recto/Verso: Antiquity, Christianity and the bleeding in between," in *Poussin Futures*, ed. Philippa Plock and David Packwood, Pennsylvania State University Press, 2007; "Striking Through the Artist's Body," in *Editing the Image: Strategies in the Production and Reception of the Visual*, ed. Mark A. Cheetham, Elizabeth Legge, and Catherine Soussloff, University of Toronto Press, 2007; *Poussin and France: Painting, Humanism and the Politics of Style* (Yale University Press, 2002).

**Celtic Studies**

**Instructor:** **Rejhon, Annalee C.**  
**Title:** Lecturer  
**Tenure Status :** Lecturer  
**Education:** Ph.D. University of California, Berkeley (French) 1979

**Overseas Exp:**

**Language Comp:** Welsh-4

**Teaching Devoted to Area/Language:** 100% **Theses Supervised in Last Five Year** n/a

**Area Courses Taught:** Medieval and Modern Welsh Language and Literature, Medieval Arthurian Literature including the Grail legends, Medieval Celtic Culture, Mythology (Celtic, Norse and Greek)

**Research/Teaching Specialization:** Medieval French epic and romance; the interface between medieval French and Welsh cultures

**Distinctions:**

**Recent Publications:** "Pererindod Chiarlymaen: The Medieval Welsh Version of the Pèlerinage de Charlemagne à Jérusalem et à Constantinople." Forthcoming; (In collaboration with Joseph J. Duggan.) The Song of Roland: Translations of the Versions in Assonance and Rhyme of the Chanson de Roland. Turnhout (Belgium): Brepols Publishers, 2012; "L'itinéraire de Saint-Denis à la Terre sainte dans le Pèlerinage de Charlemagne à Jérusalem et à Constantinople (British Museum MS Royal 16.E.VIII)." Revue Belge de Philologie et d'Histoire 83, no. 3 (2005), 829-39.

**Instructor:** **Stack, Eddie**  
**Title:** Lecturer  
**Tenure Status :** Lecturer  
**Education:** B.E., National University of Ireland, Galway

**Overseas Exp:**

**Language Comp:** Irish-5

**Teaching Devoted to Area/Language:** 100% **Theses Supervised in Last Five Year** n/a

**Area Courses Taught:** Elementary Modern Irish, Intermediate Modern Irish

**Research/Teaching Specialization:** Celtic and Irish culture

**Distinctions:** American Small Press of the Year Award; Top 100 Irish American Award, co-founder and artistic director of the Irish Arts Foundation in San Francisco

**Recent Publications:** The Traditional Arts of Doolin, County Clare, forthcoming; The West: Stories from Ireland (Bloomsbury, London); Out of the Blue : Irish Short Stories (Tintaun, Galway); Heads: an Irish-American Novel (Tintaun, Galway); Simple Twist of Fate (Tintaun, Galway), 2007.

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**City & Regional Planning**


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**Instructor:** **Bosselmann, Peter C**  
**Title:** Professor  
**Tenure Status :** Tenured  
**Education:** M.A., University of California, Los Angeles, 1976  
 Diploma, Karlsruhe University, Germany, 1972

**Overseas Exp:** 2006-07, residency at the Politecnico Di Milano; 2000, six-month residency at the Royal Danish Academy of Fine Art; Vi  
**Language Comp:** n/a

**Teaching Devoted to Area/Language:** 50% **Theses Supervised in Last Five Year** 37

**Area Courses Taught:** Urban Places, Research Methods in Environmental Design, Advanced Studio: Urban Design/Environmental Planning, Analysis of Metropolitan Form

**Research/Teaching Specialization:** Urban design, communication to the public of land use and design, urban morphology

**Distinctions:** Currently endowed chair at South China University of Technology, Guangzhou, China; Recipient of design awards from the AIA, ASLA, ACIP, and American Planning Association.

**Recent Publications:** Urban Transformation: Understanding City Design and Form, Island Press, 2008; The Nature of Change, Territorio, Rome, 2007; Urban design; communication to the public of land use and design issues and choices; computer applications to visual simulation, urban morphology and typology; ; Authenticity, Simulation and Entitlement, Urbanistica, Rome, 2005; Representation of Places, University of California Press, 1998.

**Instructor:** **Cohen, Stephen S**  
**Title:** Professor  
**Tenure Status :** Tenured  
**Education:** Ph.D. from the London School of Economics  
 B.A. from Williams College

**Overseas Exp:**  
**Language Comp:** n/a

**Teaching Devoted to Area/Language:** 50% **Theses Supervised in Last Five Year** 11

**Area Courses Taught:** Idea of Planning, Doctoral Seminar on Research Methods in Planning, Political economy and planning

**Research/Teaching Specialization:** Consulting w/ OECD, United Nations, France, Denmark, Prefect of Paris, Spain, major corporati

**Distinctions:**

**Recent Publications:** The End of Influence: What Happens When Other Countries Have the Money (With Brad DeLong). New York: Basic Books, 2010. The New Global Economy in the Information Age: Reflections On Our Changing World, with Martin Carnoy, Manuel Castells, and Fernando Henrique Cardoso, Reading Our Times, ed., with Michael Boskin, Richard Darmon, J. K. Galbraith, Manufacturing Matters: The Myth of the Post Industrial Economy, with John Zysman, France in the Troubled World Economy, with Peter Gourevitch, and Modern Capitalist Planning: The French Model.

**Instructor:** **Collignon, Frederick C**  
**Title:** Associate Professor  
**Tenure Status :** Tenured  
**Education:** Ph.D., Harvard University, 1972  
M.A., Harvard University, 1968  
1965 B.A., Columbia University, 1965

**Overseas Exp:**

**Language Comp:** n/a

**Teaching Devoted to Area/Language:** 25% **Theses Supervised in Last Five Year** 14

**Area Courses Taught:** Introduction to City Planning, Individual Study, Directed Research

**Research/Teaching Specialization:** Urban economics, recreational space, parkland, redevelopment, public assistance, disability

**Distinctions:**

**Recent Publications:** "Is the ADA successful? Indicators for tracking gains." *The Annals of the American Academy of Political and Social Science* 549.1 (1997); With Noble, John H, "Systems barriers to supported employment for persons with chronic mental illness." *Psychosocial Rehabilitation Journal* (1987).

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## **Classics**

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**Instructor:** **Bezner, Frank**  
**Title:** Associate Professor  
**Tenure Status :** Tenured  
**Education:** Ph.D., Medieval Latin, University of Tuebingen, 2000  
M.A., Classics and Medieval Latin, University of Tuebingen, 1996

**Overseas Exp:**

**Language Comp:** German-5; Latin-4

**Teaching Devoted to Area/Language:** 100% **Theses Supervised in Last Five Year** 7

**Area Courses Taught:** Latin Literature of the Renaissance; Constructing the Self in Western Literatures; Medieval Literatures on Love

**Research/Teaching Specialization:** Medieval Latin Literature; Neo-Latin literature; Intellectual History; Material Philology

**Distinctions:**

**Recent Publications:** "Iam non opus est figuris. Konzeptualisierung und Literarisierung des Figuralen bei Peter Abaelard", in: *Figura. Dynamiken der Zeichen und Zeiten im Mittelalter*, edited by Katharina Mertens Fleury and Christian Kiening, Wuerzburg: Koenigshausen und Neumann (2013, in press); *Von der Liturgie zur Geschichte. Die Riesenbibel von St. Maximin und die "Historia Excidii Sancti Maximini"*, Ramsen: Heribert Tenschert (Illuminationen, Vol. 15), 2011; '(ed., with K. Mahlke), *Zwischen Wissen und Politik. Archaeologie und Genealogie fruehneuzeitlicher Vergangenheitskonstruktionen*, Heidelberg: Winter (Akademiekonferenzen VI), 2011; "Rhetorische und stilistische Praxis des lateinischen Mittelalters", in: *Rhetorik und Stilistik. Ein internationales Handbuch*, eds. J. Knappe et al, Berlin: de Gruyter (Handbuecher zur Sprache und Kommunikationswissenschaft HSK), 2008; "Wissensmythen. Lateinische Literatur und Rationalisierung im 12. Jahrhundert", in *Wolfram Studien*, Vol. 20 (2008); *Vela Veritatis'. Hermeneutik, Wissen und Sprache in der Intellectual History des 12. Jahrhunderts*, Leiden/Boston/Cologne: Brill (STGMA, Vol. 85), 2005.

## Biographical Information/ APPENDIX III

**Instructor:** **Bulloch, Anthony W**  
**Title:** Professor  
**Tenure Status :** Tenured  
**Education:** B.A. Classics, University of Cambridge, UK  
M.A. Classics, University of Cambridge, UK  
Ph.D. Classics, University of Cambridge, UK

**Overseas Exp:**

**Language Comp:** Greek-4, Latin-4

**Teaching Devoted to Area/Language:** 100% **Theses Supervised in Last Five Year** 10

**Area Courses Taught:** Ancient Religion, Myth and Literature, The Classic Myths, Ancient Metrics

**Research/Teaching Specialization:** Greek Poetry, language, metrics, religion and myth

**Distinctions:**

**Recent Publications:** 2011. Gods and Goddesses of Greece and Rome. Coauthored with Laurel Bowman, Andrew Campbell and Alys Caviness. London: Cavendish Square Publishing. Callimachus: The Fifth Hymn, The Cambridge History of Classical Literature I (Greek) Images and Ideologies (editor & contributor), Cambridge: Cambridge University Press, 2009; Joint Editor, "Hellenistic Culture and Society" (ongoing University of California Press series).

**Instructor:** **Elm, Susanna**  
**Title:** Professor  
**Tenure Status :** Tenured  
**Education:** D.Phil. Oxon., Literae Humaniores (Ancient History) St. Hilda's College, 1986

**Overseas Exp:** None.

**Language Comp:** German-5, Latin-4, Greek-4

**Teaching Devoted to Area/Language:** 100% **Theses Supervised in Last Five Year** 7

**Area Courses Taught:** Special Topics in Ancient History: Augustine's City of God, History of Christianity to Charlemagne, History of Christianity to 1250, The History of Christianity to Charlemagne, Special Topics: The Gods and Healing Ancient (Greek) Medicine and Religion

**Research/Teaching Specialization:** Early Christianity Asceticism and Sexuality Ethics

**Distinctions:**

**Recent Publications:** Sons of Hellenism, Fathers of the Church: Emperor Julian, Gregory of Nazianzus, and the Vision of Rome. Berkeley: UC Press, 2012; Of Divine and Human Bondage: Slavery and Freedom in Augustine, in preparation; A Short History of Ancient Christianity. With Rebecca Lyman. Cambridge: Cambridge University Press, 2012; with Stefan N. Willich. Quo Vadis Medical Healing: Past Concepts and New Approaches. International library of ethics, law and the new medicine, 44. Dordrecht: Springer, 2009.; "Theodoret of Cyrrhus. The Bishop and the Holy Man." The Classical Review. 54. 2 (2004): 527-529.; "Historiographic Identities: Julian, Gregory of Nazianzus, and the Forging of Orthodoxy." Zeitschrift Für Antikes Christentum / Journal of Ancient Christianity. 7. 2 (2004): 263-280.; "Hellenism and Historiography: Gregory of Nazianzus and Julian in Dialogue." Journal of Medieval and Early Modern Studies. 33. 3 (2003): 493-515.

Biographical Information/ APPENDIX III

**Instructor:** Ferrari, Giovanni R F  
**Title:** Professor  
**Tenure Status :** Tenured  
**Education:** Ph.D., Classics, Cambridge University, 1983  
B.A., Cambridge University, 1977

**Overseas Exp:**

**Language Comp:** Latin-4, Greek-4

**Teaching Devoted to Area/Language:** 100% **Theses Supervised in Last Five Year** 5

**Area Courses Taught:** Classics, Ancient Philosophy, Greek Culture, Ancient Poetics and Rhetoric

**Research/Teaching Specialization:** Ancient philosophy, aesthetics, hermeneutics, political thought, Plato

**Distinctions:** Humanities Research Fellowship, UCB, 2008-09; Research Bridging Grant, UCB, 2008-10; Guggenheim Fellowship, 2008-09.

**Recent Publications:** "The freedom of Platonic myth." (2012); "The Meaninglessness of Gardens." *The Journal of Aesthetics and Art Criticism* 68.1 (2010); *The Cambridge Companion to Plato's Republic*. *The Cambridge Companion to Plato's Republic*. Cambridge [u.a.]: Cambridge University Press, 2007.; *City and Soul in Plato's "Republic"*. Sankt Augustin: Academia Verl, 2003.; Giovanni Ferrari, Platon, Tom Griffith. *The Republic*. Cambridge: Cambridge university press, 2000.

**Instructor:** Griffith, Mark  
**Title:** Professor  
**Tenure Status :** Tenured  
**Education:** Ph.D. 1973 Cambridge University  
B.A. 1968 Cambridge University

**Overseas Exp:**

**Language Comp:** Latin-4, Greek-4

**Teaching Devoted to Area/Language:** 100% **Theses Supervised in Last Five Year** 9

**Area Courses Taught:** Roots of Western Civilization, Drama and Society, Greek Tragedy

**Research/Teaching Specialization:** Greek Literature, Drama, and Performance

**Distinctions:** Classical Antiquity Chief Editor 2004-; Fondation Hardt Entretiens: Geneva, 2008; Gaisford Lecturer, U. Chicago, 2006

**Recent Publications:** Aristophanes' Frogs (in series *Oxford Approaches to Classical Literature*, eds. K. Coleman & R. Rutherford: Oxford, 2012); Satyr-play, dithyramb, and the geo-politics of Dionysian style in 5th century Athens, in *Dithyramb and its contexts*, (Oxford, 2012); Cretan harmonies and universal morals: early music and migrations of wisdom in Plato's *Laws*, in *The City Dancing: Performance and Culture in Plato's Laws*, ed. E-A. Peponi (Cambridge, 2012); Introduction, in *Why Athens? A reappraisal of tragic politics*, ed. D. Carter (Oxford 2011); Extended families, marriage, and inter-city relations in (later) Athenian tragedy: *Dynasts II*, in *Why Athens? A reappraisal of tragic politics*, ed. D. Carter (Oxford 2011); Satyr-play and tragedy face to face, from East to West, in *The Pronomos Vase and its context* (Oxford 2010).

## Biographical Information/ APPENDIX III

**Instructor:** **Hallett, Christopher H.**  
**Title:** Associate Professor  
**Tenure Status :** Tenured  
**Education:** Ph.D., University of California, Berkeley, 1993  
M.Phil, Lincoln College, Oxford University, 1983  
B.A., University of Bristol, 1980  
**Overseas Exp:** archaeological fieldwork in Israel (at Tel Dor), in Turkey (at Balboura in northern Lycia), and in Egypt (he also trained as  
**Language Comp:** Greek-4, Latin-4  
**Teaching Devoted to Area/Language:** 100% **Theses Supervised in Last Five Year** 9

**Area Courses Taught:** Ancient Portraiture—the Egyptian, Greek and Roman traditions; The Roman Villa; and Roman Sarcophagi, Text and Image in Hellenistic and Roman Egypt

**Research/Teaching Specialization:** Roman and Greek Art

**Distinctions:** Humboldt Fellowship (1997-1998); Rome Prize, American Academy in Rome (1995-96)

**Recent Publications:** Roman Portrait Sculpture of Aphrodisias, Aphrodisias vol. II, joint author (Mainz am Rhein, 2011); 'The Archaic Style in the Eyes of Ancient and Modern Viewers', in Vicky Coltman (ed.), Making Sense of Greek Art (University of Exeter Press, 2011); 'The Great Ones of this World', Journal of Roman Archaeology 20 (2009) 569-77; The Social History of Roman Art (Cambridge 2008); The Roman Nude: Heroic Portrait Statuary 200 BC AD 300 (Oxford University Press 2005); Review: P. Zanker, B. Ch. Ewald, Mit Mythen Leben: die Bilderwelt der römischen Sarkophage (Munich 2004), Art Bulletin (2005); Technical Advance and Artistic Decline? A History of Roman Bronzeworking, Journal of Roman Archaeology 15 (2004) 487-501: review of: G. Lahusen, E. Formigli, Römische Bildnisse aus Bronze (Mainz 2002).

**Instructor:** **Hickey, Todd M.**  
**Title:** Assistant Professor  
**Tenure Status :** Tenure Eligible  
**Education:** Ph.D. in history, University of Chicago, June 2001  
A.M. in Byzantine history, University of Chicago, December 1992  
A.B in Latin and Greek language, University of Pennsylvania, May 1990

**Overseas Exp:**

**Language Comp:** Latin-4

**Teaching Devoted to Area/Language:** 50% **Theses Supervised in Last Five Year** 7

**Area Courses Taught:** Elementary Coptic; Graeco-Roman Egypt: Text and Image in a Multi-Cultural Society, "Cleopatras"; Writing Histories from the Papyri; Greek Literature of the Hellenistic and Roman Periods.

**Research/Teaching Specialization:** Papyrology (Greek and Egyptian), social and economic history, Late Antiquity, Lucian; Center for

**Distinctions:** Center for Hellenic Studies Fellowship, Harvard U, 2010; Humanities Research Fellowship, UCB, 2010-11, Hellman Family Faculty Fund, UCB, 2009; NEH Fellowship, 2006-07

**Recent Publications:** Wine, Wealth, and the State in Late Antique Egypt: The House of Apion at Oxyrhynchus (Ann Arbor 2012); "The workers and the vineyard (P.Lond. Inv. 2238)," Archiv für Papyrusforschung 58 (2012); "A Surety for an enapographos," in Inediti offerti a Rosario Pintaudi per il suo 65° compleanno (Florence 2012); "The Dossier of Flavia Anastasia, Part One: Document Prescripts," Bulletin of the American Society of Papyrologists 48 (2011); "A penthemeros Certificate from the Reign of Caracalla (P.Lund inv. 12)," Zeitschrift für Papyrologie und Epigraphik 178 (2011); "A Private Extract from a Weaver's Census Return (P.Lund inv. 77)," Comunicazioni (Istituto Papirologico "G. Vitelli") 9 (2011); "Ostraca Upsaliensia (Part I)," Archiv für Papyrusforschung 56 (2010); "Two Papyri in Lund," Bulletin of the American Society of Papyrologists 46 (2009); The Bilingual (Demotic-Greek) Dossier of Kabiris," in preparation (with Willy Clarysse and Paul Heilporn; to be published by the Österreichische Nationalbibliothek).

Biographical Information/ APPENDIX III

**Instructor:** Kurke, Leslie V  
**Title:** Professor  
**Tenure Status :** Tenured  
**Education:** Ph.D. 1988 Princeton University  
B.A. 1981 Bryn Mawr College

**Overseas Exp:**

**Language Comp:** Greek-4, Latin-4

**Teaching Devoted to Area/Language:** 75% **Theses Supervised in Last Five Year** 13

**Area Courses Taught:** Survey of Greek Civilization, History of Sexualities, Topics in Western Civilization, Introduction to Comparative Literature, Greek Drama, Archaic Greek Poetry, Greek Choral Poetry in its Religious/Ritual Context, Survey of Greek Literature

**Research/Teaching Specialization:** Greek Literature and Culture, Archaic Greek poetry, Herodotus

**Distinctions:** 2012 Charles J. Goodwin Award of Merit, American Philological Association, 2011— Gladys Rehard Wood Chair (UC Berkeley)

**Recent Publications:** "Pindar's Pythian 11 and the Oresteia: Contestatory Ritual Poetics in the Fifth Century BCE" *Classical Antiquity* 32.1, 2013; "Imagining Choralities: Wonder, Plato's Puppets, and Moving Statues," in *Performance and Culture in Plato's Laws*, ed. A.-E. Peponi (Cambridge University Press, 2013); *Aesopic Conversations: Popular Tradition, Cultural Dialogue, and the Invention of Greek Prose*, Princeton University Press, 2011; Editor (with Carol Dougherty), *The Cultures Within Ancient Greek Culture: Contact, Conflict, Collaboration*, Cambridge University Press, 2003; *Coins, Bodies, Games, and Gold: The Politics of Meaning in Archaic Greece*, Princeton University Press, 1999.

**Instructor:** Mastrorarde, Donald J  
**Title:** Professor  
**Tenure Status :** Tenured  
**Education:** Ph.D. 1974 University of Toronto  
B.A., Oxford University, 1971  
B.A., Amherst College, 1969

**Overseas Exp:**

**Language Comp:** Greek-4, Latin-4

**Teaching Devoted to Area/Language:** 100% **Theses Supervised in Last Five Year** 7

**Area Courses Taught:** Library Research Seminar, Introduction to Greek Drama, Thucydides

**Research/Teaching Specialization:** Greek Drama, Greek Literature, Greek textual transmission and scholia

**Distinctions:** Loeb Classical Library Foundation Fellowship, 2009; NEH Fellowship, 2001; Charles J. Goodwin Award of Merit, 1994; Humanities Research Fellowship, UCB, 1989

**Recent Publications:** *The Art of Euripides. Dramatic Technique and Social Context* (Cambridge 2010); *Euripides. Medea* (Cambridge Greek and Latin Classics 2002); *Euripides. Phoenissae* (Cambridge Classical Texts and Commentaries 1994); *Euripides. Phoenissae* (Teubner edition 1988).

Biographical Information/ APPENDIX III

**Instructor:** **Mccarthy, Kathleen**  
**Title:** Associate Professor  
**Tenure Status :** Tenured  
**Education:** Ph.D. 1994 Princeton University  
MAT 1986 U. Mass. Amherst  
A.B. 1984 Stanford University

**Overseas Exp:**  
**Language Comp:**  
**Teaching Devoted to Area/Language:** 100% **Theses Supervised in Last Five Year** 9

**Area Courses Taught:** Classical Mythology, Classical Epics, Classical Drama, Elementary Latin, Roman Drama, Tacitus, Latin Epic, Virgil, Lyric and Society, Elegy and its Generic Identity

**Research/Teaching Specialization:** Classical mythology, classical epics, classical drama

**Distinctions:** 2010-11 Humanities Research Fellowship, UC Berkeley, 2007 Distinguished Teaching Award, UC Berkeley

**Recent Publications:** "Secrets and Lies: Catullus 10 and Horace C. 1.27" *Materiali e discussioni per l'analisi dei testi classici* (2012); "First-Person Poetry" article in *Oxford Handbook of Roman Studies*, edited by Alessandro Barchiesi and Walter Scheidel (2010); "Lost and Found Voices: Propertius 3.6" *Helios* 37.2 (Fall 2010) 153-86; Review of Matthew Leigh's *Comedy and the Rise of Rome*, *Classical World* 99 (2006).

**Instructor:** **Murphy, Trevor**  
**Title:** Associate Professor  
**Tenure Status :** Tenured  
**Education:** Ph.D., Classics, UC Berkeley, 1997  
Cambridge Commonwealth Trust Scholar, Cambridge University, 1993  
M.A., Latin, UC Berkeley, 1993  
B.A. Greek and Latin, University of Calgary, 1990

**Overseas Exp:**  
**Language Comp:** Latin, Greek, German, French, Old Icelandic, Old English  
**Teaching Devoted to Area/Language:** 100% **Theses Supervised in Last Five Year** 5

**Area Courses Taught:** Cicero, Classical Mythology, Ethnography and the History of Science, Topics in Roman Culture, Virgil, Republican Latin Prose, Post-Augustan Latin Prose

**Research/Teaching Specialization:** Roman prose authors, ancient ethnographers and geographers

**Distinctions:** University of Calgary Dept. of Classics Medallion 1990; University of Calgary Faculty of Humanities Medal 1990; Cambridge Commonwealth Trust Scholarship 1993; Mellon Dissertation Year Fellowships 1994, '95, '96

**Recent Publications:** Pliny the Elder's *Natural History: The Empire in the Encyclopedia* (Oxford University press, 2004); "Cicero's First Readers: Epistolary Evidence for the Dissemination of his Works." *Classical Quarterly* n.s. 48.2 (December 1998); "Pliny's *Naturalis Historia*: The Prodigal Text." In *Flavian Rome: Image, Culture, Text*. A. Boyle & W. Dominik, eds. E. J. Brill, 2003; "Privileged Knowledge: Valerius Soranus and the Secret Name of Rome." In *Rituals in Ink* J. Rüpke, ed. Franz Steiner Verlag, 2004; "Pliny the Elder." In *The Biographical Dictionary of Ancient Natural Scientists*. Routledge, 2007.

**Instructor:** **Oliensis, Ellen S**  
**Title:** Associate Professor  
**Tenure Status :** Tenured  
**Education:** Ph.D. 1991 Harvard University  
 B.A. 1981 Yale University

**Overseas Exp:**

**Language Comp:** Latin-4, Greek-4

**Teaching Devoted to Area/Language:** 100% **Theses Supervised in Last Five Year** 9

**Area Courses Taught:** Intermediate Prose, Virgil, Catullus & Horace, Elegy, Satire, Epic, Livy, Ancient Epic, Latin Literature, Western Civilization, Proseminar on "Approaches," Latin survey, Seminars on Horace, Ovid, Virgil, and psychoanalysis

**Research/Teaching Specialization:** Roman literature and literary culture

**Distinctions:** 2010 Loeb Classical Library Foundation Fellowship; UC Berkeley Humanities Research Fellowship, 2005 Associate Professors Initiative Grant, Townsend Center, UCB

**Recent Publications:** "The paratext of the Amores: gaming the system," in L. Jansen (ed.) *Paratextuality and the Reader in Roman Literature and Culture* (Cambridge UP, 2013); "Psychoanalysis and the Roman imaginary," in A. Barchiesi & W. Scheidel (ed.) *The Oxford Handbook of Roman Studies* (Oxford UP, 2010), 295-308; Freud's Rome: *Psychoanalysis and Latin Poetry* (Cambridge UP, 2009), in the series "Roman Literature and Its Contexts" (S. Hinds & D. Feeney, ed.); *Horace and the Rhetoric of Authority* (Cambridge UP, 1998; electronic edition, 2002); ch. 5 reprinted in K. Freudenburg (ed.) *Oxford Readings in Horace's Satires and Epistles* (Oxford 2009).

**Instructor:** **Papazarkadas, Nikolaos**  
**Title:** Associate Professor  
**Tenure Status :** Tenure Eligible  
**Education:** DPhil at New College, Oxford University, 2004  
 BA in History, Archaeology, Art History, University of Athens

**Overseas Exp:** University of Athens

**Language Comp:** Greek-5

**Teaching Devoted to Area/Language:** 100% **Theses Supervised in Last Five Year** 5

**Area Courses Taught:** Greek 1, Greek 2, Thessalian Dialects, Herodotus, Thucydides, Democrats vs Oligarchs: Ancient Greek Constitutions, Introduction to Greek Archaeology, Archaeology and Topography of Athens

**Research/Teaching Specialization:** Ancient history, art, religion, and archaeology

**Distinctions:** France-Berkeley Fund 2011 (joint application with Prof. Knoepfler, Collège de France), Doreen B. Townsend Center for the Humanities Conference Grant (Spring 2011)

**Recent Publications:** "Tritopatreis in Boeotia", *ZPE* 184 (2013) pp. 165-171 (with Y. Kalliontzis); With P. Martzavou (eds.), *Epigraphical Approaches to the Post-Classical Polis: Fourth Century B.C. to Second Century A.D.* (Oxford University Press: Oxford 2013); "The Epigraphy of Honours at Siphnos: New Evidence", in P. Martzavou & N. Papazarkadas (edd.), *Epigraphical Approaches to the Post-Classical Polis: Fourth Century B.C. to Second Century A.D.* (Oxford University Press: Oxford 2013); "HAGEMONIA: A New Treaty from Classical Thebes", *Chiron* 42 (2012) pp. 239-254 (with V. Aravantinos); *Sacred and Public Land in Ancient Athens* (Oxford University Press: Oxford 2011); With J. Ma and R. Parker (eds.), *Interpreting the Athenian Empire*, London 2009.

**Instructor:** Peña, J. Theodore  
**Title:** Professor  
**Tenure Status :** Tenured  
**Education:** B.A. 1978 Wesleyan University  
M.A. 1981, Ph.D. 1987 University of Michigan

**Overseas Exp:**

**Language Comp:** Spanish, Italian, French, German, Portuguese

**Teaching Devoted to Area/Language:** 100% **Theses Supervised in Last Five Year** 5

**Area Courses Taught:** Archeology of Late Greece; Topics in Ancient Greek and Roman Culture; Classical Archaeology

**Research/Teaching Specialization:** Roman archaeology, ancient economy, material culture studies, text-based archaeology, pottery

**Distinctions:** Martha Sharp Joukowsky Lectureship, Archaeological Institute of America

**Recent Publications:** Cambridge handbook of Roman pottery in the Mediterranean basin (Cambridge University Press, forthcoming); "The Pompeii Artifact Life History Project: conceptual background and first season's results." *Rei cretariae romanae fautorum acta* 43, 297-304, 2014; "Evidence for the use of raw materials for the manufacture of Black-Gloss Ware and Italian Sigillata at Arezzo and Volterra" In G. Olcese ed. *Immensa Aequeora Workshop. Ricerche archeologiche, archeometriche e informatiche per la ricostruzione dell'economia e dei commerci nel bacino occidentale del Mediterraneo (metà IV sec. a.C. – I sec. d.C.)* Atti del convegno Roma 24-26 gennaio 2011. (Quasar), 111-116, 2013; "Etruscan state formation: a test of the Kipp-Schortman model." In N. Terrenato and D. Haggis eds. *State formation in Italy and Greece: questioning the neoevolutionist paradigm* (Oxbow), 179-198, 2011; With McCallum. "A reassessment of the two potteries at Pompeii: 1.20.2-3 and the Via Superior." *Rei cretariae romanae fautorum acta* 41, 229-238, 2010; *Roman pottery in the archaeological record*. xviii + 440 pp, 12 tables, 81 figures, 9 maps. Cambridge University Press. (ISBN 978-0-521-86541-8) (published in revised softcover version in 2011; ISBN 978-0-521-18185-3), 2007.

**Instructor:** Shelton, Kim S.  
**Title:** Assistant Professor  
**Tenure Status :** Tenure Eligible  
**Education:** Ph.D. in Art & Archaeology of the Mediterranean World, 1993  
M.A. in Classical Archaeology, 1989  
B.A. in Archaeological Studies, Classical and Middle Eastern

**Overseas Exp:**

**Language Comp:** Greek-4, Latin-4

**Teaching Devoted to Area/Language:** 50% **Theses Supervised in Last Five Year** 5

**Area Courses Taught:** Introduction to Greek Archaeology; The Archaeology of Greek Sanctuaries and Religion; The Trojan War: history or myth?; Greek Painting; Classical Mythology; The myth and reality of archaeology; Archaeological field schools Nemea and Mycenae, Greece

**Research/Teaching Specialization:** Greek archaeology, classical history and art

**Distinctions:** Humanities Research Fellowship, University of California Berkeley, (Spring 2011), COR Faculty Research Grant, University of California, Berkeley, Academic Senate (2010-2011)

**Recent Publications:** Fascicule 14: Tsountas House. Oxbow Books. (in progress) The Excavation of Petsas House, Mycenae 1950/1951: the figurines. (Archaeological Society of Athens); Fascicule 14: Tsountas House. Oxbow Books (in progress) The Excavation of Petsas House, Mycenae 1950/1951: the figurines. (Archaeological Society of Athens); "Living and dying in and around Middle Helladic Mycenae," *Mesohelladika. The Greek Mainland in the Middle Bronze Age. A tes du colloque international organize par l'Ecole française d'Athènes, en collaboration avec "American School of Classical Studies at Athens et le Netherlands Institute in Athens, Athènes, 8-12 mars 2006.* BCH suppl. 52, 57-65 (2010). "Late Bronze Age Mainland Greece," in *The Oxford Handbook of the Bronze Age Aegean*, E. Cline, ed. Oxford University Press (2010). "Citadel and settlement: a developing economy at Mycenae, the case of Petsas House," *Political Economies of the Aegean Bronze Age Papers from the Langford Conference, 22-24 February 2007*, Florida State University (2010).

**Instructor:** **Stewart, Andrew F**  
**Title:** Professor  
**Tenure Status :** Tenured  
**Education:** Ph.D., Cambridge University, 1972  
M.A., Cambridge University, 1972  
B.A., Cambridge University, 1969  
**Overseas Exp:** Israel  
**Language Comp:** Greek-4; Latin-4; German-3; French-2; Italian-2  
**Teaching Devoted to Area/Language:** 100% **Theses Supervised in Last Five Year** 17  
**Area Courses Taught:** Ancient Art: Museum Studies, Archaic Greek Art, Proseminar in Classic Archaeology, Intro to Western Art, Ancient to Medieval, Hearst Museum  
**Research/Teaching Specialization:** Eastern Mediterranean classical art and archaeology  
**Distinctions:** Getty Collaborative Research Grant (2003), U.C. President's Research Fellowship in the Humanities and UC Humanities  
Research Fellowship for 2001-2002 academic year; Kress  
**Recent Publications:** "Two Notes on Greeks Bearing Arms: The Hoplites of the Chigi Jug and Gelon's Armed Aphrodite." In *Medien der Geschichte. Antike Griechenland und Rom*. Berlin: de Gruyter 2013; "Sculptors' Sketches, Trial Pieces, Figure Studies, and Models in "Poros Limestone from the Athenian Agora." *Hesperia* 82 (2013); "Hellenistic Free-Standing Sculpture from the Athenian Agora, Part 1: Aphrodite; Part 2: Demeter, Kore, and the Polykles Family." *Hesperia* 81 (2012); "Doubt the Doubters." In *The Alexander Medallion. Exploring the Origins of a Unique Artifact*, ed. Frank Holt and Osmund Bopearachchi. Lacapelle-Marival: Imago Lattara, 2011; "(Yet Another) Note on the Olympia Hermes and Dionysos." In *Sailing to Classical Greece. Papers on Greek Art, Archaeology, and Epigraphy Presented to Petros Themelis*, ed. Olga Palagia and H.-R. Goette. Oxford: Oxbow Books, 2011; *Classical Greece and the Birth of Western Art*. Cambridge: Cambridge University Press, 2008; *Attalos, Athens, and the Akropolis: The Pergamene 'Little Barbarians' and their Roman and Renaissance Legacy*. Cambridge: Cambridge University Press, 2004; *Art, Desire, and the Body in Ancient Greece*. Cambridge: Cambridge University Press, 1996; *Faces of Power: Alexander's Image and Hellenistic Politics*. Berkeley and Los Angeles: University of California Press, 1993; *Greek Sculpture: An Exploration*. 2 vols. New Haven: Yale University Press, 1990.

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## **Comparative Literature**

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**Instructor:** **Butler, Judith P**  
**Title:** Professor  
**Tenure Status :** Tenured  
**Education:** Ph.D., Yale 1984  
**Overseas Exp:**  
**Language Comp:** French-4, German-4  
**Teaching Devoted to Area/Language:** 50% **Theses Supervised in Last Five Year** 25  
**Area Courses Taught:** Kafka, Critique in 19th-Century Thought, Rhetorical Theory, Honors Thesis, Special Study, Directed Research  
**Research/Teaching Specialization:** Feminist theory, sexuality studies, 19th and 20th century continental philosophy  
**Distinctions:** Andrew Mellon Award for Distinguished Academic Achievement in the Humanities (2009-13); Adorno Prize from the City of Frankfurt (2012); Brudner Prize from Yale University; Guggenheim, Rockefeller, Ford, American Council of Learned Societies  
**Recent Publications:** *Parting Ways: Jewishness and the Critique of Zionism*. New York: Columbia University, 2013; *Dispossession: The Performative in the Political*, London: Polity, 2013; *Is Critique Secular?* New York: Fordham University Press, 2009; *Frames of War: When Is Life Grievable?* London: New York, 2009; "Critique, Dissent, Disciplinarity." *Critical Inquiry*. 35. 4 (2009): 773.; with Bronwyn Davies. *Judith Butler in Conversation: Analyzing the Texts and Talk of Everyday Life*. New York: Routledge, 2008.; with Ernesto Laclau, and Slavoj Žižek. *Contingency, Hegemony, Universality: Contemporary Dialogues on the Left*. London: Verso, 2008.; *Excitable Speech: A Politics of the Performative*. New York [u.a.]: Routledge, 2008.

## Biographical Information/ APPENDIX III

- Instructor:** **Cascardi, Anthony J**  
**Title:** Professor  
**Tenure Status :** Tenured  
**Education:** Ph.D Harvard University, Romance Languages and Literatures, with distinction, 1980  
M.A., Harvard University, Romance Languages and Literatures, 1977  
B.A., Princeton University, summa cum laude, 1975  
**Overseas Exp:** Barcelona  
**Language Comp:** Spanish-4, French-3, Italian-5  
**Teaching Devoted to Area/Language:** 100% **Theses Supervised in Last Five Year** 22  
**Area Courses Taught:** The Classical Frankfurt School, Renaissance/Early Modern Europe, Directed Research  
**Research/Teaching Specialization:** Literature and philosophy, aesthetics, early modern literature  
**Distinctions:** Visiting Professor, Primorska University (Koper, Slovenia), May, 2008; Haas Family Fund ArtsBridge Grant, 2004-05; Fulbright Fellowship, 2004; Visiting Scholar, University of Copenhagen, Spring, 2002; NEH, 1993  
**Recent Publications:** Cervantes, Literature, and the Discourse of Politics (Toronto and London: University of Toronto Press; forthcoming, 2011); The Cambridge Introduction to Literature and Philosophy (Cambridge: Cambridge University Press, 2013); "Beauty Betrayed: Aesthetic Theory and the Misrecognition of Art," forthcoming (in Spanish) in *Revista de Teoría*, Dept. of Theory of Arts, Faculty of Arts, University of Chile (2005); "Cervantes' Two Hands," forthcoming in *Cervantes y su mundo*, A. Robert Lauer & Kurt Reichenberger, eds. Vol. 3. *Estudios de Literatura* 92. (Kassel: Edition Reichenberger, 2005); "Unbearable lightness of Books," in Ignacio Rábago, *Instalaciones*, Copenhagen, 2004; "Heidegger, Adorno, and the Persistence of Romanticism," in *Dialogue and Universalism*, XIII, no. 11-12 (2003), pp. 13-22; "Arts of Persuasion and Judgment: Rhetoric and Aesthetics," in *A Companion to Rhetoric and Rhetorical Criticism*, ed. Walter Jost and Wendy Olmsted (Oxford: Blackwell, 2004), pp. 294-308; "Hegemonija V Estetski Teoriji" ("Hegemony in Aesthetic Theory" trans. Prevedla Valerija Vendramin), *Filozofski Vestnik*, 24 (2003), 7-17. 98. "Arts of Persuasion and Judgment: Rhetoric and Aesthetics," reprinted in *The Routledge Companion to Rhetoric*, ed. Walter Jost (Routledge, 2003).
- Instructor:** **Kaufman, Robert**  
**Title:** Professor  
**Tenure Status :** Tenured  
**Education:** Ph.D., English, UC Berkeley, 1995  
J.D., Boalt Hall School of Law, UC Berkeley, 1982  
B.A., English, UC Berkeley, 1979  
**Overseas Exp:**  
**Language Comp:**  
**Teaching Devoted to Area/Language:** 75% **Theses Supervised in Last Five Year** 5  
**Area Courses Taught:** 20th-21st-century American poetry, German, French, and British poetry; romantic and 19th-century poetry and poetics; philosophical aesthetics, literary theory, and the history of criticism; Frankfurt School Critical Theory and the arts  
**Research/Teaching Specialization:** German, French, and British poetry, romantic and 19th-century poetry  
**Distinctions:** Stanford Humanities Center Fellow, John Philip Coghlan Research Fellow, Co-Director of UC Berkeley's Program in Critical Theory, Hellman Family and Institute of International Studies Fellow  
**Recent Publications:** Negative Romanticism: Adornian Aesthetics in Keats, Shelley, and Modern Poetry (forthcoming from Cornell University Press); "Walter Benjamin and Theodor W. Adorno on Modern Poetry's Critical Potential"; "The Aura Debate"; Entries/Articles in *Encyclopedia of Aesthetics*, ed. Michael Kelly (forthcoming from Oxford University Press); "Lyric's Barbarism in the Americas, Lately," in *Adorno Now*, ed. Tania Roy (forthcoming); "Frankfurt School," Entry/Article [discussing the Frankfurt School and Modern Poetry/Poetics, and incorporating the subject-entry "Commodity, Poetry as/against"] in the *Princeton Encyclopedia of Poetry and Poetics*, 4th ed. (Princeton UP, 2012), 518-522; "Singin' in the Marxist Rain," in *The Aesthetics of the Total Artwork: On Borders and Fragments*, eds. Anke Finger and Danielle Follett (Johns Hopkins University Press, 2011); "Poetry After 'Poetry After Auschwitz,'" in *Art and Aesthetics after Adorno* [Townsend Papers in the Humanities, No.3], ed. Anthony J. Cascardi (Berkeley: Townsend Humanities Center/University of California Press, 2010); "What's at Stake? Kantian Aesthetics, Romantic & Modern Poetics, Sociopolitical Commitment," in *A Concise Companion to the Romantic Age*, ed. Jon Klancher (Wiley-Blackwell, 2009); "AfterNach: Life's Posthumous Life in Later-Modernist American Poetry," in *The Meaning of 'Life' in Romantic Poetry and Poetics*, ed. Ross Wilson (Routledge, 2009).

**Instructor:** Sas, Miryam B  
**Title:** Associate Professor  
**Tenure Status :** Tenured  
**Education:** Ph.D., Yale University

**Overseas Exp:** Japan, France

**Language Comp:** Japanese-4; French-4

**Teaching Devoted to Area/Language:** 50% **Theses Supervised in Last Five Year** 9

**Area Courses Taught:** Introduction to Anime, "Modern Japanese Literature, Inhabiting Futures, Postwar Experimental Japanese Performance, Japanese Cinema and Visual Cultures, Anime: Critical Readings in Visual Culture, Mass Media and Culture

**Research/Teaching Specialization:** 20th century critical theory (Japanese, French, English, German)

**Distinctions:**

**Recent Publications:** Experimental Arts in Postwar Japan: Moments of Encounter, Engagement, and Imagined Return, 2011; "Subject, City, Machine: Japanese Futures Old and New" in Susan Harding and Dan Rosenberg, eds., *Histories of the Future*. Duke University Press, 2005; Hands, Lines Acts: Butoh and Surrealism" in *Qui Parle*, vol. 3 No. 2 (Spring 2003) 19-51; Fault Lines: Cultural Memory and Japanese Surrealism (Stanford University Press, 2001); Chambered Nautilus: The Fiction of Ishikawa Jun," *Journal of Japanese Studies* vol.24, no.1 (winter 1998); Imaginina Futures: The Casual Theater of Betsuyaku Minoru," *Review of Asian and Pacific Studies* no.17 (1998).

## Demography

**Instructor:** Goldstein, Joshua  
**Title:** Professor  
**Tenure Status :** Tenured  
**Education:** Ph.D. Demography, University of California, Berkeley, 1996

M.A. Demography and Social Sciences, Ecole des Hautes Etudes en Sciences

B.A. History, Yale University, History, 1987, magna cum laude

**Overseas Exp:** Director of the Max Planck Institute for Demographic Research in Rostock, Germany

**Language Comp:** French, German, and Japanese

**Teaching Devoted to Area/Language:** 25% **Theses Supervised in Last Five Year** 5

**Area Courses Taught:**

**Research/Teaching Specialization:** Director, Berkeley Population Center, Chair, Graduate Group in Sociology and Demography

**Distinctions:** Chancellor's Professorship, University of California, Berkeley, 2013-

**Recent Publications:** "Fertility Reactions to the 'Great Recession' in Europe: Recent Evidence from Order-Specific Data," Joshua R. Goldstein, Michaela Kreyenfeld, Aiva Jasliolioniene, Deniz Dilan Karaman Örsal, *Demographic Research*, 2013, 29(4):85-104; "New Cohort Fertility Forecasts for the Developed World: Rises, Falls, and Reversals," Mikko Myrskylä, Joshua R. Goldstein, and Yen-hsin Alice Cheng, *Population and Development Review*, 2013, 39(1):31-56; "Probabilistic Forecasting using Stochastic Diffusion Models, with Applications to Cohort Processes of Marriage and Fertility," Mikko Myrskylä and Joshua R. Goldstein, *Demography*, 2013, 50(1): 237-260; "East Germany overtakes West Germany: Recent Trends in Order-Specific Fertility Dynamics," Joshua R. Goldstein and Michaela Kreyenfeld, *Population and Development Review*, September, 2011, 37(3): 453-472; "Fertility Forecasting in the German-speaking World: Recent Experience and opportunities for improvement," Joshua R. Goldstein, Felix Roessger, Ina Jaschinski, and Alexia Fuernkranz-Prskawetz, *Comparative Population Studies*, 2011, 36(2-3): 661-692.

**Instructor:** **Wachter, Kenneth W**  
**Title:** Professor  
**Tenure Status :** Tenured  
**Education:** Ph. D., Cambridge, 1974, Statistics (Trinity College)  
M.A., Oxford, 1971, by special decree, Applied Mathematics.  
A.B., Harvard, 1968, magna cum laude, History and Literature  
**Overseas Exp:**  
**Language Comp:** German, French, Latin  
**Teaching Devoted to Area/Language:** 25% **Theses Supervised in Last Five Year** 11  
**Area Courses Taught:**  
**Research/Teaching Specialization:** Mathematical demography, demography of aging, computer simulation  
**Distinctions:** Distinguished Service Award, Division of Social Sciences,  
U.C. Berkeley, 20 May 2008  
**Recent Publications:** Mathematical Demography: Selected Papers, Second, revised edition, edited by Kenneth W. Wachter and Herv'e Le Bras, by David Smith and Nathan Keyfitz, Springer Verlag, Berlin, August 2013; Mathematical Demography: Selected Papers, Second, revised edition, edited by Kenneth W. Wachter and Herv'e Le Bras, by David Smith and Nathan Keyfitz, Springer Verlag, Berlin, August 2013; Height, Health, and History : Nutritional Status in the United Kingdom, 1750-1980 with Roderick Floud, Kenneth Wachter, and Annabel Gregory, Cambridge University Press, Cambridge, England (paperback 2006).

**Instructor:** **Wilmoth, John R**  
**Title:** Associate Professor  
**Tenure Status :** Tenured  
**Education:** Ph.D., Princeton University 1988  
B.A., Ball State University, 1984  
**Overseas Exp:** Denmark, Japan, France  
**Language Comp:** French, Italian  
**Teaching Devoted to Area/Language:** 25% **Theses Supervised in Last Five Year** 5  
**Area Courses Taught:**  
**Research/Teaching Specialization:** Health and mortality in industrialized societies; life expectancy and longevity; population growth; i  
**Distinctions:**  
**Recent Publications:** With Sarah Zureick, Doris Chou, Nobuko Mizoguchi, Holly Newby, Lale Say, Emi Suzuki, and John Wilmoth. "Understanding global trends in maternal mortality." International Perspectives on Sexual and Reproductive Health (forthcoming). With Nobuko Mizoguchi, Mikkel Z. Oestergaard, Lale Say, Colin Mathers, Sarah Zureick, Mie Inoue, Doris Chou. "A new method for deriving global estimates of maternal mortality." Statistics, Politics, and Policy (forthcoming); "The world trend in maximum life span," Center of the Economics and Demography of Aging, 2012; With Brian Roston and J.R. Wilmoth. "Estimating the effect of smoking on slowdowns in mortality declines in developed countries." Demography 48(2): 461-479, 2011; J.R. Wilmoth. "Human longevity in historical perspective." In: Paola S. Timiras (ed.), Physiological Basis of Aging and Geriatrics, 4th edition, New York: Informa Healthcare, pp. 11-22, 2007; "Life Span: Evolutionary, Ecological and Demographic Perspectives.," Santorini, Greece, May 2001.

**Economics****Instructor:** **DeLong, James B****Title:** Professor**Tenure Status :** Tenured**Education:** Ph.D., Department of Economics, Harvard University, Cambridge, MA (June 1987).  
M. A., Department of Economics, Harvard University, Cambridge, MA (June 1985).  
B. A., Committee on Degrees in Social Studies, Harvard University, Cambridge, MA (June 1982).**Overseas Exp:****Language Comp:** n/a**Teaching Devoted to Area/Language:** 50% **Theses Supervised in Last Five Year** 9**Area Courses Taught:** The World Economy in the Twentieth Century, Seminar in Economic History, Introduction to Economic History, Supervised Independent Study and Research**Research/Teaching Specialization:** Comparative technological and industrial revolutions; finance, corporate control; economic growth**Distinctions:** John Olin Fellow, National Bureau of Economic Research, Deputy Assistant Secretary of the Treasury for Economic Policy, 1993-95**Recent Publications:** "Economics in Crisis," *The Economists' Voice*, De Gruyter, vol. 8(2), pages 1-2, May, 2011; *The End of Influence: What Happens When Other Countries Have the Money* (with Stephen S. Cohen). New York: Basic Books, 2010; "TRENDS - Sympathy for Greenspan?" *The International Economy*. 23. 3 (2009): 53.; with Martha L. Olney. *Macroeconomics*. Boston, Mass. [u.a.]: McGraw-Hill/Irwin, 2006.; "Divergent Views on the Coming Dollar Crisis." *The Economists' Voice*. 2. 5 (2005).; with Baker, Dean, and Paul Krugman. "Asset Returns and Economic Growth." *Brookings Papers on Economic Activity*. 2005. 1 (2005): 289-330.**Instructor:** **Devries, Jan****Title:** Professor**Tenure Status :** Tenured**Education:** Ph.D. Yale University  
A.B. Columbia University**Overseas Exp:****Language Comp:** n/a**Teaching Devoted to Area/Language:** 100% **Theses Supervised in Last Five Year** 7**Area Courses Taught:** Graduate Seminar: Europe, Capitalism from Beginning to End, The Netherlands, Historiography and Methodology, Economic History to the Industrial Revolution,**Research/Teaching Specialization:** Labor markets, economic history, environment and urbanization**Distinctions:****Recent Publications:** *Small is Beautiful? Interlopers and Smaller Trading Nations in the Pre-industrial Period* with Philipp Robinson and Markus A. Denzel, (Stuttgart, Franz Steiner Verlag, 2011). "The Limits of Globalization in the Early Modern World," *Economic History Review* 63 (2010); "The Political Economy of Bread in the Dutch Republic," in *The Political Economy of the Dutch Republic* (Ashgate Publishers, 2009); "The Economic Crisis of the Seventeenth Century after Fifty Years," *Journal of Interdisciplinary History* 40 (2009); *The Industrious Revolution: Consumer Demand and the Household Economy, 1650 to the Present*. (Cambridge, Cambridge Univ. Press, 2008); "Economic Growth before and after the Industrial Revolution: a modest proposal," in Maarten Prak, ed., *Early Modern Capitalism* (London, Routledge Publishers, 2000).

- Instructor:** **Eichengreen, Barry J**  
**Title:** Professor  
**Tenure Status :** Tenured  
**Education:** Ph.D. (Economics) Yale University 1979  
M.A. (History) Yale University 1978  
M. Phil. (Economics) Yale University 1977  
M.A. (Economics) Yale University 1976  
**Overseas Exp:** Berlin, 1992; Paris, 1985; Oxford, 1979-80; Numerous research trips abroad  
**Language Comp:** Spanish-2; French-1  
**Teaching Devoted to Area/Language:** 50% **Theses Supervised in Last Five Year** 25  
**Area Courses Taught:** European Economic History - undergraduate and graduate courses; Introduction to Economic history  
**Research/Teaching Specialization:** Exchange rates and capital flows; European economy; European integration; IMF policy  
**Distinctions:** Schumpeter Prize, 2010; Guggenheim Fellow, 1999-2000; Fellow, Center for Advanced Study in the Behavioral Sciences, 1997; Fellow, Institute for Advanced Study, Berlin, 1992-93; French National Fellowship for Scientific Collaboration, 1984-85  
**Recent Publications:** From Miracle to Maturity: The Growth of the Korean Economy, with Dwight H. Perkins and Kwanho Shin. Harvard University Press, November 2012; The World Economy after the Global Crisis: A New Economic Order for the 21st Century, co-edited with Bokyong Park. World Scientific Books, April 2012; Exorbitant Privilege: The Rise and Fall of the Dollar and the Future of the International Monetary System, Oxford University Press, January 2011; "Political Extremism in the 1920s and 1930s: Do the German Lessons Generalize?" (with Alan de Bromhead and Keven O'Rourke), Journal of Economic History (July 2013); "Currency Wars: Perception and Reality," DWS Institute White Paper, (Frankfurt: Deutsche Bank, May 2013); "Lessons of the Europe Crisis for Monetary Integration and Cooperation in Latin America," Papers and Proceedings of the 7th Conference on Economic Studies, Fondo Latinoamericano de Reservas, Bogata: FLAR (July 2013); Global Imbalances and the Lessons of Bretton Woods. MIT Pr, 2010.; with Brown, Clair, and Michael Reich. Labor in the Era of Globalization. New York: Cambridge University Press, 2010.; with Douglas A. Irwin. The Slide to Protectionism in the Great Depression: Who Succumbed and Why? NBER working paper, no. 15142. Cambridge, MA: National Bureau of Economic Research, 2009.; with Chung, Duck-Koo. Fostering Monetary & Financial Cooperation in East Asia. London: World Scientific, 2009.; with Poonam Gupta, and Rajiv Kumar. Emerging Giants: China and India in the World Economy. New York: Oxford University Press, 2009.; Out of the Box Thoughts About the International Financial Architecture. IMF working paper, 09/116. [Washington, DC]: International monetary fund (IMF), 2009.
- Instructor:** **Gorodnichenko, Yuriy**  
**Title:** Associate Professor  
**Tenure Status :** Tenured  
**Education:** Ph.D., Economics, University of Michigan, 2007  
M.A., Statistics, University of Michigan, 2004  
M.A., Economics, EERC, National University of "Kyiv-Mohyla Academy"  
**Overseas Exp:** ukraine, England  
**Language Comp:** Russian-5; Ukrainian-5  
**Teaching Devoted to Area/Language:** 50% **Theses Supervised in Last Five Year** 26  
**Area Courses Taught:** Aggregate Economics, Macroeconomic Theory, Political Economics  
**Research/Teaching Specialization:** Monetary economics, pricing, aggregate implications of informational frictions, development, pro  
**Distinctions:** NSF CAREER award, 2012; Excellence Award in Global Economic Affairs, Kiel Institute, 2011; National prize in applied economics, Russian Federation, 2010; Montias Prize, best paper published in Journal of Comparative Economics, 2010.  
**Recent Publications:** "The Finnish Great Depression: From Russia with Love" (with Linda Tesar and Enrique Mendoza), American Economic Review 102(2012), 1619-1644; Measuring Bribery in Ukraine's Public Sector, (with Klara Sabirianova) Beyond Transition 17(3), July-September 2006, World Bank; Methodological Aspects of Development and Application of Macroeconometric Models: The Case of Ukraine, Kiev, Ukraine, 2000 (with Iryna Lukyanenko and Kwaja Sultan).

**Instructor:** **Gourinchas, Pierre-Olivier**  
**Title:** Associate Professor  
**Tenure Status :** Tenured  
**Education:** Ph.D., Massachusetts Institute of Technology, 1996  
 Diplome d'Ingenieur, Ecole Nationale des Ponts et Chaussees, Paris, 1993  
 Diplome d'Etudes Approfondies, Ecole des Haute Etudes en Sciences, Sociales, Paris  
**Overseas Exp:** France  
**Language Comp:** French-5  
**Teaching Devoted to Area/Language:** 50% **Theses Supervised in Last Five Year** 21  
**Area Courses Taught:** International Economics, Seminar in International Trade and Finance, Special Topics in Economics  
**Research/Teaching Specialization:** Macroeconomics, international macroeconomics, finance  
**Distinctions:** Editor, IMF Economic Review, 2009-present; Grantee, Center for Equitable Growth, 2011; International Growth Center grant, 2010-12; NSF grant, 2005-08  
**Recent Publications:** Completer l'Euro, March 2013, (in French) Note of the French Council of Economic Advisers with P. Artus, A. Benassy-Quéré, L. Boone, J. Cailloux, J. Delpla, E. Farhi, J. Tirole and G. Wolff; External Adjustment, Global Imbalances, Valuation Effects, March 2013; Chapter for Handbook of International Economics; When Bonds Matter: Home Bias in Goods and Assets, March 2013, with Nicolas Coeurdacier. Under review; Global Safe Assets, June 2012; with Caballero, Ricardo J, Emmanuel Farhi. "An Equilibrium Model of "Global Imbalances" and Low Interest Rates." The American Economic Review. 98. 1 (2008): 358.; with Hélène Rey. "International Financial Adjustment." Journal of Political Economy. 115. 4 (2007): 665-703.; with Olivier Jeanne. Capital Flows to Developing Countries: the Allocation Puzzle. Discussion papers, no. 6561. London: Centre for Economic Policy Research, 2007.

**Instructor:** **Malmendier, Ulrike**  
**Title:** Professor  
**Tenure Status :** Tenured  
**Education:** Ph.D., Harvard University, 2002  
 Ph.D., University of Bonn, 2000  
 M.A., University of Bonn, 1996  
 B.A., University of Bonn, 1996  
**Overseas Exp:** Summer Intern, German Federal Reserv Bank, Frankfurt, 1996; Instructor at Deutsche Bank, 1993-95;  
**Language Comp:** German-5  
**Teaching Devoted to Area/Language:** 25% **Theses Supervised in Last Five Year** 16  
**Area Courses Taught:** Corporate Finance, Financial Economics, Topics in Psychology and Economics, Financial and Behavioral Economics  
**Research/Teaching Specialization:** Corporate Finance, Behavioral Finance, Behavioral Economics, Economics of Organizations, C  
**Distinctions:** Inaugural address, Graduate School in Economics, LMU Munich, 2013; Participant, World Economic Forum, Davos, 2013; Fischer Black Prize, 2013; Rising Star in Finance award, Fordham/NYU, 2012; IGM Fellowship, University of Chicago, 2011  
**Recent Publications:** With a Little Help from My (Random) Friends: Success and Failure in Post-Business School Entrepreneurship (with J. Lerner), January 2012; Review of Financial Studies, 26 (10), October 2013; The Importance of Being Marginal: Gender Differences in Generosity (with S. DellaVigna, J. List, and G. Rao); American Economic Review: Papers & Proceedings, 103 (3), May 2013; Testing for Altruism and Social Pressure in Charitable Giving, Quarterly Journal of Economics, 127 (1), February 2012; Sorting in Experiments with Application to Social Preferences. American Economic Journal: Applied Economics, vol. 4(1), January 2012; The Bidder's Curse (with H. Lee). American Economics Review, forthcoming.; Contractibility and the Design of Research Agreements (with J. Lerner). American Economics Review, March 2010, vol. 100(1).; Law and Finance at the Origin. Journal of Economic Literature, December 2009, vol. 47(4), pp. 1076-1108.; Superstar CEOs (with G. Tate). Quarterly Journal of Economics, November 2009, vol. 124(4), pp. 1593-1638.; Who Makes Acquisitions? CEO Overconfidence and the Market's Reaction (with G. Tate). Journal of Financial Economics, July 2008, vol. 89(1), pp. 20-43.

## Biographical Information/ APPENDIX III

**Instructor:** **Obstfeld, Maurice**  
**Title:** Professor  
**Tenure Status :** Tenured  
**Education:** Ph.D., Massachusetts Institute of Technology, 1979  
M.A., Cambridge University, 1975  
B.A. University of Pennsylvania, 1973  
**Overseas Exp:** Czech Republic  
**Language Comp:** French  
**Teaching Devoted to Area/Language:** 25% **Theses Supervised in Last Five Year** 19  
**Area Courses Taught:** Macroeconomic theory, international economics, seminar in international trade and finance, international monetary economics  
**Research/Teaching Specialization:** International economics, macroeconomics, monetary economics  
**Distinctions:** Becker-Friedman Institute Fellow, University of Chicago Booth School of Business, May 2014; Tjalling C. Koopmans Asset Award, Tilburg School of Economics and Management, Tilburg, Netherlands, June 2011.  
**Recent Publications:** "The International Monetary System: Living with Asymmetry," in Robert C. Feenstra and Alan M. Taylor, eds., Globalization in an Age of Crisis: Multilateral Economic Cooperation in the Twenty-First Century, University of Chicago Press, 2014; "Never Say Never: Commentary on a Policymaker's Reflections," IMF Economic Review, forthcoming 2014; "In Search of the Armington Elasticity" (with Robert C Feenstra, Philip Luck and Kathryn N Russ)(April 2014); "On Keeping Your Powder Dry: Fiscal Foundations of Financial and Price Stability," Monetary and Economic Studies (Bank of Japan), November 2013; "Pricing-to-Market, the Interest-Rate Rule, and the Exchange Rate," in Carmen Reinhart, Carlos Vegh, and Andres Velasco, eds., Essays in Honor of Guillermo Calvo, MIT Press, 2008.; "The Unsustainable U.S. Current Account Deficit Revisited," in Richard H. Clarida, editor, G7 Current Account Imbalances: Sustainability and Adjustment, University of Chicago Press, 2007 (with Kenneth Rogoff).; "Monetary Policy in the Open Economy Revisited: The Case for Exchange-Rate Flexibility Restored," Journal of International Money and Finance, 2008 (with Margarida Duarte).; "Implications for the Yen of Japanese Current Account Adjustment," Monetary and Economic Studies (Bank of Japan), December 2006.; "Monetary and Fiscal Policy in a Liquidity Trap," in Lawrence R. Klein, editor, Long- Run Growth and Short-Run Stabilization: Essays in Memory of Albert Ando, Edward Elgar, 2006 (with Alan J. Auerbach).

**Instructor:** **Reich, Michael**  
**Title:** Professor  
**Tenure Status :** Tenured  
**Education:** Ph.D., Economics, Harvard University, 1974  
B.A. (with honors), Mathematics, Swarthmore College, 1966

**Overseas Exp:**  
**Language Comp:**  
**Teaching Devoted to Area/Language:** 25% **Theses Supervised in Last Five Year** 5  
**Area Courses Taught:** labor economics  
**Research/Teaching Specialization:** Political economics, labor  
**Distinctions:**  
**Recent Publications:** "High Unemployment after the Great Recession: Why? What Can We Do?" Estudios de Economia Aplicada, 2012; "Do Minimum Wages Really Reduce Teen Employment?"with Sylvia Allegretto and Arindrajit Dube, Industrial Relations, 2011; With Clair Brown and Barry Eichengreen, Contemporary Capitalism and Its Crises, 2010; Contemporary Capitalism and Its Crises, co-edited with Terence McDonough and David Kotz, 2010; Symposium on Living Wage Research, co-editor with D. Fairris. Industrial Relations. Forthcoming 2004; Complementarity of Pensions and Training Under Multiemployer Plans. With T. Ghilarducci, lead article, Journal of Labor Research, vol. 22, no. 3, Summer 2001; Living Wages and Airport Security, with Peter Hall and Ken Jacobs. Preliminary report. Institute for Labor and Employment, University of California, September 2001.

**Instructor:** **Roland, Gerard R**  
**Title:** Professor  
**Tenure Status :** Tenured  
**Education:** Ph.D. in Economics (on the Soviet Economic System) at U.L.B.: 1988.  
 Master in Econometrics at the U.L.B.: 1984.  
 Economics Degree at the Université Libre de Bruxelles (U.L.B.): 1983.  
**Overseas Exp:** Belgium, France, Germany, Norway, Israel  
**Language Comp:** French-4, German-5, Dutch-3, Russian-2.  
**Teaching Devoted to Area/Language:** 50% **Theses Supervised in Last Five Year** 27  
**Area Courses Taught:** Political Economics,  
**Research/Teaching Specialization:** Transition, political, and institutional economics  
**Distinctions:** Richard F. Fenno Prize for the Best Book Published in the Field of Legislative Studies, 2007

**Recent Publications:** "Understanding the Individualism-Collectivism Cleavage and its Effects: Lessons from Cultural Psychology" with Yuriy Gorodnichenko in *Institutions and Comparative Economic Development* (edited with M. Aoki and T. Kuran) Palgrave MacMillan, 2012; "Individualism, Innovation and Long Run Growth" *Proceedings of the National Academy of Sciences*, Dec 27 2011; "Institutional Clusters and Economic Performance" (joint with Jon Jellema), *Journal of Economic Behavior and Organizations*, 2011; *Built to Last. A Political Architecture for Europe.* (with E. Berglöf, B. Eichengreen, G. Tabellini and C. Wyplosz, CEPR Series, Monitoring European Integration n°12, London, 2003, 80 p."Attribute Coordination in Organizations."

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## **English**

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**Instructor:** **Abel, Elizabeth**  
**Title:** Professor  
**Tenure Status :** Tenured  
**Education:** PhD, Princeton, 1975  
 BA, Swarthmore College, 1967

**Overseas Exp:**  
**Language Comp:** n/a  
**Teaching Devoted to Area/Language:** 30% **Theses Supervised in Last Five Year** 7  
**Area Courses Taught:** Literature in English: Mid 19th Through the 20th Century; Literature and Sexual identity: Gender, Sexuality, and Modernism; British 20th and 21st-Century Novel; Visuality, Textuality, Cultural Memory  
**Research/Teaching Specialization:** Feminist theory, modern fiction, race, cultural studies  
**Distinctions:** Distinguished Teaching Award, 1997

**Recent Publications:** "Double Take: Photography, Cinema, and the Segregated Theater." *Critical Inquiry*. 34. 5 (2008): S2.; "Mania, Depression, and the Future of Theory." *Critical Inquiry*. 30. 2 (2004): 336-339.; "Research Letters - Women With HIV and Stigma." *Family & Community Health*. 30. 1 (2007): S104.

Biographical Information/ APPENDIX III

**Instructor:** **Altieri, Charles F**  
**Title:** Professor  
**Tenure Status :** Tenured  
**Education:** PhD, University of North Carolina, Chapel Hill, 1968  
BA, Le Moyne College, 1964

**Overseas Exp:** April 2010, Four months at the Frei University, Berlin  
**Language Comp:** French - 2; German - 1; Italian - 1  
**Teaching Devoted to Area/Language:** 50% **Theses Supervised in Last Five Year** 8  
**Area Courses Taught:** Nineteenth Century Thought, Victorian Literature, Shakespear, Anglo-American Poetry, Romantics to present; Literature and the Visual Arts  
**Research/Teaching Specialization:** Shakespeare and Modern British and American poets; History of ideas with emphasis on Kant,  
**Distinctions:** Guggenheim Fellowship; NEH; Institute for Advanced Studies in Behavioral Sciences; American Academy of Arts and Sciences.

**Recent Publications:** "Cavell and Wittgenstein on Morality: The Limits of Acknowledgement." In Richard Eldridge and Bernard Rhie, eds. Stanley Cavell and Literary Studies: Consequences of Skepticism. New York: Continuum, 2011: 62-77; "Visual Art, T.S. Eliot in Context. Jason Harding, ed. Cambridge: Cambridge University Press, 2011: 105-13; The Particulars of Rapture: An Aesthetics of the Affects. Ithaca: Cornell University Press, 2003.; "Stevens and the Crisis of European Philosophy." Wallace Stevens Across the Atlantic. Bart Eckhout and Edward Ragg eds. London: Palgrave Macmillan, 2008: 61-78; Postmodernism(s) Now. University Station: Penn State University Press, ca 1999.; Painterly Abstraction in Modernist American Poetry. New York: Cambridge University Press, 1989.

**Instructor:** **Arnold, Oliver**  
**Title:** Associate Professor  
**Tenure Status :** Tenured  
**Education:**

**Overseas Exp:**  
**Language Comp:**  
**Teaching Devoted to Area/Language:** 50% **Theses Supervised in Last Five Year** 5  
**Area Courses Taught:** Shakespeare, Literature in English: Through Milton  
**Research/Teaching Specialization:** Drama, Renaissance and Early Modern  
**Distinctions:**

**Recent Publications:** The Third Citizen: Shakespeare's Theater and The Early Modern House of Commons, Johns Hopkins University Press, 2007; Brutus Julius Caesar: A Longman Cultural Edition, 2007.

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**Instructor:** **Blanton, Charles Daniel**

**Title:** Associate Professor

**Tenure Status :** Tenure Eligible

**Education:** B.A. Rice University  
Ph.D. Duke University

**Overseas Exp:**

**Language Comp:** n/a

**Teaching Devoted to Area/Language:** 100% **Theses Supervised in Last Five Year** 7

**Area Courses Taught:** British Literature: 1900-1945; Modern British Poetry; Problems in the Study of Literature; Research Seminar: Samuel Beckett; Literature in English: Late-17th-Mid-19th Centuries

**Research/Teaching Specialization:** Critical Theory, 19th Century British Literature, 20th and 21st British Lit., Poetry

**Distinctions:** Hellman Fellowship, 2009

**Recent Publications:** Epic Negation: The Dialectical Poetics of Late Modernism, forthcoming, Oxford U Press; Aftereffects: Late British Style; "Medieval Currencies: Nominalism and Art." In *The Legitimacy of the Middle Ages: On the Unwritten History of Theory*, ed. Andrew Cole and D. Vance Smith (Durham: Duke University Press, 2009), 194-232, forthcoming.; "Transatlantic Crossings." In *A Concise Companion to Post-War British and Irish Poetry*, ed. Nigel Alderman and C. D. Blanton (Oxford: Blackwell, 2009), 134-154.; "Arnold's Arrhythmia." *Studies in English Literature* 48:4 (Autumn 2008): 755-767.; "Invisible Times: Modernism as Ruptural Unity." In *Modernism and Theory*, ed. Stephen Ross (London: Routledge, 2008), 137-152.

**Instructor:** **Cronquist-Browning, Catherine**

**Title:** Lecturer

**Tenure Status :** Lecturer

**Education:**

**Overseas Exp:**

**Language Comp:**

**Teaching Devoted to Area/Language:** 100% **Theses Supervised in Last Five Year** n/a

**Area Courses Taught:** Research Seminar: Reading Like a Victorian, British 19th-Century Novel, Research Seminars, Reading and Composition : Wild Child, Reading and Composition : Life Stories

**Research/Teaching Specialization:** Nineteenth-Century British Literature

**Distinctions:**

**Recent Publications:** "Health and the Culture of Mind in Newman's Idea of a University." Invited contribution to special edition of *Critical Survey*, ed. Justin Clemens and Grace Moore, in press; "Child Consumers and the Invention of Children's Literature." *Review of The Child Reader 1700-1840* by M. O. Grenby. *Children's Literature* 40 (2012): 251-255. *Review of The Mind of the Child: Child Development in Literature, Science, and Medicine, 1840-1900*, by Sally Shuttleworth. *The Journal of the History of Childhood and Youth* 4.3 (Fall 2011): 512-514.

## Biographical Information/ APPENDIX III

**Instructor:** **Duncan, Ian**  
**Title:** Professor  
**Tenure Status :** Tenured  
**Education:** Ph.D., Yale University, 1989  
B.A., Cambridge University, 1977

**Overseas Exp:** Visiting Scholar, Bogazici University, Istanbul, winter 2009  
**Language Comp:** Italian-4; French-3; Turkish-1  
**Teaching Devoted to Area/Language:** 100% **Theses Supervised in Last Five Year** 11

**Area Courses Taught:** Literature in English: Late 17th - Through Mid -19th Centuries; Research Seminar: Comedy; Special Topics: Scotland and Romanticism; British Empiricism, the Novel, and the Science of Man; The Novel and Romanticism  
**Research/Teaching Specialization:** British literature 1740-1900. Scottish literature, the novel, Romanticism, British empiricism  
**Distinctions:** Vice-President of the Association for Scottish Literary Studies, Corresponding Fellow of the Royal Society of Edinburgh, member of the editorial board of Representation

**Recent Publications:** Kidnapped, New Edition of Robert Louis Stevenson's novel, Oxford University Press, 2014; The Edinburgh Companion to James Hogg with Douglas S. Mack. Edinburgh University Press, 2012; The Trouble with Man: Scott, Romance and World History in the Age of Lamarck, in Romantic Frictions, Sept. 2011; "A great, a transcendent sinner": Hogg and the Fables of Romanticism," Studies in Hogg and his World 22 (2012); Altered States: Galt, Serial Fiction and the Romantic Miscellany, John Galt: Observations and Conjectures on Literature, History, and Society, Bucknell UP (2012); ed., James Hogg, The Private Memoirs and Confessions of a Justified Sinner (Oxford, 2010) ; Approaches to Teaching Scott's Waverley Novels, co-edited with Evan Gottlieb (Modern Language Association, 2009).; Scott's Shadow: The Novel in Romantic Edinburgh (Princeton, 2007); Saltire Society / National Library of Scotland Research Book of the Year, 2008; Scotland and the Novel, in The Cambridge Companion to Fiction of the Romantic Period, ed. Richard Maxwell and Katie Trumpener (Cambridge, 2008), pp. 251-64.

**Instructor:** **Falci, Eric**  
**Title:** Assistant Professor  
**Tenure Status :** Tenure Eligible  
**Education:** Ph.D., City University of New York, 2006  
B.M., Ithaca College, 1998

**Overseas Exp:** Short research trips, Ireland, 2006-present  
**Language Comp:** Irish-3; French-2  
**Teaching Devoted to Area/Language:** 75% **Theses Supervised in Last Five Year** 7

**Area Courses Taught:** Literature in English: Mid-19th -Through the 20th Century; Lyric Verse; Graduate Readings: Poetics and Theories of Poetry; Contemporary Literature; Senior Seminar: Irish Poetry After Yeats; Literature in English - 1945 to Present  
**Research/Teaching Specialization:** 20th century Irish and British literature, particularly poetry  
**Distinctions:** Townsend Fellow, UCB, 2010-2011; UCB Junior Faculty Research Grants, 2006-2007, 2008-2009; Visiting Fellow, Harvard University, spring 2006

**Recent Publications:** Cambridge Introduction to British Poetry, 1945-2010. London: Cambridge University, In Press; Continuity and Change in Irish Poetry, 1966-2010. London: Cambridge University Press, 2012; Reading in the Gutters in Modern Irish and Scottish Poetry: Comparative Readings (Cambridge UP, 2010); Meehan's Stanzas and Irish Lyric After Yeats in An Sionnach: A Journal of Literature, Culture, and the Arts 5.1-2 (Spring/Summer 2009); Space, Place and Landscape in the Blackwell Companion to Contemporary British and Irish Poetry (Blackwell, 2009).

## Biographical Information/ APPENDIX III

**Instructor:** **Flynn, Catherine**  
**Title:** Assistant Professor  
**Tenure Status :** Tenure-eligible  
**Education:** Ph.D. Comparative Literature, Yale University, 2009  
B.A. University College, Cork, 2000  
B.Arch, University College Dublin, 2009-12  
**Overseas Exp:** Born in Ireland, lived there 1971-1994; 1996-2002; lived in Austria, 1994-96  
**Language Comp:** English-5, German-3, French-3, Irish-3  
**Teaching Devoted to Area/Language:** 100% **Theses Supervised in Last Five Year** 7  
**Area Courses Taught:** British and Irish Modernism; Modern British Novel; Literature mid-19thC-end of the 20thC; James Joyce  
**Research/Teaching Specialization:** Irish modernism in a continental context and in critical theory  
**Distinctions:** Townsend Assistant Professor Fellowship, Townsend Center for the Humanities, UC Berkeley 2013-2014; Nominated for 2011 ACLA Bernheimer Prize for Best Dissertation in Comp. Lit.; Yale Prize Fellowship, 2007-08; Fulbright Scholarship, 2002.  
**Recent Publications:** Special issue: Joycean Avant-Gardes. Ed. and Intro with Richard Brown, *James Joyce Quarterly*, 51.4 (Forthcoming December 2015); "Marxist Modernisms: From Benjamin to Jameson" *A Handbook of Modernist Studies*, ed. Jean-Michel Rabaté, Wiley-Blackwell, 2013; "Joyce, Kafka and the Sirens Praharfeast: James Joyce in Prague, eds. Michael Groden, David Vichnar and David Spurr, *Litteraria Pragensia Books*, 2012; 'Circe' and Surrealism: Joyce and the Avant-Garde *Journal of Modern Literature (JML)*, 34:2 (Winter 2011); A Brechtian Epic at Eccles Street: Matter, Meaning and History in 'Ithaca' *Éire-Ireland*, 45:3&4 (Fall/Winter 2010).

**Instructor:** **Goldsmith, Steven**  
**Title:** ASSOC PROFESSOR  
**Tenure Status :** Tenured  
**Education:** Ph. D., Economics, Stanford University, 1966  
A.M., Economics, Stanford University, 1963  
A.B., Economics, Harvard University, 1962  
**Overseas Exp:** Great Britain  
**Language Comp:** English  
**Teaching Devoted to Area/Language:** 100% **Theses Supervised in Last Five Year** 8  
**Area Courses Taught:** Romantic Period, A Brief History of Enthusiasm, English Bible as Literature, Problems in the Study of Literature, William Blake, Why Do We Cry? The Literature of Sorrow, Sympathy, and Indifference, Is It Useless To Revolt?  
**Research/Teaching Specialization:** 19th-Century British Literature, critical Theory, poetry  
**Distinctions:**  
**Recent Publications:** Blake's Agitation: Criticism and the Emotions. Baltimore: The Johns Hopkins University Press, 2013; "William Blake and the Future of Enthusiasm." *Nineteenth-Century Literature*. 63. 4 (2009): 439-460.

Biographical Information/ APPENDIX III

**Instructor:** Goodman, Kevis Bea  
**Title:** Associate Professor  
**Tenure Status :** Tenured  
**Education:**

**Overseas Exp:**

**Language Comp:** n/a

**Teaching Devoted to Area/Language:** 100% **Theses Supervised in Last Five Year** 5

**Area Courses Taught:** Wordsworth and Coleridge in Collaboration: Poetry, Human Science & Romantic Aesthetics, Milton, The Later-Eighteenth Century, Elegy, Mourning, and the Representation of the Holocaust, The Teaching of Composition and Literature

**Research/Teaching Specialization:** 18th-19th Century British Literature, poetry, moral philosophy, and science, Milton.

**Distinctions:** UC Berkeley Distinguished Teaching Award, 2005; UC Berkeley Faculty Award for Outstanding Mentorship of Graduate Instructors, 2004; Barbara Thom Postdoctoral Fellow, Henry E. Huntington Library, 1999-2000

**Recent Publications:** "Conjectures on Beachy Head: Charlotte Smith's Geological Poetics and the Grounds of the Present." ELH 81:3 (Fall 2014); "Wordsworth and Eighteenth-Century Poetry." William Wordsworth in Context. Cambridge: Cambridge University Press, 2014. "Uncertain Disease: Nostalgia, Pathologies of Motion, Practices of Reading." Studies in Romanticism 49 (Summer 2010); "Uncertain Disease: Nostalgia, Pathologies of Motion, Practices of Reading," forthcoming in Studies in Romanticism (2010); Georgic Modernity and British Romanticism: Poetry and the Mediation of History. Cambridge: Cambridge University Press, 2008.; "Nostalgia in Transition, 1780-1917 (Review)." Victorian Studies. 50. 1 (2007): 130-133.; "Magnifying Small Things: Georgic Modernity and the Noise of History." European Romantic Review. 15. 2 (2004): 215-227.

**Instructor:** Justice, Steven  
**Title:** Professor  
**Tenure Status :** Tenured  
**Education:**

**Overseas Exp:**

**Language Comp:** French-4, Italian-3, Latin-3, Old English-4

**Teaching Devoted to Area/Language:** 100% **Theses Supervised in Last Five Year** 9

**Area Courses Taught:** Medieval Literature: Before Chaucer - Philosophical Fictions from Vergil to Boccaccio, Literature in English: Through Milton, Chaucer, Readings in Middle English, Shakespeare,

**Research/Teaching Specialization:** English Literature to 1500, institutions of religious thought, writing; philosophy of literary history

**Distinctions:**

**Recent Publications:** "Piers Plowman and Literary History." In Andrew Galloway and Andrew Cole, eds. The Cambridge Companion to Piers Plowman. (Cambridge, forthcoming); "Shameless: Augustine, After Augustine, and Way After Augustine." Journal of Medieval and Early-Modern Studies 44 (2014):17-43; "Chaucer's History-Effect." In Andrew Galloway and Frank Grady, eds., Answerable Style: Form and History in Medieval English Literature. Essays in Honor of Anne Middleton (Ohio State, forthcoming).; "Who Stole Robertson?" PMLA 124 (2009):609-15.; "Literary History." In David Raybin and Susanna Fein, eds., Chaucer: Contemporary Approaches (Penn State, 2009), 195-210.; "Did the Middle Ages Believe in their Miracles?" Representations 103 (2008):1-29.

## Biographical Information/ APPENDIX III

**Instructor:** **Kahn, Victoria**  
**Title:** Professor  
**Tenure Status :** Tenured  
**Education:** Ph.D., Yale University

**Overseas Exp:**

**Language Comp:**

**Teaching Devoted to Area/Language:** 100% **Theses Supervised in Last Five Year** 23

**Area Courses Taught:** Milton, The English Renaissance, History of Literary Criticism

**Research/Teaching Specialization:** English Renaissance Literature 1500-1660, Critical Theory

**Distinctions:** Guggenheim fellowship; UC President's Fellowship in the Humanities

**Recent Publications:** The Future of Illusion: Political Theology and Early Modern Texts (Chicago, 2014); Wayward Contracts: The Crisis of Political Obligation in England, 1640-1674, Princeton, 2004.; "Hamlet or Hecuba: Carl Schmitt's Decision," Representations 83 (2003): 67-96; "The Passions and the Interests in Early Modern Europe: The Case of Il Pastor Fido," in Reading the Early Modern Passions, ed. Gail Kern Paster, Katharine Rowe, and Mary Floyd-Wilson, U of Pennsylvania Press, 2003; Rhetoric and Law in Early Modern Europe, ed. with Lorna Huston, Yale, 2001.

**Instructor:** **Knapp, Jeffrey D**  
**Title:** Professor  
**Tenure Status :** Tenured  
**Education:** Ph.D., University of California, Berkeley

**Overseas Exp:**

**Language Comp:**

**Teaching Devoted to Area/Language:** 100% **Theses Supervised in Last Five Year** 8

**Area Courses Taught:** Mass Entertainment, Literature in English: Through Milton, Shakespeare, Literature in English: Late-17th Through the Mid-19th Century, Hollywood Talkies to World War II

**Research/Teaching Specialization:** English Renaissance, Drama, Poetry, Nationalism, Imperialism, Religion and Literature, Authors

**Distinctions:** Guggenheim Fellowship, NEH Fellowship, Distinguished Teaching Award in 2002

**Recent Publications:** "Mass Entertainment Before Mass Entertainment." New Literary History 44.1 (2013): 93-115; Shakespeare Only. Chicago: University of Chicago Press, 2009.; "Author, King, and Christ in Shakespeare's Histories." In Shakespeare and Religious Change. Ed. Kenneth Graham and Philip Collington. New York: Palgrave MacMillan, 2009. 217-37.; "Shakespeare as Coauthor." Shakespeare Studies 36 (2008): 49-59. ; "Sacred Songs, Popular Princes: Secularization in The Jazz Singer." Critical Inquiry 34 (2008): 313-35.; Shakespeare's Tribe: Church, Nation, and Theater in Renaissance England. Chicago: University of Chicago Press, 2002.

Biographical Information/ APPENDIX III

**Instructor:** **Knox, Marisa Palacios**  
**Title:** Lecturer  
**Tenure Status :** Lecturer  
**Education:** UC Berkeley, English, May 2013

**Overseas Exp:**

**Language Comp:**

**Teaching Devoted to Area/Language:** 100% **Theses Supervised in Last Five Year** n/a

**Area Courses Taught:** Research Seminar: Victorian Masculinities, British 19th-Century; Research Seminar: Reflections of the French Revolution; Research Seminar: Victorian Sensations; Reading & Composition: Ghosts of the Past; British 19th-Century Novel

**Research/Teaching Specialization:** Gender & Sexuality Studies, Narrative & the Novel, 19th-Century British, Cultural Studies

**Distinctions:**

**Recent Publications:** "The Valley of the Shadow of Books': George Gissing, New Women, and Morbid Literary Detachment," *Nineteenth-Century Literature* (June 2014); "Masculine Identification and Marital Dissolution in Aurora Leigh," *Victorian Poetry* (Summer 2014).

**Instructor:** **Landreth, David**  
**Title:** Associate Professor  
**Tenure Status :** Tenured  
**Education:**

**Overseas Exp:**

**Language Comp:**

**Teaching Devoted to Area/Language:** 100% **Theses Supervised in Last Five Year** 5

**Area Courses Taught:** The Teaching of Composition and Literature, Shakespeare: Shakespeare after 1600, Literature in English: Through Milton, Research Seminar: Renaissance Things

**Research/Teaching Specialization:** Renaissance and Early Modern

**Distinctions:**

**Recent Publications:** *The Face of Mammon: the Matter of Money in English Renaissance Literature* (Oxford University Press, 2012); "Crisis before Economy: Dearth and Reformation in the Tudor Commonwealth." *The Journal of Cultural Economy* 5.2 (May 2012): 147-63; "Wit without Money: Exhaustion and Abundance in Nashe's Accounts." In the collection *The Age of Nashe*, edited by Joan Pong Linton, Steven Guy-Bray, and Steve Mentz, forthcoming from Ashgate Press; "At Home with Mammon: Money, Matter, and Memory in Book II of *The Faerie Queene*, ELH 73.1 (Spring 2006): 245-274; "Once More into the Preech: the Merry Wives' English Pedagogy," *Shakespeare Quarterly* 55.4 (Winter 2004): 420-449.

**Instructor:** Langan, Celeste G  
**Title:** Associate Professor  
**Tenure Status :** Tenured  
**Education:**

**Overseas Exp:**

**Language Comp:**

**Teaching Devoted to Area/Language:** 100% **Theses Supervised in Last Five Year** 5

**Area Courses Taught:** The Romantic Period; Honors Course; Virtual Worlds: Wonderland and Wessex: Lewis Carroll and Thomas Hardy; Literature and Media Theory

**Research/Teaching Specialization:** 19th-Century British Literature, Poetry

**Distinctions:**

**Recent Publications:** "Education Is Our Occupation." PMLA 127.4 (2012): 1010-1015; "Pathologies of Communication from Coleridge to Schreber," South Atlantic Quarterly 102:1 (Winter 2003), p. 117-152.; "Mobility Disability." Public Culture 13:3 (Autumn 2001), p. 459-84.; "Understanding Media in 1805: Audiovisual Hallucination in The Lay of the Last Minstrel. Studies in Romanticism 40:1 (Spring 2001), p. 49-70.; Romantic Vagrancy: Wordsworth and the Simulation of Freedom. Cambridge University Press, 1995.

**Instructor:** Lavery, Joseph  
**Title:** Assistant Professor  
**Tenure Status :** Tenure-eligible  
**Education:** Ph.D., Comparative Literature and Literary Theory, University of Pennsylvania  
MA, Critical Theory, University of Sussex  
BA, English Language and Literature, University of Oxford

**Overseas Exp:**

**Language Comp:**

**Teaching Devoted to Area/Language:** 50% **Theses Supervised in Last Five Year** 5

**Area Courses Taught:** Introduction to the Study of Drama, Special Topics: Oscar Wilde and the Nineteenth Century, Research Seminars: Aesthetics and the Orient, The Victorian Period

**Research/Teaching Specialization:** Critical Theory, Gender & Sexuality Studies Pacific, 19th-Century British, Cultural Studies

**Distinctions:** ACLA's A. Owen Aldridge prize

**Recent Publications:** Empire Under Glass: Japanese Beauty and the Geopolitics of Aesthetics, forthcoming; "Japonisme," Blackwell's Encyclopedia of Victorian Literature, forthcoming; "Minimal Criticism," ACLA State of the Discipline Report 2015, <http://stateofthedisipline.acla.org/entry/minimal-criticism>; The Victorian Counterarchive: John Ruskin, Mikimoto Ryuzo, and Affirmative Reading, Comparative Literature Studies, Vol. 50, No. 3., 2013; Sadakichi Hartmann and Yone Noguchi, Routledge Encyclopedia of Modernism, forthcoming; Ernest Fenollosa: Out of Time, Out of Place, review of The Chinese Written Character as a Medium for Poetry: A Critical Edition, ed. Haun Saussy, Jonathan Stalling and Lucas Klein in Journal of Modern Literature, Vol. 34. (2011); Deconstruction and Petting: Untamed Animots in Kafka and Derrida, in Demenageries: Thinking (of) Animals After Derrida, ed. Anne Berger and Marta Segarra (Amsterdam: Rodopi Press, 2011).

Biographical Information/ APPENDIX III

**Instructor:** **Marno, David**  
**Title:** Assistant Professor  
**Tenure Status :** Tenure-eligible  
**Education:** PhD program in Comparative Literature, Stanford

**Overseas Exp:**

**Language Comp:**

**Teaching Devoted to Area/Language:** 50% **Theses Supervised in Last Five Year** 5

**Area Courses Taught:** The English Renaissance (through the 16th century), Special Topics: Donne: Poetry, Prose, Letters, Research Seminars: Religion and Poetry in Early Modern England, Shakespeare, Research Seminar: Metaphysical Poets from Donne to Vaughan

**Research/Teaching Specialization:** Drama, Renaissance and Early Modern, Critical Theory, Poetry

**Distinctions:** Manuscript Mini-Conference Grants

**Recent Publications:** "Easy Attention: Ignatius of Loyola and Robert Boyle." *Journal of Medieval and Early Modern Studies* 44.1 (2014): 135-161; "Thanking as Thinking: The poetics of grace in John Donne's." Stanford University, 2011; "The Monstrosity of Literature: Hugo Meltz's *World Literature and Its Legacies*." *World Literature, World Culture: History, Theory Analysis* (2008): 37-50.

**Instructor:** **Miller, D. A.**  
**Title:** Professor  
**Tenure Status :** Tenured  
**Education:** Ph.D., Comparative Literature, Yale University (1977)  
M.A., Cambridge (1976)  
B.A., Trinity Hall, Cambridge (1972)  
B.A., Yale College (1970)

**Overseas Exp:**

**Language Comp:**

**Teaching Devoted to Area/Language:** 80% **Theses Supervised in Last Five Year** 7

**Area Courses Taught:** British Cinema, Close Reading, The Language and Literature of Films: Alfred Hitchcock, Federico Fellini, Proust, The Novel and Its Theory/Theory and Its Novels, Literature and Sexual Identity: Male Homosexual Desire before and after Liberation

**Research/Teaching Specialization:** 19th-Century British Literature, Cultural Studies, Gender & Sexuality Studies, the Novel

**Distinctions:**

**Recent Publications:** "Hitchcock's Understyle: A Too-Close View of Rope." *Representations* 121.1 (2013): 1-30; "TOBY DAMMIT." (2011): 12-17; "Chabarthes." (2011): 16-20; 8½, *Houndmills*: Palgrave Macmillan [BFI Film Classics], 2008.; Jane Austen, or The Secret of Style, Princeton, NJ: Princeton University Press, 2003.; *Place for Us: Essay on the Broadway Musical*, Cambridge: Harvard University Press, 1998.; *Bringing Out Roland Barthes*, Berkeley and Los Angeles: University of California Press, 1992.

Biographical Information/ APPENDIX III

**Instructor:** Miller, Jennifer  
**Title:** Associate Professor  
**Tenure Status :** Tenured  
**Education:**

**Overseas Exp:**

**Language Comp:**

**Teaching Devoted to Area/Language:** 100% **Theses Supervised in Last Five Year** 9

**Area Courses Taught:** Chaucer, Women Writers, The Romance, Middle English Literature, Medieval Literature, Readings in Middle English, Literature and History, The Medieval Bible, English Drama to 1603

**Research/Teaching Specialization:** English Literature to 1500

**Distinctions:**

**Recent Publications:**

**Instructor:** Nolan, Maura  
**Title:** Associate Professor  
**Tenure Status :** Tenured  
**Education:** Ph.D., Duke University  
M.A., Duke University  
A.B., Dartmouth College

**Overseas Exp:**

**Language Comp:**

**Teaching Devoted to Area/Language:** 100% **Theses Supervised in Last Five Year** 5

**Area Courses Taught:** Research Seminar: Sensory Aesthetics in Late Medieval and Early Renaissance Poetry and Drama, The Epic

**Research/Teaching Specialization:** Middle English, Renaissance and Early Modern, Drama

**Distinctions:**

**Recent Publications:** "Medieval Sensation and Modern Aesthetics Aquinas, Adorno, Chaucer." the minnesota review 2013.80 (2013); "Jennifer Summit, Memory's Library: Medieval Books in Early Modern England." Modern Philology 110.2 (2012); Mann, Jill. Medieval Latin and Middle English Literature: Essays in Honour of Jill Mann. Eds. Christopher Cannon, and Maura Nolan. DS Brewer, 2011; John Lydgate and the Making of Public Culture, Cambridge University Press, 2009; Master Narratives of the Middle Ages. Guest Editor for a special issue of the Journal of English and Germanic Philology. Introduction by Maura Nolan. Volume 106.2 (April, 2007); "Lydgate's Worst Poem." In Lydgate Matters, ed. Andrea Denny-Brown and Lisa Cooper (New York: Palgrave MacMillan, 2007), 71-87; The Text in the Community: Essays on Medieval Works, Manuscripts, Authors and Readers. Edited with Jill Mann. Notre Dame: University of Notre Dame Press, 2006.

Biographical Information/ APPENDIX III

**Instructor:** **Picciotto, Joanna M**  
**Title:** Assistant Professor  
**Tenure Status :** Tenure Eligible  
**Education:**

**Overseas Exp:**

**Language Comp:**

**Teaching Devoted to Area/Language:** 100% **Theses Supervised in Last Five Year** 5

**Area Courses Taught:** The Augustan Age: Literature of the Restoration and the Early 18th Century, The English Renaissance (17th Century), Milton, The Literary Image, Autobiography, Satire

**Research/Teaching Specialization:** Restoration & 18th-Century British Literature

**Distinctions:**

**Recent Publications:** Labors of Innocence in Early Modern England, Harvard University Press, 2010; "Breaking through the Mode: The Journeys of Celia Fiennes," Literature Compass (forthcoming); "The Public Person and the Play of Fact," Representations (forthcoming); "Reforming the Garden: The Experimentalist Eden and Paradise Lost," English Literary History 72 (1), Spring 2005; "Scientific Investigations" in A Concise Companion to Restoration and Eighteenth-Century Literature, ed. Cynthia Wall (Oxford: Blackwell, 2004).

**Instructor:** **Puckett, Kent**  
**Title:** Associate Professor  
**Tenure Status :** Tenured  
**Education:** Ph.D. Columbia University  
M.A. University of Virginia

**Overseas Exp:**

**Language Comp:**

**Teaching Devoted to Area/Language:** 100% **Theses Supervised in Last Five Year** 7

**Area Courses Taught:** Literature in English: Late 17th- Through Mid-19th Centuries, Problems in the Study of Literature, Graduate Readings: Literature and Psychoanalysis, Novel Genealogies—Balzac, Eliot, and James, The Victorian Period

**Research/Teaching Specialization:** 19th-Century British Literature, Critical Theory, Narrative & the Novel

**Distinctions:**

**Recent Publications:** "Caucus-Racing," Novel: A Forum on Fiction (forthcoming); "Hardy's 1900," MLQ (forthcoming); "Celia Johnson's Face," English Language Notes (49.2, Fall / Winter 2011); "Before and Afterwardsness in Henry James," in Narrative Middles: Navigating the Nineteenth-Century Novel, edited by Caroline Levine and Mario Ortiz-Roblez (Ohio State University Press, 2011); Bad Form: Social Mistakes and the Nineteenth-Century Novel (Oxford University Press, 2008).; Against Oligarchies, Against Bosses: A Conversation with Richard Rorty, with Derek Nystrom (Charlottesville: Prickly Pear Pamphlets, 1998). Reprinted by Prickly Paradigm Press in 2002.; "The Life and Death and Death of Colonel Blimp," Critical Inquiry, Vol. 35, No. 1. (2008), pp. 90-114.; "Stupid Sensations: Henry James, Good Form, and Reading Middlemarch Without a Brain," The Henry James Review, Vol. 28, No. 3 (2007), pp. 292-298; "Narrative," The Oxford Encyclopedia of British Literature, ed. David Kastan (New York: Oxford University Press, 2005).

Biographical Information/ APPENDIX III

**Instructor:** Rubenstein, Michael D.  
**Title:** Assistant Professor  
**Tenure Status :** Tenure Eligible  
**Education:**

**Overseas Exp:**

**Language Comp:**

**Teaching Devoted to Area/Language:** 100% **Theses Supervised in Last Five Year** 5

**Area Courses Taught:** Problems in the Study of Literature, Irish Writing From 1890 to the Present, The Cultures of English: Empire & Global English, The Contemporary Novel, A Small Place —Irish Fictions, 1890-2005, Honors Course

**Research/Teaching Specialization:** 20th-Century British Literature, Postcolonial & World Literature, Narrative & the Novel, Irish Lit.

**Distinctions:**

**Recent Publications:** Public Works: Infrastructure, Irish Modernism, and the Postcolonial. Notre Dame: The University of Notre Dame Press, 2010; "A Portrait of the Artist as a Young Urban Planner: Joyce and Dublin's Engineering Cultures," in Valérie Bénéjam and John Bishop, eds., Making Space in the Works of James Joyce. London: Routledge, forthcoming.; Public Works: Infrastructure, Irish Modernism, and the Postcolonial. Notre Dame: The University of Notre Dame Press, 2010.; "Light Reading: Public Utility, Urban Fiction and Human Rights." Social Text, Winter 2008.; "Revisiting the City, Revising Nationalism: Andrew Kincaid's Postcolonial Dublin: Imperial Legacies and the Built Environment." The Field Day Review, vol. 3, 2007.

**Instructor:** Savarese, John L  
**Title:** ACLS New Faculty Fellow  
**Tenure Status :**

**Education:** Ph.D., Rutgers University, Literatures in English, 2012  
M.A., Rutgers University, Literatures in English, 2009  
M.A., Rutgers University, Literatures in English, 2009

**Overseas Exp:**

**Language Comp:**

**Teaching Devoted to Area/Language:** 100% **Theses Supervised in Last Five Year** n/a

**Area Courses Taught:** Literature and History: Writing the British Nation, Special Topics: Literature and Science from the Romantics to the Present, The Romantic Period

**Research/Teaching Specialization:**

**Distinctions:** American Council of Learned Societies New Faculty Fellowship, 2013-2014; Postdoctoral Fellowship, University of Texas at Austin, 2012-2013

**Recent Publications:** Romanticism's Other Minds: The Science of Poetry from Hume to Mill, Forthcoming; "Ossian's Folk Psychology," ELH 80.3 (Fall 2013); "Reading One's Own Mind: Hazlitt, Cognition, Fiction," European Romantic Review 24.4 (2013); "Psyche's 'Whisp'ring Fan' and Keats's Genealogy of the Secular," Studies in Romanticism 50.3 (Fall 2011).

Biographical Information/ APPENDIX III

**Instructor:** **Sorensen, Janet**  
**Title:** Associate Professor  
**Tenure Status :** Tenured  
**Education:**

**Overseas Exp:**

**Language Comp:**

**Teaching Devoted to Area/Language:** 100% **Theses Supervised in Last Five Year** 5

**Area Courses Taught:** Literature in English: Late-17th Through Mid-19th Centuries; Literature of Later 18th Century; Research Seminar: Literature of the Ocean, Literature in English: Late-17th Through Mid-19th Centuries, Literature of the Later 18th Century, The English Novel

**Research/Teaching Specialization:** 18th-Century British

**Distinctions:**

**Recent Publications:** "Belts of Gold" and "Twenty-Pounders": Robert Louis Stevenson's Textualized Economies." *Criticism* 42.3 (2012); "Andrew Elfenbein. Romanticism and the Rise of English." *The Review of English Studies* 62.257 (2011); "Juliet Shields. *Sentimental Literature and Anglo-Scottish Identity, 1745–1820*. New York: Cambridge University Press, 2010; *The Journal of British Studies* 51.02 (2012); "A Review of Evan Gottlieb, *Feeling British: Sympathy and National Identity in Scottish and English Writing, 1707–1832*." *The Eighteenth Century* 51.4 (2010).

**Instructor:** **Starr, George A**  
**Title:** Professor  
**Tenure Status :** Tenured  
**Education:**

**Overseas Exp:**

**Language Comp:**

**Teaching Devoted to Area/Language:** 100% **Theses Supervised in Last Five Year** 5

**Area Courses Taught:** The English Novel (Defoe through Austen), Literature of California and the West Since WWI, The Writings of Daniel Defoe, Literature of California and the West pre-1920, Utopian Literature, Mark Twain

**Research/Teaching Specialization:** Restoration & 18th-Century British Literature

**Distinctions:**

**Recent Publications:** Editor, *Christianity Not as Old as the Creation: the Last of Defoe's Performances*, London: Pickering & Chatto, 2012; "Defoe and China." *Eighteenth-Century Studies* 43.4 (2010).

**Instructor:** **Turner, James Grantham**

**Title:** Professor

**Tenure Status :** Tenured

**Education:** D.Phil., Oxford University, 1977

M.A., Oxford University

B.A., Oxford University, 1968

**Overseas Exp:**

**Language Comp:**

**Teaching Devoted to Area/Language:** 100%

**Theses Supervised in Last Five Year** 9

**Area Courses Taught:** Literature in English: Through Milton, The Augustan Age, Restoration and Early 18th Century, Utopia and Paradise: Renaissance to Enlightenment,

**Research/Teaching Specialization:** Renaissance, Restoration & 18th-Century British Literature, Gender and Sexuality, Narrative & t

**Distinctions:** Guggenheim, NEH, and ACLS Fellowships

**Recent Publications:** "Invention and Sexuality in the Raphael Workshop: Before the Modi," *Art History* XXXV (2013); "How Big Did She Say That Snake Was? Teaching the Contradiction in Oronoko," in Mary Ann O'Donnell and Cynthia Richards (eds), *Approaches to Teaching Behn's Oronoko* (New York: Modern Languages Association, 2012); "I Modi and Aretino: I, The 'Toscanini Volume' in Context," *The Book Collector* LX (2011), pp. 559-70; *Schooling Sex: Libertine Literature and Erotic Education in Italy, France, and England, 1534-1685* (Oxford: Oxford University Press, 2003); *Libertines and Radicals in Early Modern London: Sexuality, Politics and Literary Culture, 1630-1685* (Cambridge: Cambridge University Press, 2001); *Sexuality and Gender in Early Modern Europe: Institutions, Texts, Images, essays* (edited with an Introduction) (Cambridge: Cambridge University Press, 1993).

## ***Film Studies***

**Instructor:** **Williams, Linda**

**Title:** Professor

**Tenure Status :** Tenured

**Education:** Ph.D., University of Colorado

**Overseas Exp:**

**Language Comp:** French-4

**Teaching Devoted to Area/Language:** 50%

**Theses Supervised in Last Five Year** 16

**Area Courses Taught:** Melodrama and "Excess"; Serial Television: *The Wire*; *Gotta Sing, Gotta Dancel*

**Research/Teaching Specialization:** Film history and genre, Melodrama and pornography, Feminist theory, Visual culture

**Distinctions:**

**Recent Publications:** *Porn Studies* (Duke University Press, Forthcoming); *Screening Sex* (Duke University Press, forthcoming); *Porn Studies* (Duke University Press, 2004.); "Playing the Race Card:" *Melodramas of Black and White from Uncle Tom to O.J. Simpson* (Princeton University Press, 2001).; *Re-inventing Film Studies*, Co-edited anthology with Christine Gledhill (London: Edward Arnold; New York: Oxford University Press, 2000).; *Viewing Positions: Ways of Seeing Film*, Edited (Rutgers University Press, 1994).

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**French**

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**Instructor:** **Andrews, Jean****Title:** Lecturer**Tenure Status :** Lecturer**Education:****Overseas Exp:****Language Comp:** French-4**Teaching Devoted to Area/Language:** 100% **Theses Supervised in Last Five Year** n/a**Area Courses Taught:** Elementary, Intermediate French**Research/Teaching Specialization:** French language instruction**Distinctions:****Recent Publications:****Instructor:** **Blocker, Deborah A.****Title:** Associate Professor**Tenure Status :** Tenured**Education:** B.A. English and American lit., Sorbonne, 1991  
B.A. French literature and civilization, Sorbonne, 1991  
M.A. French literature and civilization, Sorbonne, 1992  
Ph.D. French literature and civilization, Sorbonne, 2001**Overseas Exp:** France**Language Comp:** French**Teaching Devoted to Area/Language:** 100% **Theses Supervised in Last Five Year** 6**Area Courses Taught:** Reading and Writing in French, Learned Academies of Early Modern France, Italy and Spain; Knowledge, Sociability, Politics; Seventeenth Century Literature, Honors Sequence; A Year in French History; Studies in 17th Century Literature**Research/Teaching Specialization:** Social, political history of literary practices in early modern France and Italy**Distinctions:** UC Berkeley Mellon Research Grants for newly tenured associate professors 2009-2014.; Florence J. Gould Fellow, Harvard U, 2010-11; UC Berkeley Chancellor's Research Grant for newly tenured associate professors 2009-2010;**Recent Publications:** *Instaurer un art: politiques du théâtre dans la France du premier XVIIe siècle*, Paris, Honoré Champion, 2009, 540 pp.; *Protections et statut d'auteur à l'époque moderne: formes et enjeux des pratiques de patronage dans la querelle du Cid (1637)*, *French Historical Studies*, 31, 3, 2008, p. 381-416; *Figures du peuple d'Israël dans l'Esther de Jean Racine*, *Société des Amis de Port-Royal*, Blois, September 2003, proceedings in *Port-Royal et le peuple d'Israël*, Rita Hermon-Belot and Jean Lesaulnier (ed.), *Chroniques de Port-Royal*, 53 (2004), pp. 177-197.; *Elucider et équivoquer: Francesco Robortello (ré)invente la catharsis*, in *Stratégies de l'équivoque*, J.-P. Cavallé (ed.), *Cahiers du Centre de Recherches Historiques*, 33 (2004), pp. 109-140.; *The Hermeneutics of Transmission: Deciphering Discourses on Poetry and the Arts in Early Modern Europe (1500-1800)*, in *Intermédialités, Transmettre/Transmitting*, 5, Spring 2005.

Biographical Information/ APPENDIX III

**Instructor:** **Boucher, Danielle**  
**Title:** Lecturer  
**Tenure Status :** Lecturer  
**Education:**

**Overseas Exp:**

**Language Comp:** French -5, Spanish-4

**Teaching Devoted to Area/Language:** 100% **Theses Supervised in Last Five Year** n/a

**Area Courses Taught:** Elementary, Intermediate, Advanced French

**Research/Teaching Specialization:** French, Philosophy, History, Anthropology

**Distinctions:**

**Recent Publications:**

**Instructor:** **Chavdarian, Seda**  
**Title:** Lecturer  
**Tenure Status :** Lecturer  
**Education:** PhD University of California, Berkeley, 1981  
B.A., UC Berkeley, 1971

**Overseas Exp:** Universite de Bordeaux, 1969-70; Summers in Paris, 2002-07

**Language Comp:** French-4

**Teaching Devoted to Area/Language:** 100% **Theses Supervised in Last Five Year** n/a

**Area Courses Taught:** Elementary French, Teaching French in College

**Research/Teaching Specialization:** Applied Linguistics, Second Language Acquisition and Pedagogy, Twentieth Century Literature

**Distinctions:** Faculty award, Outstanding Mentorship of GSRs, 2007-08; Distinguished Teaching Award, 2001

**Recent Publications:** General reviewer for Foreign Language Annals (Journal of American Council on the Teaching of Foreign Languages) and the French Review (Journal of the American Association of Teachers of French).

**Instructor:** **Colon, Églantine**  
**Title:** Assistant Professor  
**Tenure Status :** Tenure-eligible  
**Education:**

**Overseas Exp:**

**Language Comp:** Frenh-5

**Teaching Devoted to Area/Language:** 100% **Theses Supervised in Last Five Year** 5

**Area Courses Taught:** Twentieth Century French Literature - Wars, Revolts; Literature and the Visual Arts: Exploring the Banlieues; Precarity and the Postmodern City

**Research/Teaching Specialization:** Contemporary French literature, culture and thought

**Distinctions:**

**Recent Publications:** "Les non-dits de la rencontre. Herméneutique du désir contemporain," *Syn-thèses* 1, 2009, pp. 93-111; "Du babil à Babel" in *Acta Fabula*, vol. 9.6, June 2008. <http://www.fabula.org/revue/document4362.php> [book review of *Echolalies. Essai sur l'origine des langues*, Daniel Heller-Roazen]; [with I. Langlet] "De Los Angeles à Solotol," *Science-fiction et imaginaires contemporains. Actes du Colloque de Cerisy*, 2006, pp.135-151.

**Instructor:** **Duggan, Joseph**  
**Title:** Professor  
**Tenure Status :** Tenured  
**Education:** Ph.D., Romance Languages, Ohio State University, 1964  
 B.A., *egregia cum laude*, French Literature, Fordham University, 1960

**Overseas Exp:**

**Language Comp:** French-4

**Teaching Devoted to Area/Language:** 100% **Theses Supervised in Last Five Year** 5

**Area Courses Taught:** The Medieval Book, Epic, Romance, and Saga, The Romances of Chrétien de Troyes, Theory and Practice of Textual Criticism, French Literature of the Twelfth Century, Reading and Interpretation of Old French Texts, The troubadours

**Research/Teaching Specialization:** Medieval French and Occitan language and literature

**Distinctions:** Dickson Emeriti Professorship

**Recent Publications:** Medieval Epic and History in the Romance Literatures, in series *The Ancient World: Comparative History* (Oxford: Blackwell, 2008); Guilhem IX of Aquitaine's Poem About Nothing, and the Generation of Meaning, *Contez me tout: Mélanges Herman Braet* (Louvain: Peeters, 2006) ; *Garin le Loherain Between Assonance and Rhyme. Revue Belge de Philologie et d'Histoire* 83 (2005), 707-22; *The Romances of Chrétien de Troyes* (Yale University Press, 2001).

## Biographical Information/ APPENDIX III

**Instructor:** **Guerlac, Suzanne**  
**Title:** Professor  
**Tenure Status :** Tenured  
**Education:** 1984, Ph.D French Literature, Johns Hopkins University  
1976, M.A. French Literature, Johns Hopkins University  
1971 B.A. Philosophy, Barnard College

**Overseas Exp:**  
**Language Comp:** English and French  
**Teaching Devoted to Area/Language:** 100% **Theses Supervised in Last Five Year** 9

**Area Courses Taught:** Writing in French, 20th-Century Literature: Writing Passion and Responsibility, Literary Criticism: Proust Criticism, Studies in Twentieth-Century French Literature: Proust, The concept of Nature in France, The concept of race in France

**Research/Teaching Specialization:** 19th and 20th-century literature, philosophy and ideologies

**Distinctions:**

**Recent Publications:** Humanities 2.0 E-learning in the Digital World (Fall 2011) in Representations, special issue on the Humanities and the Crisis of the Public University; Bergson, the Void and the Politics of Life in Political and Social Thought (Chapel Hill: Duke, 2012); Victor Hugo: 'Fonctionnaire de la civilisation,' La Revue des Sciences Humaines, no. 302, April-June, 2011; The Fragility of the Pardon (Derrida and Ricoeur), in Derrida and the Time of the Political; Valéry - Modernist Myths and (Anti) Modernist States of Mind (in The Romanic Review); Derrida and the Time of the Political, co-edited with Pheng Cheah (Duke University Press, 2009); The Useless Image Bataille, Magritte, Bergson, Representations 97, winter 2007, pp. 28-56; Thinking in Time: An Introduction to Henri Bergson (Cornell University Press, 2006).

**Instructor:** **Hampton, Timothy**  
**Title:** Professor  
**Tenure Status :** Tenured  
**Education:** Ph.D. Comparative Literature, Princeton University, 1987  
M.A. Comparative Literature, University of Toronto,  
B.A. Summa cum laude, University of New Mexico, 1977

**Overseas Exp:**  
**Language Comp:** French-4, Italian-4 Spanish-3 Portuguese-3, German-2, Latin  
**Teaching Devoted to Area/Language:** 100% **Theses Supervised in Last Five Year** 7

**Area Courses Taught:** Freshman Seminar: Incest and Tragedy: the Case of Racine's Phèdre, 16th-Century Literature: Renaissance Literature, La Pléiade and the Invention of the Avant-Garde, Montaigne and the Postures of Selfhood

**Research/Teaching Specialization:** Literature and politics, historiography, questions of cultural transmission and cross-cultural encounter

**Distinctions:** Modern Language Association's Scaglione Prize for the best book in French and Francophone Studies

**Recent Publications:** Tangled Generation: Dylan, Kerouac, Petrarch and the Poetics of Escape. Critical Inquiry, 39, (Summer 2013); Don Quixote as a Topographic Poet, Blog Post at Arcade, Stanford University Humanities Portal. La foi des traités: Baroque History, International Law, and the Politics of Reading in Corneille's Rodogune. Yale French Studies, Walter Benjamin's Imaginary French Trauerspiel. New Haven: Yale University Press, 2013 ; Le paysan éloquent: Sédition, Désordre et Dissidence. In La Dissidence à la Renaissance, Paris: Les Dossiers du GRIHL, Expressions de la dissidence à la Renaissance, 2013, online. 'Comment a nom': Humanism and Literary Knowledge Representations, 118 (Summer 2012); Fictions of Embassy: Literature and Diplomacy in Early Modern Europe (Cornell University Press, 2009).; The Diplomatic Moment: Representing Negotiation in Early Modern Europe Modern Language Quarterly (2006); Monstrous Signs: Monstrosity and the Rhetoric of Description in Rabelais and Montaigne in Monstrous Bodies/Political Monstrosities (Cornell University Press, 2004); Literature and Nation in the Sixteenth Century: Inventing Renaissance France (Cornell University Press, 2000).

Biographical Information/ APPENDIX III

**Instructor:** **Hult, David**  
**Title:** Professor  
**Tenure Status :** Tenured  
**Education:** Ph.D., Cornell University, 1977  
M.A., Stanford University, 1974  
B.A., University of California, Berkeley, 1973

**Overseas Exp:**  
**Language Comp:** French-4  
**Teaching Devoted to Area/Language:** 100% **Theses Supervised in Last Five Year** 5

**Area Courses Taught:** Studies in Medieval Literature, Medieval French Literature, Reading and Interpretation of Old French Texts, Late Medieval Literature: Love, Humor and Satire in an Age of War and Plague, The Romance of the Rose and Medieval Allegory

**Research/Teaching Specialization:** Medieval French literature; Chrétien de Troyes, Jean de Meun; allegory; literary theory and herm

**Distinctions:**

**Recent Publications:** The Debate of the Romance of the Rose. Edited and translated, with introduction and notes. The Other Voice in Early Modern Europe. Chicago: University of Chicago Press, 2010; La Mort du roi Arthur. Nouvelle édition critique, traduction, présentation et notes. Paris: Livre de Poche (coll. «Lettres gothiques»), 2009; Alain Chartier in Manuscript: Authorial or Scribal Culture? Revue belge de Philologie et d'Histoire 83 (2005); Words and Deeds: Jean de Meun's Romance of the Rose and the Hermeneutics of Censorship, New Literary History (Spring 1997); Chrétien de Troyes, Le Chevalier au Lion (Yvain) (ed. And trans. Paris, 1994).

**Instructor:** **Lucey, Michael**  
**Title:** Professor  
**Tenure Status :** Tenured  
**Education:** Ph.D., Princeton University, 1989.  
M.Phil., Oxford University, 1984  
B.A., Wesleyan University, 1982.

**Overseas Exp:** France, England  
**Language Comp:** French-5, German-4, Italian-2  
**Teaching Devoted to Area/Language:** 100% **Theses Supervised in Last Five Year** 13

**Area Courses Taught:** Literary Criticism, Proseminar in French, Literary Criticism: Literary Objects, Literary Criticism: Theories of Discourse, Sexuality and the Literary Field, Theories of the First Person, Proust and Proust Criticism

**Research/Teaching Specialization:** French literature and culture

**Distinctions:** 2008: Distinguished Teaching Award

**Recent Publications:** "The Contexts of Marguerite Duras's Homophobia." GLQ: A Journal of Lesbian and Gay Studies 19.3 (2013): 341-379; Returning to Reims, Translator, Semiotexte, 2013; Never Say I: Sexuality and the First Person in Colette, Gide, and Proust (Duke University Press, 2006); The Misfit of the Family: Balzac and the Social Forms of Sexuality (Duke University Press, 2003).

Biographical Information/ APPENDIX III

**Instructor:** **Martin, Leslie**  
**Title:** Lecturer  
**Tenure Status :** Lecturer  
**Education:**

**Overseas Exp:**

**Language Comp:** French

**Teaching Devoted to Area/Language:** 100% **Theses Supervised in Last Five Year** n/a

**Area Courses Taught:** Elementary French, Intermediate French

**Research/Teaching Specialization:**

**Distinctions:**

**Recent Publications:**

**Instructor:** **Maslan, Susan A**  
**Title:** Associate Professor  
**Tenure Status :** Tenured  
**Education:** PhD Johns Hopkins University, 1996  
BA University of Wisconsin-Madison, 1985

**Overseas Exp:**

**Language Comp:** French

**Teaching Devoted to Area/Language:** 100% **Theses Supervised in Last Five Year** 5

**Area Courses Taught:** Early Modern Studies: Sociability, Eighteenth-Century French Literature: What is Enlightenment?, Themes, Genres and Structures: French Theater, The Literary Construction of Human Rights in France

**Research/Teaching Specialization:** Early modern French literary and political history

**Distinctions:**

**Recent Publications:** Citizen/Human: The Literary Genealogy of Human Rights in France, 1640-1795, Forthcoming. "Gotta Serve Somebody: Service, Autonomy, Society," in eds. Sophia A. McClennen and Joseph R. Slaughter, Human Rights and Literary Forms, spec issue Comparative Literature Studies, v.46, no 1 (2009): 45-75.; "The Dream of the Feeling Citizen: Law and Emotion in Corneille and Montesquieu," SubStance 109 (2006).; Revolutionary Acts: Theater, Democracy, and the French Revolution (Johns Hopkins University Press, 2005).; "The Antihuman: Man and Citizen before the Declaration of the Rights of Man," (SAQ:South Atlantic Quarterly, 2004).

Biographical Information/ APPENDIX III

**Instructor:** **Paige, Nicholas**  
**Title:** Associate Professor  
**Tenure Status :** Tenured  
**Education:** Ph.D., University of Pennsylvania, 1996  
M.A., University of Pennsylvania  
B.A., Cornell University, 1988  
**Overseas Exp:** France  
**Language Comp:** French-4, Italian-3 and Latin-2  
**Teaching Devoted to Area/Language:** 100% **Theses Supervised in Last Five Year** 11  
**Area Courses Taught:** Freshman Seminar: Films of the French New Wave, Writing in French, French Literature in English Translation: An Introduction to the Films of the French New Wave, Two Hundred Years of Tears: An Aesthetic and Cultural History  
**Research/Teaching Specialization:** 17th and 18th-century French literature and culture; history and theory of the novel; morphologic  
**Distinctions:** 2013 ASECS Gottschalk prize for best book on the 18th century, Mellon Project Grant (2008-09), Humanities Research Fellowship, UC-Berkeley (2007)  
**Recent Publications:** "Diderot démythifié: Les Lectures de La Religieuse." RHLF 111.4 (2011) ; Before Fiction: The Ancien Régime of the Novel (University of Pennsylvania Press, 2011); "Lafayette's Impossible Princess: On (Not) Making Literary History," PMLA 125.4 (2010); "Permanent Re-Enchantments: On Some Literary Uses of the Supernatural from Early Empiricism to Modern Aesthetics" (in The Re-Enchantment of the World: Secular Magic in a Rational Age, Stanford 2009); "Proto-Aesthetics and the Theatrical Image" Papers on French Seventeenth-Century Literature 69 (2008); "Rousseau's Readers Revisited: The Aesthetics of La Nouvelle Héloïse" Eighteenth-Century Studies 42.1 (2008); "Relearning to Read: Truth and Reference in Subigny's La Fausse Clélie" (in The Art of Instruction: Essays on Pedagogy and Literature in Seventeenth-Century France, Rodopi, 2008); Lafayette's Zayde: A Spanish Romance (trans., University of Chicago Press, 2006).

**Instructor:** **Pries, Desiree M**  
**Title:** Lecturer  
**Tenure Status :** Lecturer  
**Education:**  
**Overseas Exp:**  
**Language Comp:** French  
**Teaching Devoted to Area/Language:** 100% **Theses Supervised in Last Five Year** n/a  
**Area Courses Taught:** Undergraduate french language, literature, practical phonetics, advanced graduate seminar on pedagogy  
**Research/Teaching Specialization:** French and Francophone women writing, gender studies, the novel, film, and applied linguistics  
**Distinctions:**  
**Recent Publications:** A l'écran: Short French Films and Activities Manual. Kelly Truby, Desiree Pries, Kristina Baer. Heinle, Cengage Learning, 2010; "Piscina: Gender Identity in Métaphysique des tubes" Amélie Nothomb: Authorship, Identity and Narrative Practice. Ed. Susan Bainbrigg and Jeanette Toonder, Peter Lang; New York, 2003. pp. 24-35.

## Biographical Information/ APPENDIX III

**Instructor:** **Rodic, Vesna**  
**Title:** Lecturer  
**Tenure Status :** Lecturer  
**Education:** Ph.D., French Studies, UC Berkeley

**Overseas Exp:**

**Language Comp:** French-5, Bosnian/Croatian/Serbian - 5; Italian-4, Spanish - 4, German - 3, Russian - 3, Dutch - 2, Latin - 1

**Teaching Devoted to Area/Language:** 100% **Theses Supervised in Last Five Year** n/a

**Area Courses Taught:** Studies in French Renaissance Poetry; Intermediate French; Reading and Composition in French, Writing Seminar, Beginning French, Introduction to Literary Analysis in French; Intensive Reading and Composition; Intermediate French; Advanced French

**Research/Teaching Specialization:** 19th/20th century literature, art, and culture; poetic studies; nationalism in France; urban space,

**Distinctions:** Undergraduate Research Apprenticeship Program Mentor Award, 2013-14; Travel Grant, Berkeley Language Center, 2013; Foreign Language Instructor Travel Grant, IES, 2012; Faculty Convention travel Grant, RMMLA, 2011

**Recent Publications:** "Vers une éco-poétique de l'espace dans 'Le Nénuphar blanc' de Stéphane Mallarmé", forthcoming, Dix-Neuf, special issue on ecopoetics (Forthcoming, 2015); Rough Beasts: New Nationalism and The First World War, co-edited with Lawrence Rosenthal, Forthcoming, Palgrave MacMillan, September 2014; "La Nouvelle Revue Française And the Challenge of History from 1909 to 1919," forthcoming, Seybert, Gislinde and Thomas Stauder (eds.), Misères de l'héroïsme. La Première Guerre mondiale dans la conscience intellectuelle, littéraire et artistique des cultures européennes. London and Munich: Peter Lang (2014); "Lyricism, Aesthetic Tradition, and the Debates on Nationalism in La Nouvelle Revue Française, 1909-1914", Modern Language Notes, vol. 127, no. 4 (September 2012); "Visual Itineraries of a Literary Form: Dutch Baroque Printmaking, a Source for the French Prose Poem," Dutch Crossing, Journal of Low Countries Studies, vol. 35, no. 2 (July 2011).

**Instructor:** **Sanyal, Debarati**  
**Title:** Associate Professor  
**Tenure Status :** Tenured  
**Education:** Ph.D., Princeton University, 1997  
B.A., Oxford University, 1991

**Overseas Exp:** France, UK

**Language Comp:** French-5

**Teaching Devoted to Area/Language:** 100% **Theses Supervised in Last Five Year** 7

**Area Courses Taught:** Configurations of Crisis: Zola's Century and the Challenge of Modernity, Twentieth-Century Literature: Identity, Ambiguity and Ethics, French Civilization: World War Two, the Occupation and its Aftermath in France,

**Research/Teaching Specialization:** 19th and 20th-century French literature; theories of modernity; trauma, testimony, literary form

**Distinctions:** UCB Humanities Research Fellowship (2007); UCB Humanities Research Fellowship (2000-2001)

**Recent Publications:** Dangerous Intersections: Complicity, Trauma and Holocaust Memory (forthcoming with Fordham UP); "Reading Baudelaire in the Age of Terror" in Time for Baudelaire (Poetry, Theory, History), ed. Ellen Burt, Kevin Newmark, Elissa Marder (Yale French Studies), (in press); "Ecologies de l'appartenance chez Camus" in Albert Camus au Quotidien dir. André Benhaim, Aymeric Glacé (Les Presses Universitaires du Septentrion, collection "Objet", 2013); Special Editor, Noeuds de mémoire: Multidirectional Memory in French and Francophone Culture, Yale French Studies 118/119, 2010; The Violence of Modernity: Baudelaire, Irony and the Politics of Form (Johns Hopkins University Press, 2006); "A Soccer Match in Auschwitz: Passing Culpability in Holocaust Criticism," Representations 79 (2002); "The Tie That Binds: Violent Commerce in Baudelaire's 'La Corde'," Yale French Studies 101 (2002); "The Object of Poetry: Commodity and Critique in Baudelaire," Confrontations: Politics and Aesthetics in Nineteenth-Century France (2001) ; "Broken Engagements: Sartre, Camus and the Question of Commitment," Yale French Studies 98 (2000).

Biographical Information/ APPENDIX III

**Instructor:** **Shuh, Rachel A**  
**Title:** Lecturer  
**Tenure Status :** Lecturer  
**Education:**

**Overseas Exp:**

**Language Comp:** French-4

**Teaching Devoted to Area/Language:** 100% **Theses Supervised in Last Five Year** n/a

**Area Courses Taught:** Elementary French, Intermediate French

**Research/Teaching Specialization:** French language instruction

**Distinctions:**

**Recent Publications:** "Madness and Military History in Balzac's "Adieu"." French Forum. Vol. 26. No. 1. University of Nebraska Press, 2001; Post-revolutionary narrative: Stendhal, Balzac, and restoration history writing. Diss. University of California, Berkeley, 1997.

**Instructor:** **Timmons, Nelly A**  
**Title:** Lecturer  
**Tenure Status :** Lecturer  
**Education:**

**Overseas Exp:**

**Language Comp:** French-4

**Teaching Devoted to Area/Language:** 100% **Theses Supervised in Last Five Year** n/a

**Area Courses Taught:** Elementary, Intermediate, and Advanced French

**Research/Teaching Specialization:** French language

**Distinctions:**

**Recent Publications:**

**Instructor:** **Tlatli, Soraya**  
**Title:** Associate Professor  
**Tenure Status :** Tenured  
**Education:** Ph.D, French, Emory University, 1991  
 M.A., French, The Johns Hopkins University, 1990  
 ABD, German Philosophy, Université de Montreal, 1987  
 M.A, Twentieth-century Continental Philosophy, Université de Montréal, 1985

**Overseas Exp:**  
**Language Comp:** French-5  
**Teaching Devoted to Area/Language:** 100% **Theses Supervised in Last Five Year** 7

**Area Courses Taught:** Modern Studies: De l'orientalisme au postcolonialisme, Perspectives on History: The French Nation Revisited by its Colonies, Francophone Literature: Poétique et politique du désir dans la littérature francophone

**Research/Teaching Specialization:** Francophone literature, colonial and postcolonial historiography, French psychoanalysis, philoso

**Distinctions:**

**Recent Publications:** "French Nationalism and the Issue of North African Immigration." In Brown and Gordon eds. 392-414; "Les ruines de l'Algérie chez Kateb Yacine" in Hommage à Kateb Yacine ed. Nabil Boudraa (L'Harmattan, Paris, 2006); La Folie Lyrique: essai sur le surréalisme et la psychiatrie (L'Harmattan, Paris, 2004); Le Psychiatre et ses Poètes: essai sur le jeune Lacan (TCHOU, Paris, 2000).

### ***French/Berkeley Language Center***

**Instructor:** **Kern, Richard**  
**Title:** Associate Professor/Director BLC  
**Tenure Status :** Tenured  
**Education:** Ph.D. in Education (Language and Literacy), University of California, Berkeley, 1988  
 M.A. in Education (Language and Literacy), University of California, Berkeley, 1983.  
 B.A. summa cum laude in Romance Languages, University of California, Santa Cruz, 1979

**Overseas Exp:**  
**Language Comp:** French-4  
**Teaching Devoted to Area/Language:** 100% **Theses Supervised in Last Five Year** 11

**Area Courses Taught:** French for Teaching and Related Careers, Intermediate Conversation, Advanced Conversation, Freshman Seminar: Language and Technology, Practical Phonetics and Listening Comprehension

**Research/Teaching Specialization:** Second language acquisition, psycholinguistics, reading, writing, and technology

**Distinctions:**

**Recent Publications:** "Language Teaching and Learning in the Postlinguistic Condition?" with Mark Nelson, in Teaching English as an International Language: Principles and Practices. London: Routledge (2012); Décrire la conversation en ligne: le face à face distanciel, co-edited with Christine Develotte and Marie-Noëlle Lamy. Lyon: ENS Editions, 2011; "Teaching communication in a global age: New goals for language/culture teacher education," in Educating the future FL profesoriare for the 21st century. Boston, Heinle (2011); "Technology and language learning," in Routledge Handbook of Applied Linguistics. New York: Taylor & Francis, 2011, pp. 202-217; "Literacy and Technology in French Language Teaching: Issues and Prospects," in D. Ayoun (Ed.) Studies in French Applied Linguistics. Amsterdam: Benjamins, 2008, pp. 255-294.; "Making connections through texts in language teaching," Language Teaching, 41, 3, 2008, pp. 367-387.; "De l'apprenant au locuteur/acteur," with Anthony Liddicoat, in G. Zarate, D. Lévy, C. Kramsch (Eds.) Précis du plurilinguisme et du pluriculturalisme. Paris: Editions des Archives Contemporaines, 2008, pp. 27-33.; "La communication médiatisée par ordinateur en langues: recherches et applications récentes aux USA," Le français dans le monde: recherches et applications, No. 40, 2006, pp. 17-29.

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**Gender and Women's Studies**


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**Instructor:** **Bacchetta, Paola**

**Title:** Associate Professor

**Tenure Status :** Tenured

**Education:** Ph.D., The Sorbonne, 1996  
M.A., Universite de Paris, 1985.  
B.A., American University in Paris, 1982.

**Overseas Exp:** Morocco, Tunisia, India, France, Italy

**Language Comp:** French-5; Italian-5; Hindi-2; Spanish-2

**Teaching Devoted to Area/Language:** 30% **Theses Supervised in Last Five Year** 9

**Area Courses Taught:** Transnational Feminism, Alternate Sexualities in a Transnational World

**Research/Teaching Specialization:** Transnational feminist theories, social movements, discourse analysis and ethnography in Fran

**Distinctions:** Director of Beatrice Bain Research Group, 2002-present; Research residencies in Townsend Center for the Humanities, Harvard Divinity School, Centre d'Etudes et de Recherches Internationales.

**Recent Publications:** A Transnational Conversation on French Colonialism, Immigration, Violence and Sovereignty. With Miriam Ticktin and Ruth Marshall. *Scholar and Feminist*, 2008; Quand des mouvements lesbiens à Delhi questionnent les 'Théories féministes transnationales'. Paris: Cahiers du CEDREF, 2006 :173-204 ; Gender in the Hindu Nation: RSS Women as Ideologists (New Delhi: Women Unlimited, 2003; Right-Wing Women: From Conservatives to Extremists Around the World. Contributing Co-Editor with Dr. Margaret Power. New York: Routledge, 2002.

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**Geography**


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**Instructor:** **Kondolf, George M**  
**Title:** Professor  
**Tenure Status :** Tenured  
**Education:** Ph.D., Johns Hopkins University, 1988  
 MS Earth Sciences, University of California, Santa Cruz

**Overseas Exp:**

**Language Comp:** Portuguese-4

**Teaching Devoted to Area/Language:** 50% **Theses Supervised in Last Five Year** 41

**Area Courses Taught:** Introduction to Environmental Sciences, Mediterranean-Climate Landscapes, Ecological Analysis in Urban Design, Restoration of Rivers and Streams, Hydrology for Planners

**Research/Teaching Specialization:** Rivers, river processes, river restoration, Mediterranean-climate landscapes

**Distinctions:** Clarke Scholar at the Institute for Water Resources of the US Army Corps of Engineers in Washington DC. 2011-2012

**Recent Publications:** An environmental perspective in city-river relationships, in *Cities and rivers, perspectives towards a sustainable partnership*, Livro nº 8 da Coleção Expoentes, edições da PARQUE EXPO, através do Núcleo de Comunicação da Parque EXPO, Lisbon, 2009; Changes since 1830 in the riparian zone of the lower Eygues River, France. *Landscape Ecology* 22:367-384, 2007; Process-based ecological river restoration: Visualising three-dimensional connectivity and dynamic vectors to recover lost linkages. *Ecology and Society* 11 (2): 5, 2006; Synthesizing U.S. river restoration efforts. *Science* 308:636-637, 2005; Kondolf, G.M., and H. Piégay, eds., *Tools in fluvial geomorphology*. John Wiley & Sons, Chichester, 2003.

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**German**


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**Instructor:** **Chaver, Yael**  
**Title:** Lecturer  
**Tenure Status :** Lecturer  
**Education:** Ph.D., University of California, Berkeley, 2001  
 M. A., U. C. Berkeley (1996, Distinction)  
 B.A., Hebrew University, 1991, Honors

**Overseas Exp:** Lived and was educated in Israel 1947-1991

**Language Comp:** Yiddish, Hebrew-5; French, German-2

**Teaching Devoted to Area/Language:** 100% **Theses Supervised in Last Five Year** n/a

**Area Courses Taught:** Intermediate Yiddish; Readings in Yiddish; History of Yiddish

**Research/Teaching Specialization:** Yiddish language and literature; history of the Yiddish language; Yiddish in pre-statehood Palestine

**Distinctions:** 2008: Fellow, National Endowment For the Humanities Study Institute: "Venice, the Jews and Italian Culture"; 2001: Memorial Foundation for Jewish Culture, Fellowship, 2001-2002; 2000: Koret Jewish Studies Publication Program, publication subsidy

**Recent Publications:** *What Must Be Forgotten: The Survival of Yiddish in Zionist Palestine* (2004, Syracuse); *Articles in Israel Land and Nature*, English language quarterly of the Society for Protection of Nature in Israel: environment, Judaica, 1986-91; *Recovered Roots: Collective Memory and the Making of Israeli National Tradition*. Chicago: University of Chicago Press, 1997.

## Biographical Information/ APPENDIX III

**Instructor:** Dewulf, Jeroen  
**Title:** Associate Professor  
**Tenure Status :** Tenured  
**Education:** Ph.D., University of Bern, Switzerland  
M.A., University of Porto, Portugal  
B.A., University of Ghent, Belgium  
**Overseas Exp:** Antwerp, Visiting Lecuturer, May/2004, May/2005, May/2006; Brazil, Visiting Lecturer, Jul./1997, Jul./1998, Jul./1999  
**Language Comp:** Dutch-5; German, Portuguese-4; French-3; Spanish-2; Swedish-1  
**Teaching Devoted to Area/Language:** 100% **Theses Supervised in Last Five Year** 5  
**Area Courses Taught:** Elementary Dutch, The Indonesia Connection, Dutch Culture and Society, Reading German culture, Structure of Modern Dutch, Brussels: A Global Study of a European Capital City  
**Research/Teaching Specialization:** European colonial history; Multicultural identity in Europe; Dutch, German literature  
**Distinctions:** Portuguese Ministry of Education, 1999; Jubiläumstiftung der Schweizerischen Bankgesellschaft UBS, 1999, "Best of Berkeley Researchers," Hellman Family Faculty Fund, Robert O. Collins Award, American Cultures Innovation in Teaching Award  
**Recent Publications:** Emulating a Portuguese Model: The Slave Policy of the West India Company and the Dutch Reformed Church in Dutch Brazil (1630-1654) and New Netherland (1614-1664) in Comparative Perspective, *Journal of Early American History*, Vol. 4 (2014); Shifting the Compass: Pluricontinental Connections in Dutch Colonial and Postcolonial Literature, ed. With Olf Praamstra and Michiel van Kempen. Newcastle: Cambridge Scholars Publishing, 2013; Spirit of Resistance: Dutch Clandestine Literature during the Nazi Occupation. Rochester, New York: Camden House, 2010; Economic History and Economic Culture of the Early Modern Atlantic World, c. 1500-1800, *Historical Methods* "O Liebes Land, O Belgiens Erde: The Development of the German-Speaking Community in Belgium Reflected in the Light of the Flemish Struggle for Autonomy." *German Studies Review*. 32. 1 (2009): 65.; In the Jungle of Amsterdam: On the Re-Invention of Dutch Identity. Morrison Library inaugural address series, no. 25. Berkeley, CA: Doe Library, University of California, 2008.; Brasilien mit Brüchen: Schweizer unter dem Kreuz des Südens. NZZ libro. Zürich: Verlag Neue Zürcher Zeitung, 2007.; "Hubert Fichte Vorweggenommen. Die Afrobrasilianischen Religionen Bei Den Exilautoren Richard Katz Und Ulrich Becher." *Monatshefte*. 99. 1 (2007): 31-51.

**Instructor:** Euba, Nikolaus  
**Title:** Lecturer  
**Tenure Status :** Lecturer  
**Education:** Ludwig-Maximilians-Universität in Munich  
**Overseas Exp:** Germany  
**Language Comp:** German-5  
**Teaching Devoted to Area/Language:** 100% **Theses Supervised in Last Five Year** n/a  
**Area Courses Taught:** Seminar in Foreign Language Pedagogy: Teaching College German, Elementary German, Intermediate German I and II. Topics in German Language and Cultural History; Cabaret Performance  
**Research/Teaching Specialization:** Coordinates German Language Program, mentors Graduate Student Instructors  
**Distinctions:** AATG 2013 Post Secondary Outstanding Educator  
**Recent Publications:** Stationen: Ein Kursbuch für die Mittelstufe. With Prisca Augustyn. Heinle & Thomson, 2008.; Stationen: Arbeitsbuch. With Prisca Augustyn. Heinle & Thomson, 2008.; Workbook/LabManual Level 1, accompanying Fokus Deutsch. Workbook/LabManual Level 2, accompanying Fokus Deutsch. Workbook/LabManual Level 3, accompanying Fokus Deutsch. (Contributing Author) Annenberg Foundation/McGraw-Hill, San Francisco, 1999.

Biographical Information/ APPENDIX III

**Instructor:** **Feldman, Karen S**  
**Title:** Assistant Professor  
**Tenure Status :** Tenure-eligible  
**Education:** Ph.D., DePaul University, 1998  
B.A., University of Chicago, 1989

**Overseas Exp:**

**Language Comp:** German-4

**Teaching Devoted to Area/Language:** 100% **Theses Supervised in Last Five Year** 5

**Area Courses Taught:** Marx, Nietzsche, Freud; Freshman Seminar; Age of Enlightenment

**Research/Teaching Specialization:** Hermeneutics, phenomenology, Frankfurt School, German Idealism, literary theory

**Distinctions:** Alexander von Humboldt Foundation Grant

**Recent Publications:** "Not dialectical enough: On Benjamin, Adorno and Autonomous Critique, *Philosophy and Rhetoric* 44.4 (2011); *The Temporal Aside: 'Transzendente Buffonerie' in Two Works of Novalis*, in *The Germanic Review* 85.2, April 2010; *De Man's Kant and Goebbels' Schiller: The Ideology of Reception*, in *MLN* 124.5, December 2009; *On Vitality, Figuralty and Orality in Hannah Arendt*, in *Thinking Allegory Otherwise*. Stanford: Stanford University Press, 2009; *Binding Words: Conscience and Rhetoric in Hobbes, Hegel, and Heidegger*. Evanston, Ill: Northwestern University Press, 2006.; "Per Canales Troporum : On Tropes and Performativity in Leibniz's Preface to *Nizolius*." *Journal of the History of Ideas*. 65. 1 (2004): 39-51.; "The Shape of Mourning: Reading, Aesthetic Cognition, and the Vietnam Veterans Memorial." *Word & Image*. 19. 4 (2003): 296.; "Conscience and the Concealment of Metaphor in Hobbes's *Leviathan*." *Philosophy and Rhetoric*. 34. 1 (2001): 21-37.

**Instructor:** **Gerlind, Marion**  
**Title:** Lecturer  
**Tenure Status :** Lecturer  
**Education:** MA, German, San Francisco State University  
PhD, German, minor in Feminist Studies, University of Minnesota, Minneapolis

**Overseas Exp:**

**Language Comp:**

**Teaching Devoted to Area/Language:** 100% **Theses Supervised in Last Five Year** n/a

**Area Courses Taught:** Intermediate German 2, Topics in German Language, and Cultural History

**Research/Teaching Specialization:** German cultural studies of the 20th and 21st centuries

**Distinctions:**

**Recent Publications:** "Off the Record: Remapping Shoah Representations from Perspectives of Ordinary Jewish Women." *The Leo Baeck Institute Yearbook* 52.1 (2007); With Claudia Schaab. "A Lesbian Leftist Takes a Turn in Politics." *Connexions* 45 (1994).

## Biographical Information/ APPENDIX III

**Instructor:** **Gokturk, Deniz**  
**Title:** Associate Professor  
**Tenure Status :** Tenured  
**Education:** 1995 Ph.D. Universität Berlin

**Overseas Exp:** Turkey, Germany, UK

**Language Comp:** German-5, Turkish-5

**Teaching Devoted to Area/Language:** 100% **Theses Supervised in Last Five Year** 14

**Area Courses Taught:** Transnational Cinema, World Cinema/Global Cities, German Cinema: Space, Borders, and Mobility; Comedy and Community; Nation, Migration, and Multiculturalism; Kafka and Modernism; Auteur Theory: Werner Herzog

**Research/Teaching Specialization:** Transnational cinema, migration culture and cinema, contemporary Turkish literature

**Distinctions:**

**Recent Publications:** Transit Deutschland: Debatten zu Nation und Migration. Konstanz: Konstanz University Press, 2011; Kültür, Avrupa. İstanbul: Metis, 2011; Orienting Istanbul: Cultural Capital of Europe. London: Routledge, 2010; Germany in Transit, Nation and Migration, 1955-2005, A Sourcebook. Berkeley: University of California Press, 2007; Special Issue on: Multicultural Germany. New York, N.Y.: Telos Press, 2004.; Turkish Delight - German Fright: Migrant Identities in Transnational Cinema. Oxford: University of Oxford. Transnational Communities Programme, 1999.; Künstler, Cowboys, Ingenieure--: kultur- und mediengeschichtliche Studien zu deutschen Amerika-Texten 1912-1920. Literatur und andere Künste. München: Wilhelm Fink, 1998.

**Instructor:** **Hollander Lake, Inez**  
**Title:** Lecturer  
**Tenure Status :** Lecturer  
**Education:** Ph.D., University of Nijmegen in the Netherlands, 1995  
M.A., Leicester University (UL) & Leiden University (Netherlands)

**Overseas Exp:**

**Language Comp:** Dutch-5

**Teaching Devoted to Area/Language:** 100% **Theses Supervised in Last Five Year** n/a

**Area Courses Taught:** Dutch language courses

**Research/Teaching Specialization:** Language, literature and creative writing

**Distinctions:** Founder of the Netherland-America Foundation (NAF) chapter in the Bay Area.

**Recent Publications:** Dutch for Reading Knowledge. Amsterdam: John Benjamins Publishing Company, 2012; Silenced Voices. Athens: Ohio University Press, 2008; Translation of John Adams Papers (Massachusetts Historical Society, Boston); "The Road from Pompey's Head: The Life and Work of Hamilton Basso", Louisiana State University Press, 1999; Ontwaken uit de Amerikaanse droom (Archipel/Imprint Arbeiderspers, Amsterdam, 2004).

**Instructor:** **Kaes, Anton J**  
**Title:** Professor  
**Tenure Status :** Tenured  
**Education:** 1973 Ph.D. from Stanford University  
 MA Ludwig-Maximilians Universität München

**Overseas Exp:**

**Language Comp:** German-5, French-4

**Teaching Devoted to Area/Language:** 100% **Theses Supervised in Last Five Year** 21

**Area Courses Taught:** Film theory; The Promise of Cinema: Silent Film and Modernity; German Cinema From Expressionism to Hollywood

**Research/Teaching Specialization:** Interdisciplinary and comparative aspects of Weimar culture and contemporary literature, film

**Distinctions:** NEH Research Fellowship, UC President's Research Fellowship (1995), the Alexander von Humboldt Research Prize for 2005/06

**Recent Publications:** "29 November 1923: Karl Grune Die Straße Inaugurates 'Street Film', Foreshadows Film Noir." In: A New History of German Cinema, Rochester, NY: Camden House, in press; "Fata Morgana." In: Neuer Deutscher Film 1962 – 1985. Stuttgart: Reclam, in press; "Siegfried Kracauer: Film Historian in Exile." In: Escape to Life: German Exiles in New York. New York: De Gruyter Verlag, in press; Transit Deutschland: Debatten zu Nation und Migration. Co-edited with Deniz Göktürk, David Gramling, Andreas Langenohl. Konstanz: Konstanz University Press, 2011; Shell Shock Cinema: Weimar Culture and the Wounds of War. Princeton, N.J.: Princeton University Press, 2009.; Germany in Transit: Nation and Migration, 1955-2005. Co-edited with Deniz Göktürk and David Gramling. Berkeley: University of California Press, 2007. 614pp.; A New History of German Literature. Co-edited with David Wellbery, Judith Ryan, Hans Ulrich Gumbrecht, Joseph Leo Koerner, Dorothea von Mücke. Cambridge, Mass.: Harvard University Press, 2004.; M. London: British Film Institute, 2000. (2nd edition 2001).; The Weimar Republic Sourcebook. Co-edited with Martin Jay and Edward Dimendberg. Berkeley/Los Angeles: The University of California Press, 1994.

**Instructor:** **Kramsch, Claire J**  
**Title:** Professor  
**Tenure Status :** Tenured  
**Education:** Université de Paris-Sorbonne Agrégation d'Allemand (1959)

**Overseas Exp:** Austria, Croatia, Germany

**Language Comp:** German-4, French-4

**Teaching Devoted to Area/Language:** 100% **Theses Supervised in Last Five Year** 17

**Area Courses Taught:** Introduction to reading culture, Language and power

**Research/Teaching Specialization:** Applied linguistics

**Distinctions:** 1994 MLA Kenneth Miltenberger Prize for Outstanding Research in the teaching of foreign languages and literatures; 1998 Goethe Medal. MLA Distinguished Service Award 2000; UC Berkeley Distinguished Teaching Award 2000

**Recent Publications:** "Teaching foreign languages in an era of globalization: Introduction." The Modern Language Journal 98.1 (2014): 296-311; Brave New Digital Classroom (Georgetown UP, 2013); "2 History and Memory in the Development of Intercultural Competence." Language and Intercultural Communication in the New Era (2013): 23; "The symbolic dimensions of the intercultural." Language teaching 44.03 (2011): 354-367; The Multilingual Subject. What language learners say about their experience and why it matters. Oxford: Oxford University Press. 2009; W/Geneviève Zarate & Danielle Lévy (ed.) Précis du plurilinguisme et du pluri- culturalisme. Contemporary Publishing International SARL, 41 rue Barrault, 75013 Paris: Edition des Archives Contemporaines, 2008.; Language Acquisition and Language Socialization. Ecological perspectives. Editor. London: Continuum, December 2002. 297 pp +xvi; Language and Culture. Oxford University Press, 1998. 134pp.; Redefining the Boundaries of Language Study. Editor. Boston: Heinle and Heinle, 1995.

**Instructor:** **Kudszus, Winfried G**  
**Title:** Professor  
**Tenure Status :** Tenured  
**Education:** Ph.D., Berkeley, 1968

**Overseas Exp:** Germany  
**Language Comp:** German-4

**Teaching Devoted to Area/Language:** 100% **Theses Supervised in Last Five Year** 5

**Area Courses Taught:** Romanticism, German Literature-19th Century, Studies in the 20th century

**Research/Teaching Specialization:** German literature, Romanticism

**Distinctions:** Guggenheim Fellow, 1984.

**Recent Publications:** Terrors of Childhood in Grimm's Fairy Tales (Lang, Peter Publishing, 2005; "Wishing for a Network: Sigmund Freud's Autoanalytic Conceptions between Vienna and Paris" (2004); "Irma's Skin: Freud's Dream Poetry." Interdisciplinary Journal for Germanic Linguistics and Semiotic Analysis 7 (2002): 127-134.; "The Process of Translation in Freud's The Interpretation of Dreams." Interdisciplinary Journal for Germanic Linguistics and Semiotic Analysis 6 (2001): 184-194.; "The Possibility of Extremes: Skins of a Tale." Interdigitations. Ed. Gerald F. Carr et al. New York and Bern: Lang 1999. 637-646.

**Instructor:** **Largier, Niklaus E**  
**Title:** Professor  
**Tenure Status :** Tenured  
**Education:** Ph.D., University of Zurich, 1989

**Overseas Exp:**  
**Language Comp:** German-5, French-4

**Teaching Devoted to Area/Language:** 100% **Theses Supervised in Last Five Year** 7

**Area Courses Taught:** Freshman Seminar: "The Good Life", Studies in Medieval Literature, Proseminar in German literature

**Research/Teaching Specialization:** History of medieval and early modern German literature

**Distinctions:** Swiss National Research Foundation Grant (1993/96), Fellowship in residence, Getty Center for the History of Art and the Humanities (1992/93), Guggenheim Fellowship (2004)

**Recent Publications:** (With Dalwood, Dexter, et al.), "Notes from the Field: Mimesis." The Art Bulletin 95.2 (2013): 190-211; "Mysticism, Modernity, and the Invention of Aesthetic Experience." Representations 105 (2009), 37-60; "Das Theater der Askese: Gewalt, Affekt, und Imagination." In: Askese und Identität. Ed. Werner Röcke (to be published in 2009).; "Gefährliche Nähe: Sieben Anmerkungen zum Tastsinn." Das Magazin des Instituts für Theorie 12/13 (2008), p. 43-48.; Die Kunst des Begehrens. Dekadenz, Sinnlichkeit und Askese. München: C. H. Beck, 2007.; Lob der Peitsche. Eine Kulturgeschichte der Erregung. München: C. H. Beck, 2001. 440 p. -- American trans. By Graham Harman. Zone Books, 2007.

## Biographical Information/ APPENDIX III

**Instructor:** Rauch, Irmengard  
**Title:** Professor  
**Tenure Status :** Tenured  
**Education:** Ph.D., University of Michigan

**Overseas Exp:**

**Language Comp:** German-5

**Teaching Devoted to Area/Language:** 100% **Theses Supervised in Last Five Year** 17

**Area Courses Taught:** History of the German Language, Seminar in German Linguistics, Gothic German, Semiotics

**Research/Teaching Specialization:** Germanic linguistics, historical (Gothic, Old Saxon, Old /Middle/Early New High German) and c

**Distinctions:** Guggenheim Fellow; National Endowment for the Humanities / National Science Foundation grants; Outstanding Woman on Campus

**Recent Publications:** "The Power and the Glory of Sound," *The American Journal of Semiotics*, forthcoming; "How to Present Gothic in the Computer Age" (MLA 2012); in NOWELE, "Zoosemiotics, Canine-speak, and Politeness" (SCC 2012); *The Gothic Language: Grammar, Genetic Provenance and Typology, Readings*. New York: Peter Lang Publishing, 2003; *New Insights in Germanic Linguistics I*. Co-ed. G.F. Carr. New York: Peter Lang Publishing, 1999.; *New Insights in Germanic Linguistics II*. Co-ed G.F. Carr. New York: Peter Lang Publishing, 2001.; *New Insights in Germanic Linguistics III*. Co-ed. with G. F. Carr. New York: Peter Lang Publishing, 2002; "Translations of the Bible," in *The Oxford Dictionary of the Middle Ages*, ed. R. F. Bjork, Oxford: Oxford University Press (in press).; "BAG VIII: Emotion, Gesture, Language," (principal author with BAG students), *Interdisciplinary Journal for Germanic Linguistics and Semiotic Analysis* 10, 1 (2005).

**Instructor:** Shannon, Thomas F  
**Title:** Professor  
**Tenure Status :** Tenured  
**Education:** Ph.D. Indiana State University  
M.A. SUNY Albany

**Overseas Exp:** Germany, England, the Netherlands

**Language Comp:** German-5, Dutch-4, French-3, Russian-2

**Teaching Devoted to Area/Language:** 100% **Theses Supervised in Last Five Year** 6

**Area Courses Taught:** Approaches and Issues in the Study of Modern German, The Morphology and Syntax of Modern German, Studies in German Linguistics

**Research/Teaching Specialization:** Modern German and Dutch syntax and phonology

**Distinctions:** Rijksuniversiteit Groningen, Netherlands, Fulbright grant; research at the Institut für deutsche Sprache in Mannheim

**Recent Publications:** *The Low Countries: Crossroads of cultures*. Münster: Nodus. Coedited with Ton Broos & Margriet Lacy. Forthcoming; *Word Order in Early Modern Dutch*, forthcoming; *Janus and the order of adverbials in Dutch and English*." In Johan P. Snapper & Thomas F. Shannon (eds.), *Janus at the millennium*, Lanham, MD: University Press of America. Co-authored with Michael P. Coffey, 2004.; "Drift in Dutch: Fleshing out the factors of syntactic change." In Arie Verhagen & Jeroen M. van de Weijer (eds.), *Usage-based approaches to Dutch*, 123–167. Utrecht: LOT, 2003.; "On the order or (pro)nominal arguments in Dutch and German." In Thomas F. Shannon & Johann P. Snapper (eds.), *The Berkeley Conference on Dutch Linguistics 1997: Dutch linguistics at the millenium*, 145–195. Lanham, MD: University Press of America, 2000; "Shakespeare's stage pronunciation: Part of "Proto-American English?" Coauthor, Herbert Penzl. *International Journal of Germanic Linguistics and Semiotics* 3/1: 141–162, 1998; "Word order change in Dutch as reflected in the Ulenspieghel." *Northwest European Language Evolution* 31/32: 361–88, 1997.

Biographical Information/ APPENDIX III

**Instructor:** Tang, Chenxi

**Title:** Assistant Professor

**Tenure Status :** Tenure Eligible

**Education:** Ph.D., Columbia University, 2000  
M.A., Peking University, Ludwig-Maximilians-Universität Munich, 1993

**Overseas Exp:**

**Language Comp:** German-4

**Teaching Devoted to Area/Language:** 100% **Theses Supervised in Last Five Year** 5

**Area Courses Taught:** German Drama and Opera; Romantic Poetics and Politics; Eighteenth-Century Literature

**Research/Teaching Specialization:** 18th and 19th century German literature, and social and political thought

**Distinctions:** Hellman Family Fund Faculty Award (2009), Alexander von Humboldt Research Fellowship (2009/10), and Mellon Project Grant (2012)

**Recent Publications:** International Legal Order and Baroque Tragic Play: Andreas Gryphius's Catharina von Georgien." Deutsche Vierteljahresschrift fuer Literaturwissenschaft und Geistesgeschichte (forthcoming); "Ceremonial and Tragedy from French Classicism to German Classicism." Comparative Literature (forthcoming); "Ordering a New World: The Rise of International Law in the Sixteenth Century." In: Helge Jordheim (ed.). Conceptualizing the World (forthcoming); "The Transformation of the Law of Nations and the Reinvention of the Novella: Legal History and Literary Innovation from Boccaccio's Decameron to Goethe's Unterhaltungen deutscher Ausgewanderten." Goethe Yearbook 19.1 (2012); "Figurations of Universal History in Moritz: from Freemasonry to Aesthetics." Amsterdamer Beiträge zur Älteren Germanistik 66 (2010); The Geographic Imagination of Modernity: Geography, Literature and Philosophy in German Romanticism. Stanford: Stanford University Press, 2008.; "Figurations of Universal History in Moritz", in Signatures of Thought: Karl Philip Moritz (Amsterdamer Beiträge zur Germanistik), edited by Anthony Krupp, forthcoming; "The Tragedy of Popular Sovereignty: Hölderlin's Der Tod des Empedokles", in Deutsche Vierteljahresschrift für Literaturwissenschaft und Geistesgeschichte 81 (2007), pp.346-368.; "Die Sichtbarkeit der bewohnten Erde. Zur (Selbst)Darstellung der Kulturlandschaft in der chinesischen und europäischen Landschaftskunst (1000/1800)", in Archiv für Mediengeschichte, No. 7: Stadt – Land – Fluss. Medienlandschaften (2007), pp. 63-73; "Poetologie der Kulturlandschaft bei Humboldt und Hölderlin", in Romantische Räume, edited by Inka Mülder-Bach and Gerhard Neumann (Würzburg: Königshausen und Neumann, 2007), pp. 169-196.

**Instructor:** Tennant, Elaine C

**Title:** Professor

**Tenure Status :** Tenured

**Education:** Ph.D., Harvard University  
M.A., University of Vienna

**Overseas Exp:**

**Language Comp:** German-4

**Teaching Devoted to Area/Language:** 100% **Theses Supervised in Last Five Year** 5

**Area Courses Taught:** Senior Colloquium, Middle High German for Undergraduates, Early Modern Literature, 16th and 17th century literature

**Research/Teaching Specialization:** Early modern Habsburg court society, Development German language and narrative tradition in

**Distinctions:**

**Recent Publications:** "The Protection of Invention: Printing Privileges in Early Modern Germany." In Knowledge, Science, and Literature in Early Modern Germany. Chapel Hill: University of North Carolina Press, 1996; The Habsburg Chancery Language in Perspective. University of California publications in modern philology, v. 114. Berkeley: University of California Press, 1985.

**Graduate Division**

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**Instructor:** **Farales, Gina**  
**Title:** FLAS Coordinator  
**Tenure Status :** n/a  
**Education:** B.A. Sociology/Organizational Studies, UC Davis, 1991

**Overseas Exp:**

**Language Comp:**

**Teaching Devoted to Area/Language:** 25%

**Theses Supervised in Last Five Year**

**Area Courses Taught:** n/a

**Research/Teaching Specialization:**

**Distinctions:**

**Recent Publications:**

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**History**


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- Instructor:** **Carson, Cathryn**  
**Title:** Associate Professor  
**Tenure Status :** Tenured  
**Education:** Ph.D., 1995, Harvard University, history of science  
 A.M., 1993, Harvard University, physics  
 completed requirements for A.B., physics, and S.B., mathematics  
 A.B., 1990, University of Chicago, history and philosophy of science  
**Overseas Exp:** Berlin, Munich, 1193-94; 1999  
**Language Comp:** German-3; French-2  
**Teaching Devoted to Area/Language:** 80% **Theses Supervised in Last Five Year** 5  
**Area Courses Taught:** Scientific Revolutions, Science and Society since the Scientific Revolution, Modern Physics, Science in the U.S., Introduction to history of science II, Modernity and Sciencee  
**Research/Teaching Specialization:** History of science: physics, quantum mechanics, nuclear history  
**Distinctions:** Mellon New Directions Fellowship, 2003-07; Alexander von Humboldt Foundation Research Fellowship, 1999; Institute for Advanced Study, Princeton, 1998-99; DAAD Postdoctoral Grant, 1997  
**Recent Publications:** "Objectivity and the scientist: Heisenberg rethinks," *Science in context* 16 (2003): 243-269; "Bildung als Konsumgut: Physik in der westdeutschen Nachkriegskultur," in *Physik im Nachkriegsdeutschland*, ed. Dieter Hoffmann (Frankfurt: Harri Deutsch, 2003), 73-85; "Nuclear energy development in postwar West Germany: Struggles over cooperation in the Federal Republic's first reactor station," *History and technology* 18 (2002): 233-270; "Heisenberg and the framework of science policy," *Fortschritte der Physik* 50 (2002): 432-436; "Science advising and science policy in postwar West Germany: The example of the Deutscher Forschungsrat" (Cathryn Carson and Michael Gubser), *Minerva* 40 (2002): 147-179; "Reflexionen zu 'Kopenhagen,'" in Michael Frayn, *Kopenhagen: Mit zehn wissenschaftsgeschichtlichen Kommentaren*, ed. Matthias Dörries (Göttingen: Wallstein, 2001), 149-162. With "Nachtrag," 3rd, rev. ed. (2003), 172-188.
- Instructor:** **Connelly, John**  
**Title:** Associate Professor  
**Tenure Status :** Tenured  
**Education:** Ph.D. 1994 Harvard University,  
 M.A. 1988 Harvard University,  
 B.S.F.S. 1982 Georgetown University  
**Overseas Exp:** Poland, Prague  
**Language Comp:** German-4, Polish-4, Czech-3, Russian-4  
**Teaching Devoted to Area/Language:** 50% **Theses Supervised in Last Five Year** 14  
**Area Courses Taught:** History of Eastern Europe: From 1900 to the Present, Topics in the Historiography of Modern East Central Europe, Europe in the 20th century, The Rise and Fall of Yugoslavia  
**Research/Teaching Specialization:** 20th century East Central Europe, Comparative Education  
**Distinctions:** Humanities Research Fellowship, University of California, Spring 2007  
**Recent Publications:** *From Enemy to Brother: The Revolution in Catholic Teaching on the Jews* (Harvard University Press, 2012); "The Paradox of East German Communism: From Non-Stalinism to Neo-Stalinism," in Vladimir Tismaneanu, ed., *Stalinism Revisited. The Establishment of Communist Regimes in East-Central Europe* (Budapest, New York: Central European University Press, 2009), 161-94; *Universities Under Dictatorship* (State College: Pennsylvania State University Press, 2005), co-edited with Michael Grüttner; *Universitäten in den Diktaturen des 20. Jahrhunderts: Zwischen Autonomie und Anpassung* (Paderborn: Schöningh, 2002), co-edited with Michael Grüttner; *Captive University: The Sovietization of East German, Czech, and Polish Higher Education, 1945-1956* (University of North Carolina Press, 2000).; "The Sovietization of Higher Education in the Czech Lands, East Germany, and Poland During the Stalinist period (1948-54)," in György Péteri and Michael David-Fox, eds., *Academia in Upheaval* (Greenwood, 2000).; "Nazis and Slavs: From Racial Theory to Racist Practice," *Central European History*, 32:1 (1999), 1-33.; "The Administration of Higher Education in East Germany, 1945-1948," in Manfred Heinemann, ed., *Zwischen Restauration und Innovation. Bildungsreformen in Ost und West nach 1945* (Cologne, 1999), 163-197.

## Biographical Information/ APPENDIX III

**Instructor:** **Dandelet, Thomas**  
**Title:** Associate Professor  
**Tenure Status :** Tenured  
**Education:** Ph.D., History, University of California, Berkeley, 1995.  
M.Div, Church History, Princeton Theological, Princeton, NJ, 1988,  
B.A., History, St. John's University, Minnesota, 1982.

**Overseas Exp:**

**Language Comp:** Spanish-4

**Teaching Devoted to Area/Language:** 100% **Theses Supervised in Last Five Year** 9

**Area Courses Taught:** Early Modern Europe, The Renaissance and the Reformation, Religion and Culture in Early Modern Europe, Empires in Early Modern Europe: Politics, Culture, Society, and Religion, Spain and Portugal in the Golden Age: 1450-1700

**Research/Teaching Specialization:** Early Modern Europe: Spanish Empire, Italy, Mediterranean, social, cultural, political

**Distinctions:** Guggenheim Fellowship, Roland Bainton Prize, best new book in history, Sixteenth Century Studies Conference, 2002.

**Recent Publications:** The Renaissance of Empire in Early Modern Europe, (Cambridge, UK: Cambridge University Press) 2014; Gregory XIII and Political Pragmatism in the Age of the Pax Hispanica, in *Memoirs of the American Academy in Rome*, (Rome, 2009); "Searching for the New Constantine: Early Modern Rome as a Spanish Imperial City," in *Embodiments of Power*, ed. Gary Cohen (New York, 2008); Financing New St. Peter's, 1506-1700, in *Sankt Peter's Von Romeditors*, Georg Satzinger and Sebastian Schutze (Bonn, 2008); "Paying for the New St. Peter's: Contributions to the Construction of the New Basilica from Spanish Lands, 1506-1620," in *Spain in Italy, 1500-1700*, Brill, 2007.; "Between Empires: Spanish Sicily and the Contest for the Central Mediterranean in the Late Sixteenth Century," in *España e l'oriente islamico*, Istanbul, 2007.; *Spain in Italy, Politics, Society, and Religion 1500-1700*, Edited by Thomas Dandelet and John Marino, Brill: 2006.; "Between Courts: The Colonna Agents in Italy and Iberia, 1555-1600," in *Your Humble Servant. Agents in Early Modern Europe, 1500-1800*, Edited by Marike Keblusek, Badeloch Noldus and Hans Cools, in cooperation with the Royal Netherlands Institute in Rome. Hilversum: Verloren, 2006.

**Instructor:** **Efron, John M.**  
**Title:** Professor  
**Tenure Status :** Tenured  
**Education:** Ph.D., Columbia University  
B.A., Monash University, Melbourne, Australia

**Overseas Exp:**

**Language Comp:** German-4, Hebrew-3, Yiddish-3

**Teaching Devoted to Area/Language:** 100% **Theses Supervised in Last Five Year** 11

**Area Courses Taught:** History of the Holocaust; Modern Jewish Scholarship: History and Practice; Ancient Israel in the Modern European Imagination

**Research/Teaching Specialization:** Modern Jewish History; Cultural and Social history of German Jewry

**Distinctions:**

**Recent Publications:** *The Jews: A History*. Upper Saddle River, N.J.: Pearson Prentice Hall, 2009.; "From Mitteleuropa to the Middle East: Orientalism Through a Jewish Lens." *The Jewish Quarterly Review*. 94. 3 (2004): 490.; *Medicine and the German Jews: A History*. New Haven: Yale University Press, 2001.

## Biographical Information/ APPENDIX III

**Instructor:** **Frede, Victoria**  
**Title:** Assistant Professor  
**Tenure Status :** Tenure Eligible  
**Education:** Ph.D., History, University of California, Berkeley, 2002  
MPhil., School of Slavonic and East European Studies, University of London, 1996

**Overseas Exp:**

**Language Comp:** n/a

**Teaching Devoted to Area/Language:** 50% **Theses Supervised in Last Five Year** 5

**Area Courses Taught:** Imperial Russia: From Peter the Great to the Russian Revolution, Imperial Russia: From Peter the Great to the Russian Revolution, Foodways: A Global History, European Intellectual and Cultural History in the Long 19th Century

**Research/Teaching Specialization:** Imperial Russia, late 18th-19th centuries; intellectual history, Germany, France, Britain

**Distinctions:**

**Recent Publications:** Doubt, Atheism, and the Nineteenth-Century Russian Intelligentsia (Madison: University of Wisconsin Press, 2011); "Radicals and Feelings: the 1860s" in Mark Steinberg and Valeria Sobol, eds. *Interpreting Emotions in Russia and Eastern Europe* (DeKalb: Northern Illinois University Press, 2011); "Materialism and the Radical Intelligentsia, 1858-1863," in Gary A. Hamburg and Randall Poole, eds., *A History of Russian Philosophy, 1830-1930: Faith, Reason, and the Defense of Human Dignity* (Cambridge: Cambridge University Press, 2010); "A Radical Circle Confronts a Radical Woman: M. L. Ogareva, the Westernizers, and the Problem of Individual Self-Fulfillment," in *Jahrbücher für Geschichte Osteuropas*, 54, no. 2 (2006); *The Rise of Unbelief Among Educated Russians in the Late Imperial Period*. Thesis (Ph. D. in History)--University of California, Berkeley, Fall 2002, 2002.

**Instructor:** **Hesse, Carla**  
**Title:** Professor  
**Tenure Status :** Tenured  
**Education:** 1986: Ph.D., Princeton University  
1982: M.A., Princeton University (with distinction)  
1978: B.A., (honors) University of California, Santa Cruz (history and French literature)

**Overseas Exp:** France, England, Germany

**Language Comp:** French -4, German-3

**Teaching Devoted to Area/Language:** 100% **Theses Supervised in Last Five Year** 9

**Area Courses Taught:** Revolutionary France, 1750-1850, Problems and Topics in Early Modern Europe, Renaissance to the French Revolution, France from Louis XIV to Napoleon (1660-1815), Race and Ethnicity in Early Modern Europe, Europe, Renaissance to the Present

**Research/Teaching Specialization:** Early Modern Europe; European Intellectual History, 17th-20th century

**Distinctions:** National Humanities Center Fellow, Research Triangle Park NC, 2000-2001.

**Recent Publications:** "Raymond Birn: Royal Censorship of Books in Eighteenth-Century France." *The American Historical Review* 118.5 (2013); Co-editor with Peter Sahlins: *Mobility in France: Special Issue of French Historical Studies* (Summer 2006); *La Révolution française et Changement Sociale: Vers un Nouveau Ordre Bourgeois? La Vue des U.S.A.* Actes du Colloque de l'Université du Lille 3 (2006); "Devenir Républicaine et Historienne: Louise de Kéralio," Nicole Pellegrin, ed., *Histoires d'Historiennes* (Saint-Etienne: Publications de l'Université de Saint-Etienne, 2006); "Toward a New Topography of Enlightenment," *European Historical Review* (2006); "The Rise of Intellectual Property, 700 B.C.-A.D. 2000: An Idea in the Balance," *Daedalus* (Spring 2002), pp. 6-45; "The Cultural Contradictions of Feminism in the French Revolution," in Colin Jones and Dror Wahrman, eds., *The Age of Cultural Revolutions* (Berkeley: University of California Press, 2002), pp. 190-202; *The Other Enlightenment: How French Women Became Modern* (Princeton: Princeton University Press, 2001).

**Instructor:** **Hoffman, Stefan-Ludwig**  
**Title:** Associate Professor  
**Tenure Status :** Tenured  
**Education:** Dr. of Philosophy, University of Bielefeld, 1999  
M.A., John Hopkins University, 1993

**Overseas Exp:** See distinctions  
**Language Comp:** German-5; English-5

**Teaching Devoted to Area/Language:** 100% **Theses Supervised in Last Five Year** 5

**Area Courses Taught:** History and Practice of Human Rights; Europe's Twentieth Century; Historical Theory and method; Europe in the 1940s; Writing the History of Human Rights from War to Peace: Europe in the 1940s; The Holocaust on Trial: Introduction to Transnational History

**Research/Teaching Specialization:** Late Modern Europe: Germany; Transnational History

**Distinctions:** Director's guest, Humboldt University Berlin, 6/12-7-12; Senior Fellow, Freiburg Institute for Advanced Studies, 2/10-11/10, 7/11-8/11; Research Fellow, German Historical Institute Washington DC, 05/06; Fritz Thyssen Found/SSRC Berlin 9/05-8/06

**Recent Publications:** Co-editor, *Ethics of Seeing. Twentieth-Century German Photography* (New York: Berghahn Books, forthcoming); *Geschichte der Menschenrechte* (Munich: C.H. Beck, forthcoming); Co-editor, *Seeking Peace in the Wake of War: The Reconfiguration of Europe, 1943-1947* (Amsterdam: Amsterdam University Press, forthcoming); *Germans, Allies, and the Postwar Moment*, In Olivier Wievorka et al., *Seeking Peace in the Wake of War: The Reconfiguration of Europe, 1943-1947* (Amsterdam: Amsterdam University Press, forthcoming); *Einleitung, Geschichte und Gesellschaft* 38 (2012), pp. 539-44; *Germany is No More: Defeat, Occupation, and the Postwar Order*, In *Oxford Handbook of Modern German History*, ed. Helmut Walser Smith (Oxford: Oxford University Press, 2011), pp. 597-618; *Special Issue: Neue Menschenrechtsgeschichte*, ed. Stefan-Ludwig Hoffmann Editor, *Human Rights in the Twentieth Century, Human Rights in History*, ed. Stefan-Ludwig Hoffmann and Samuel Moyn (New York: Cambridge University Press, 2011); Co-editor, *Demokratie im Schatten der Gewalt: Geschichten des Privaten im deutschen Nachkrieg* (Göttingen: Wallstein, 2010); Editor, *Moralpolitik. Geschichte der Menschenrechte im 20. Jahrhundert* (Göttingen: Wallstein, 2010); *Politics of Sociability: Freemasonry and German Civil Society, 1840-1918*. Translated by Tom Lampert. *Social History, Popular Culture, and Politics in Germany*, ed. Geoff Eley (Ann Arbor: University of Michigan Press, 2007).

**Instructor:** **Jay, Martin E**  
**Title:** Professor  
**Tenure Status :** Tenured  
**Education:** Harvard University, Ph.D., 1971  
Union College, B.A., summa cum laude, 1965

**Overseas Exp:**  
**Language Comp:** French-4, German-4, Italian-3

**Teaching Devoted to Area/Language:** 100% **Theses Supervised in Last Five Year** 15

**Area Courses Taught:** *Critical Theory* Writ Small, *European Intellectual History from Enlightenment to 1870*, *The Idea of Reason*, *Habermas: Critical Debates*

**Research/Teaching Specialization:** *The Discourse of Experience in 20th-Century European and American Theory*

**Distinctions:** Science Prize of the Aby Warburg Foundation, Hamburg, 2003; Fellowship, American Academy in Berlin, 2010

**Recent Publications:** *Empires of Vision*, ed. with Sumathi Ramaswamy (Duke University Press, 2014); *Essays from the Edge: Parerga and Paralipomena* (Charlottesville, Va., University of Virginia Press, 2011); *The Virtues of Mendacity: On Lying in Politics* (Charlottesville, Va., University of Virginia Press, 2010); *Reification: A New Look At An Old Idea* (Oxford, Oxford University Press, 2008); *Refractions of Violence* (New York, Routledge, 2003); *Cultural Semantics: Keywords of the Age* (Amherst, Mass., U. of Massachusetts Press, 1998); *Downcast Eyes: The Denigration of Vision in Twentieth-Century French Thought* (Berkeley: University of California Press, 1993).

**Instructor:** **Koziol, Geoffrey**  
**Title:** Professor  
**Tenure Status :** Tenured  
**Education:** Ph.D., Stanford University, 1982  
M.A., Stanford University, 1976  
M.A., Stanford University, 1976  
**Overseas Exp:** France  
**Language Comp:** French-4, German-3  
**Teaching Devoted to Area/Language:** 100% **Theses Supervised in Last Five Year** 5  
**Area Courses Taught:** Western Civilization: The Middle Ages, The Early Church, Europe in the Early Middle Ages, Europe in the Later Middle Ages, Proseminar, Medieval History, The Carolingians  
**Research/Teaching Specialization:** Politics and ritual in late Carolingian and Capetian France, Carolingian monasticism  
**Distinctions:** Research Fellow, Townsend Center for the Humanities, UC Berkeley (Spring 2003), Professeur invité, Ecole des Hautes Etudes des Sciences Sociales, Paris (January 2002)

**Recent Publications:** "The Robertian Legacy and the Early Capetians," French Historical Studies (forthcoming); "Christianizing Political Discourses," in The Oxford Handbook to Medieval Christianity, ed. John Arnold (Oxford: Oxford University Press, forthcoming); "What ever happened to wisdom? Why we have Mirrors for Princes but none for Presidents," in *Why the Middle Ages Matter*, ed. Celia Chazelle et al. (New York: Routledge, 2012), 183-198; The Politics of Memory and Identity in Carolingian Royal Charters: The West Frankish Kingdom, 840-987 (Turnhout: Brepols, 2012); *Begging Pardon and Favor: Ritual and Political Order in Early Medieval France* (Ithaca, N.Y.: Cornell University Press, 1992); "England, France, and the Problem of Sacrality in Twelfth-Century Ritual," *Cultures of Power: Lordship, Status, and Process in Twelfth-Century Europe*, ed. Thomas N. Bisson, pp. 124-48 (Philadelphia: University of Pennsylvania Press, 1995); "Imagined Enemies and the Later Medieval State: The Failure of France under Philip the Fair," pp. 407-33, *Identities and National Formation: Chinese and Western Experiences in the Modern World* (Taipei: Institute of Modern History, Academia Sinica, 1994); "Monks, Feuds, and the Making of Peace in Eleventh-Century Flanders," *The Peace of God: Social Violence and Religious Response*, ed. Thomas Head and Richard Landes, pp. 239-59 (Ithaca, N.Y.: Cornell University Press, 1992).

**Instructor:** **Laqueur, Thomas W**  
**Title:** Professor  
**Tenure Status :** Tenured  
**Education:** Princeton University, 1969-71, Ph.D. (1973)  
Princeton University, 1967-68, M.A. (with distinction 1969)  
Swarthmore College, 1963-67, B.A. (Hons. Philosophy)  
**Overseas Exp:**  
**Language Comp:** French-4, German-4  
**Teaching Devoted to Area/Language:** 100% **Theses Supervised in Last Five Year** 17  
**Area Courses Taught:** European Civilization from the Renaissance to the Present; Worlds after Wars; Sex, Sexuality, and Society  
**Research/Teaching Specialization:** Britain since 1509: social, history of medicine  
**Distinctions:** Mellon Foundation Distinguished Achievement Award, 2007-present, Member, Historical School, Institute for Advanced Studies, Princeton, Spring 2005

**Recent Publications:** *The Work of the Dead* (Princeton University Press, 2013); "The Rise of Sex in the Eighteenth Century: Historical Context and Historiographical Implications," *Signs: Journal of Women in Culture and Solitary Sex: A Cultural History of Masturbation* (Zone Books, 2003); *Making Sex: Body and Gender from the Greeks to Freud* (Harvard University Press, 1990).

## Biographical Information/ APPENDIX III

**Instructor:** **Mavroudi, Maria**  
**Title:** Professor  
**Tenure Status :** Tenured  
**Education:** Ph.D., Harvard University  
MA, Harvard University  
BA, Aristotle University of Thessaloniki  
**Overseas Exp:** Native of Greece; Undergraduate studies at university of Thessaloniki; 1999-2000 studying at the University of Tuebinge  
**Language Comp:** Greek-5; English-4; French-4; Italian-3; Spanish-3; German-3; Arabic-3; Reading competence in Greek, Latin  
**Teaching Devoted to Area/Language:** 50% **Theses Supervised in Last Five Year** 9  
**Area Courses Taught:** Ancient Mediterranean World; The Middle Ages; Byzantine Studies; After the Roman Empire: the East; Historical Method and Theory; Reading Leo the Deacon  
**Research/Teaching Specialization:** Byzantium and the Arabs; Bilinguals in the Middle Ages; Byzantium intellectual history  
**Distinctions:** MacArthur Fellowship, 2004-09; Humboldt-Forschungsstipendium, 2007; Regent's Junior Faculty Fellowship, 2004; Helman Family Faculty Fund, 2004; Townsend Center for the Humanities Fellowship, 2004-05.  
**Recent Publications:** Bilingualism in Greek and Arabic: Evidence from the Manuscripts (in preparation); Les actes arabes de Vatopédi. Actes de Vatopédi III. Archives de l'Athos. Ed. J. Lefort, K. Smyrlis, E. Kolovos et al. L'Académie des Inscriptions et Belles Lettres et l'Académie d'Athènes. Paris. In press; Plethon as a Subversive and His Reception in the Islamic World. D. Angelov, ed., Proceedings of the XLIII Spring Symposium of Byzantine Studies: Byzantium behind the Scenes: Power and Subversion. University of Birmingham, March 2010. UK Society for the Promotion of Byzantine Studies and Ashgate Publishing. In press; Byzantine and Islamic Dream Interpretation: A Comparative Approach to the Problem of Reality vs. Literary Tradition in C. Angelidi and G. Calofonos, eds. *Dreaming of Byzantium and Beyond* (Ashgate). In press; The Naples Dioscorides; Two Ostraka in Helen Evans with Brandie Ratliff, eds. *Byzantium and Islam: Age of Transition (7th-9th Centuries)*. Catalogue of the Exhibition at the Metropolitan Museum of Art (Yale University Press, 2012), 22-26; Learned Women of Byzantium and the Surviving Record in E. Fisher, S. Papaioannou, D. Sullivan, eds. *Byzantine Religious Culture: Studies in Honor of Alice-Mary Talbot. The Medieval Mediterranean 92* (Leiden: E. J. Brill, 2012), 53-84; *The Occult Sciences in Byzantium*, ed. with Paul Magdalino (Geneva: éditions de la Pomme d'Or, 2007); *A Byzantine Book on Dream Interpretation: The Oneirocriticon of Achmet and Its Arabic Sources*. E.J. Brill: Leiden, 2002.

**Instructor:** **Miller, Maureen C.**  
**Title:** Professor  
**Tenure Status :** Tenured  
**Education:** Ph. D., Harvard University, 1989  
M.A. Catholic University of America, 1983  
B.A. The American University, 1981  
**Overseas Exp:**  
**Language Comp:** Italian-4, Latin-4  
**Teaching Devoted to Area/Language:** 100% **Theses Supervised in Last Five Year** 7  
**Area Courses Taught:** Medieval Italy: An Introduction to the Sources; The Middle Ages; Self and Society in Medieval Europe  
**Research/Teaching Specialization:** Transformation of Europe over the eleventh and twelfth centuries; Medieval religious beliefs and  
**Distinctions:** Spring 2002 Mathy Fellowship, George Mason University

**Recent Publications:** Why the Bishop of Florence Had to Get Married, *Speculum: A Journal of Medieval Studies* 81 (October 2006); Urban Space, Sacred Topography, and Ritual Meanings in Florence: The Route of the Bishop's Entry, c. 1200-1600, in *The Bishop Re-Formed: Studies in Episcopal Power and Culture in the Central Middle Ages*, eds. John S. Ott, Anna E. Trumbore [Ashgate, 2006]; Power and the Holy in the Age of the Investiture Conflict: A Brief Documentary History, in *The Bedford Series in History and Culture*, ed., Lynn Hunt (New York: Bedford/St. Martin's (2004); *The Bishop's Place: Architecture and Authority in Medieval Italy* (Ithaca, N.Y. : Cornell University Press, 2000).

Biographical Information/ APPENDIX III

**Instructor:** **Noreña, Carlos F.**  
**Title:** Assistant Professor  
**Tenure Status :** Tenure Eligible  
**Education:** Ph.D., Ancient History, University of Pennsylvania, 2001  
 B.A., History, University of California, Berkeley, 1993

**Overseas Exp:**

**Language Comp:** Latin-4

**Teaching Devoted to Area/Language:** 100% **Theses Supervised in Last Five Year** 11

**Area Courses Taught:** The Third-Century Crisis of the Roman Empire, The City of Rome, The Military-Tributary Complex in the Roman Empire, The Roman Emperor, Mapping Urbanization in the Roman Empire, Culture and Empire in the Roman West, The Ancient Mediterranean World

**Research/Teaching Specialization:** sheHistory of the Roman empire, Roman Imperial Communications, Comparative Empires

**Distinctions:** 2007 Distinguished Teaching Award, Social Science Division, University of California, Berkeley, 2001 Fellow of the American Academy in Rome

**Recent Publications:** Anatomy of the Roman Empire: An Interpretive Introduction (Princeton University Press, forthcoming); "Urban Systems in the Han and Roman Empires: State Power and Social Control," forthcoming in W. Scheidel (ed.), *State Power in the Han and Roman Empires* (Oxford University Press, 2014); "Western Han Chang'an and Early Imperial Rome: Structural Parallels and the Logics of Urban Form," forthcoming in M. Nylan and G. Vankeerberghen (eds.), *Chang'an 26 BCE: From Drains to Dreams* (University of Washington Press, 2014); "Authority and Subjectivity in the Apology," forthcoming in B. Lee et al. (eds.), *Apuleius and Africa* (Routledge, 2014); "Locating the Ustrinum of Augustus," *Memoirs of the American Academy in Rome* 58 (2013), 51-64. *Imperial Ideals in the Roman West: Representation, Circulation, Power* (Cambridge: Cambridge University Press, 2011); *The Emperor and Rome: Space, Representation, and Ritual*. Yale Classical Studies vol. 35, co-ed. B.Ewald (Cambridge: Cambridge University Press, 2010).

**Instructor:** **Sahlins, Peter**  
**Title:** Professor  
**Tenure Status :** Tenured  
**Education:** Ph.D. in History, Princeton University (1986)

**Overseas Exp:**

**Language Comp:** French-5

**Teaching Devoted to Area/Language:** 100% **Theses Supervised in Last Five Year** 5

**Area Courses Taught:** European Civilization from the Renaissance to the Present; Topics in Early Modern Europe; Louis XIV: The Court and Culture of Absolutism; Early Modern France

**Research/Teaching Specialization:** Early Modern, 19th-Century France, Social, Legal Histories of Nationality Law/Citizenship, Anim

**Distinctions:** Resident Fellow, Institut d'Etudes Avancées de Paris (spring 2012), University of California Humanities Research Fellowship (2012)

**Recent Publications:** *Where the Sun Don't Shine: the Royal Labyrinth at Versailles, 1668-1674*, in Pia Cuneo, ed., *Animals and Identity in Early Modern Europe* (Ashgate, forthcoming); *A Story of Three Chameleons: the Animal between Literature and Science in the Age of Louis XIV*, in *Thinking about Animals in France* (Michigan State University Press, forthcoming). *The Symbolic Lives of Animals and the Making of Early French Modernity*, Forthcoming 2013; *French Animal Studies*, ed. with Christopher Pearson, special issue of *French History* (forthcoming, 2014); *Mobility in French History*, ed. with Carla Hesse, special issue of *French Historical Studies*, vol. 29, no. 3 (2006); *Unnaturally French: Foreign Citizens in the Old Regime and After* (Ithaca: Cornell University Press, 2004); *Et si on faisait payer les étrangers? Louis XIV, les immigrés, et quelques autres* (Paris: Editions Flammarion, 1999) (co-authored with Jean-François Dubost).

Biographical Information/ APPENDIX III

**Instructor:** **Sargent, Daniel**  
**Title:** Assistant Professor  
**Tenure Status :** Tenure-eligible  
**Education:** Ph.D., History, Harvard University (2008)  
M.A., History, Harvard University (2003)  
B.A., History, with Double First - Class Honors, Cambridge University (2001)  
**Overseas Exp:**  
**Language Comp:**  
**Teaching Devoted to Area/Language:** 30% **Theses Supervised in Last Five Year** 7  
**Area Courses Taught:** The United States and the World Since 1945, A Superpower Transformed: History, Strategy, and American Foreign Policy in the 1970s, The History and Practice of Human Rights, International and Global History since 1945  
**Research/Teaching Specialization:** International History  
**Distinctions:** UC Berkeley Humanities Research Fellowship (Fall 2011), Named a "Top Young Historian" by the History News Network (July 2010), Weatherhead Center for International Affairs, Dissertation Completion Fellowship (2007 - 07)  
**Recent Publications:** The Cold War, in The Cambridge History of the World, Vol. 8, edited by J.R. McNeill and Kenneth Pomeranz (New York: Cambridge University Press, Forthcoming). "An Oasis in the Desert," in Human Rights in the 1970s, edited by Jan Eckel and Samuel Moyn (New York: Cambridge University Press, Under Revision). Published as Eine Oase in der Wüste? Amerikas Wiederentdeckung der Menschenrechte in Eine neue globale Moral? Menschenrechte in den 70er Jahren (Vandenhoeck und Ruprecht: Göttingen, 2012); The Shock of the Global: The International History of the 1970s, edited by Niall Ferguson, Charles Maier, Erez Manela, and Daniel Sargent (Harvard University Press, 2009).

**Instructor:** **Shagan, Ethan H.**  
**Title:** Associate Professor  
**Tenure Status :** Tenured  
**Education:** Ph.D., Princeton University, 2000  
M.A., Princeton University, 1996  
A.B., Brown University, 1994  
**Overseas Exp:**  
**Language Comp:**  
**Teaching Devoted to Area/Language:** 100% **Theses Supervised in Last Five Year** 5  
**Area Courses Taught:** The Renaissance before the Secular; Opinion, Fact, and Belief: Regimes of Knowledge in Early Modern England; Tudor Stuart Britain, 1485-1660; The English Revolution; Early Modern Europe  
**Research/Teaching Specialization:** Early Modern Europe, Britain  
**Distinctions:** Mellon Postdoctoral Research Fellowship at the Newberry Library, 2005-06  
**Recent Publications:** The rule of moderation: Violence, religion and the politics of restraint in early modern England. Cambridge University Press, 2011; Polly Ha.;The Problem of Belief in Early Modern Europe, 2011; The Rule of Moderation: Violence, Religion and the Politics of Restraint in Early Modern England (Cambridge, 2011); English Presbyterianism, 1590–1640. Stanford, CA: Stanford University Press, 2010; Catholics and the 'Protestant Nation': Religious Politics and Identity in Early Modern England (Manchester, 2005); Popular Politics and the English Reformation (Cambridge, 2003).

**Instructor:** **Sheehan, Jonathan**  
**Title:** Associate Professor  
**Tenure Status :** Tenured  
**Education:** Ph.D., University of California, Berkeley, 1999  
 B.A., Brown University, 1991

**Overseas Exp:**

**Language Comp:**

**Teaching Devoted to Area/Language:** 100% **Theses Supervised in Last Five Year** 7

**Area Courses Taught:** European Intellectual History from Renaissance to Enlightenment, The Substance of Things Unseen: Matter and Spirit, 1650-1800, The Reformations of Christendom, The Reformations of Christendom, European Civilization from the Renaissance to the Present

**Research/Teaching Specialization:** Cultural and intellectual history of early modern Europe, history of religion, science

**Distinctions:** 2007-9 National Endowment for the Humanities Collaborative Research Grant; Director, Berkeley Center for the Study of Religion

**Recent Publications:** "Thinking About Idols in Early Modern Europe," special volume introduction for Journal of the History of Ideas 67 (October 2006); "The Altars of the Idols: Religion, Sacrifice, and the Early Modern Polity," Journal of the History of Ideas 67 (October 2006); "Sacred and Profane: Idolatry, Antiquarianism, and the Polemics of Distinction in the Seventeenth Century," Past and Present 192 (August 2006): 37-66; "The Stamp of Time Elapsed: Anthropology and the Flood in the Seventeenth Century," Sintflut und Gedächtnis, ed. Martin Mulsow and Jan Assmann (Munich: Wilhelm Fink Verlag, 2006); The Enlightenment Bible: Translation, Scholarship, Culture (Princeton University Press, 2005). Winner of the 2005 George L. Mosse Prize from the American Historical Association. Choice Outstanding Academic Title for 2005. "Enlightenment, Religion, and the Enigma of Secularization," American Historical Review 108.4 (October 2003).

**Instructor:** **Vernon, James**  
**Title:** Professor  
**Tenure Status :** Tenured  
**Education:** PhD, University of Manchester, UK, 1991

**Overseas Exp:** University of Machester

**Language Comp:**

**Teaching Devoted to Area/Language:** 100% **Theses Supervised in Last Five Year** 11

**Area Courses Taught:** Imperial Britain, British Empire, Neoliberalism and its Histories

**Research/Teaching Specialization:** Modern British history, history of the British empire, history and theory

**Distinctions:** On editorial boards of Twentieth Century British History and the Journal of British Studies

**Recent Publications:** Distant Strangers. How Britain Became Modern, forthcoming; The Peculiarities of Liberal Modernity in Imperial Britain, co-edited with Simon Gunn, University of California Press, 2011; "The Humanities and the Crisis of The Public University" Representations, 116,1, co-ed with Colleen Lye and Chris Newfield, (Fall 2011); "What was liberalism and who was its subject? Or, will the real liberal subject please stand up?" Victorian Studies, Volume 53, Number 2, Winter 2011; 'The state they are in: History and public education in the UK', AHA Perspectives, 49, 3 (March, 2011); 'Hunger, the social and states of welfare in imperial Britain' Occasions: Interdisciplinary Studies in the Humanities, 2 (2011); 'Facts on fees and the fallacies of 'fairness'', Open Democracy.net, 19 December 2010 'School history gets the TV treatment', The Guardian, 16 November 2010; 'The End of the Public University in England', Inside Higher Education, Blog, 27 October 2010; 'The Local, the Imperial and the Global: Repositioning Twentieth-century Britain and the Brief Life of its Social Democracy' Twentieth Century British History, 21, 3 (2010).

## Biographical Information/ APPENDIX III

**Instructor:** **Wetzel, David**  
**Title:** Lecturer  
**Tenure Status :** Lecturer  
**Education:** Ph.D., University of Chicago, 1976  
B.A. University of Pennsylvania, 1970

**Overseas Exp:**

**Language Comp:** German-4

**Teaching Devoted to Area/Language:** 100% **Theses Supervised in Last Five Year** n/a

**Area Courses Taught:** War and Peace: International Relations since 1914; Where have All the Soldiers Gone? Europe 1914 to the present; Europe in the 19th century; Europe and the World: Wars, Empires, Nations 1648-1914

**Research/Teaching Specialization:** Modern European history

**Distinctions:**

**Recent Publications:** "Bismarck and the Franco-Prussian War: A Response to Josef Becker," *Central European History*, 41 (2008): 111-24; *Austro-Prussian War. The Oxford Encyclopedia of the Modern World*, 3 vols. (New York and Oxford: Oxford University Press, 2008), 1: 304 -305; *A Duel of Giants: Bismarck, Napoleon III and the Origins of the Franco-Prussian War* (Madison, WI.: University of Wisconsin Press, 2001). Paperback, 2003 ; *The Crimean War: A Diplomatic History* (Bolder, CO: East European Monographs, 1985); *Systems, Stability, and Statecraft: Essays on the International History of Modern Europe* (New York: Palgrave, 2004), by Paul W. Schroeder, David Wetzel, Robert Jervis and Jack S. Levy; *International Politics and German History: The Past Informs the Present* (New York: Praeger, 1997), David Wetzel and Theodore S. Hamerow; *From the Berlin Museum to the Berlin Wall: Essays on the Cultural and Political History of Modern Germany* (New York: Praeger, 1996); "Introduction," David Wetzel and Diethelm Prowe, *International Politics and German History*, ed. by David Wetzel (New York: Praeger, 1997), 1-14.

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### ***History and Social Science Project***

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**Instructor:** **Reinhard, Rachel B**  
**Title:** Director  
**Tenure Status :** n/a  
**Education:** Ph.D., history, UC Berkeley, 2005  
M.A., History, UC Berkeley, 2000  
B.A., Barnard College, 1996

**Overseas Exp:** Peace Corps, China

**Language Comp:** n/a

**Teaching Devoted to Area/Language:** 25% **Theses Supervised in Last Five Year** n/a

**Area Courses Taught:** Oral English and American Culture, African American History, Social Studies methods, improving Content Literacy across the Curriculum

**Research/Teaching Specialization:** Teacher practice and student achievement

**Distinctions:** Summer Research Grant, SUNY Cortland, 2007; Fine Teaching Development Award, SUNY Cortland, 2007; Margaret Byrne Chairholder Fellowship, UCB, 2002-04; John Demos Prize in American Studies, 1996

**Recent Publications:** "Mississippi Freedom Democratic Party," *Mississippi Encyclopedia* (Uof M Press, forthcoming); "Freedom Rights: New Perspectives on the Civil Rights Movement (book Review), *Teaching history: A journal of methods*, Nov. 2012; *California History-Social Science Framework, Eighth Grade Course Description*, Sp 2009.

***Institute of European Studies***

**Instructor:** **Adao, Deolinda**  
**Title:** Executive Director, Portuguese Studies Program  
**Tenure Status :** n/a  
**Education:** Ph.D., University of California, Berkeley, 2007  
 M. A., University of California, Berkeley, 2002  
 B.A., University of California, Berkeley, 2000  
**Overseas Exp:** Member of research Team - Novas Cartas Portuguesas, Universidade do Porto, 2011-present; Member of Research Team  
**Language Comp:** Portuguese-5, Spanish-4, English-4, French-3, Italian-1  
**Teaching Devoted to Area/Language:** 100% **Theses Supervised in Last Five Year** 6  
**Area Courses Taught:** Beginning and Intermediate Portuguese language; 19th and 20th century Portuguese literature; Portuguese Oral Proficiency; Portuguese Literature Survey  
**Research/Teaching Specialization:** Luso-Brazilian Languages and Literatures, Portuguese and Spanish Language and Literature  
**Distinctions:** 2012, Gold Medal of Merit, Portugal; Outstanding Lecturer, San Jose State University, 2011-12

**Recent Publications:** As Herdeiras do Segredo: As Personagens Femininas na Ficção de Inês Pedrosa (Texto: Lisbon, 2013); Portuguese Women Writers: Controlled, Silenced, or Otherwise Ignored Voices. Herr, Richard & Costa Pinto, António (Editors). O impasse do Eu: transculturação e construção de identidade na literatura de mulheres na diáspora portuguesa nos Estados Unidos da América. Diálogos Transatlânticos: Africanidade, Negritude e Construção da Identidade. Da Silva, Renata & Jorge, Sílvio (Org). Abril, Revista do Núcleo de Estudos de Literatura Portuguesa e Africana da UFF. <http://www.uff.br/nepa>. Niterói, November 2011, Vol. 4, no. 7, pp. 13-22; Boschilia, Roseli & Andreazza, Maria Luiza (Org.). Portuguesas na diáspora histórias e sensibilidades. Editora UFPR, Curitiba, 2013; The Portuguese Republica at One Hundred. University of California, Berkeley, 2013; Sociedade Portuguesa Rainha Santa Isabel: um exemplo do movimento Fraternal Português Feminino na Califórnia. Entre Portuguesas no Mundo Sem Fronteiras. Mulher Migrante, Espinho, 2012; Transatlantic Subjects: Diaspora, Identity(ies), and Citizenship. Boletim do Núcleo Cultural da Horta. Horta, Spring 2012. No. 21-2012; Editor, The Voice and Choice of Women in Portugal and in the Diaspora (Institute of Governmental Studies Press: UC Berkeley, 2011); Editor, Azores: Nine Islands One History, (Regents of the University of California, Berkeley, 2008).

**Instructor:** **Bergmann, Emilie L**  
**Title:** Chair, Spanish Studies Program  
**Tenure Status :** Tenured  
**Education:** Johns Hopkins University, M.A. 1971; Ph.D., 1974  
 Oberlin College, B.A. 1970  
**Overseas Exp:**  
**Language Comp:** Spanish-4; Catalan-3; French-3  
**Teaching Devoted to Area/Language:** 80% **Theses Supervised in Last Five Year** 9  
**Area Courses Taught:** Cervantes, Literary Theory and Criticism, Golden Age Literature and Theater, Spanish Culture, Twentieth-Century Castilian, Catalanian Women Writers, Women and War in Spanish and Spanish-American Literature  
**Research/Teaching Specialization:** Peninsular Literature, 16th and 17th Centuries; Castilian and Catalan women writers, 20th Cent  
**Distinctions:** UC Berkeley Faculty Research Grant, 2003-04; UC Humanities Research Grants, 2003-04, 1997, 1988-89

**Recent Publications:** The Fiction of a Maternal Arbitrista: Luisa de Padilla's Advice to Daughters, Letras Femeninas 1.35 (2009): 233-51. Special Issue in Homage to Electa Arenal. Amanda Powell and Stacey Schlauf, eds. ; Approaches to Teaching Sor Juana Inés de la Cruz, co-editor with Stacey Schlauf. MLA series Approaches to World Literature." New York: MLA, 2007; Mirrors and Echoes: Women's Writing in Twentieth-Century Spain, co-editor with Richard Herr, Berkeley, CA: University of California Press, 2007; (¿Entiendes? Queer Readings, Hispanic Writings, Edited and with Introduction by Emilie L. Bergmann and Paul Julian Smith (University of Cambridge). Duke University Press, Series "Q", June, 1995). "Abjection and 'Ambiguity' in Bemberg's 'Yo, la peor de todas.'" Hispanisms and Homosexualities: Plural Perspectives. Sylvia Molloy, ed. (Duke Univ. Press, 1998): 229-247.

**Instructor:** **Bevir, Mark**  
**Title:** Chair, Center for British Studies  
**Tenure Status :** Tenured  
**Education:** Phd, University of Oxford, 1989  
 B.A., University of Exeter, 1985

**Overseas Exp:** European University Institute, Florence, Summer 2009; UK, Summer 2005; Australian National University, Summer 20

**Language Comp:**

**Teaching Devoted to Area/Language:** 50% **Theses Supervised in Last Five Year** 13

**Area Courses Taught:** History of Political Thought, Contemporary Political Theory, Theories of Governance, Philosophy of Social Science, Strategies of Contemporary Governance

**Research/Teaching Specialization:** Philosophy of the human sciences, modern political thought, theories of governance

**Distinctions:** Political Studies Association, UK, 2009; Library Journal Award, USA, 2007; : Honorary Senior Research Fellowship, School of Public Policy, University College, London, UK, 2005-08

**Recent Publications:** A Theory of Governance, UC Press, 2013; Interpreting Foreign Policy (with Oliver Daddow and Ian Hall), British Journal of Politics and International Relations, vol. 15, no. 2, 2013; Interpreting Global Security (coauthored), Routledge, 2014; Modern Pluralism: Anglo-American Debates since 1880, Cambridge University Press; Governance: A Very Short Introduction, Oxford University press; The Making of British Socialism, Princeton University Press, 2010; New Labour: A Critique, London, Routledge, 2005; Interpreting British Governance (with R.A.W. Rhodes), London, Routledge, 2003; Capitalism and Social Justice: British Critiques, Traditions, and Practices (with Frank Trentmann), European Legacy, vol. 6, no. 2, 2001.

**Instructor:** **Crawford, Beverly K**  
**Title:** Associate Director  
**Tenure Status :**  
**Education:** 1982 Ph.D., Political Science, University of California, Berkeley  
 1973 M.A., International Relations, Boston University  
 1966 B.A., German, Chapman College, Orange, California

**Overseas Exp:** Milan, Visiting Professor, 2000, 2003; Berlin, DAAD Professor, 2000; Dresden, DAAD Professor, 1999

**Language Comp:** German-4

**Teaching Devoted to Area/Language:** 100% **Theses Supervised in Last Five Year** n/a

**Area Courses Taught:** Contemporary Theories of Political Economy; International Political Economy; The Political Economy of Ethnic Conflict; Economics and Security; West European Area Studies

**Research/Teaching Specialization:** International relations, political economy, Western European studies

**Distinctions:** Institute for the Study of World Politics Fellow, Boston University Trustees' Fellow, Friedrich Ebert Foundation Fellow, June 1996; Fulbright Fellow, Sofia, Bulgaria, 1994; National Fellow, Hoover Institution, Stanford University, 1987

**Recent Publications:** "Germany's Embedded Hegemony in Europe and Power Projection Beyond," in Routledge Handbook of Contemporary German Politics and Culture, 2013; "Unterschiedliche Wissensformen und die Governance der arktischen Commons" in Wissen, Wissenschaft und Global Commons: Forschung zu Wissenschaft und Politik jenseits des Staates am Beispiel von Regulierung und Konstruktion globaler Gemeinschaftsgüter (Baden-Baden: Nomos Verlag, 2011); "Ethnic Identity," Encyclopedia of Global Studies, Sage Reference Publications, 2011; "The Normative Power of a Normal State: German Foreign Policy since Unification," 2011; German Politics and Society 2010; "Wann ist konsensuelle Wissenschaft 'Politische' Wissenschaft? Drei Paradoxien autoritativen Assessments" in Jost Halfmann and Falk Schuetzenmeister (eds.), 2009.

Biographical Information/ APPENDIX III

**Instructor:** Dewulf, Jeroen  
**Title:** Director  
**Tenure Status :** Tenured  
**Education:** Ph.D., University of Bern, Switzerland  
M.A., University of Porto, Portugal  
B.A., University of Ghent, Belgium  
**Overseas Exp:** Antwerp, Visiting Lecuturer, May/2004, May/2005, May/2006; Brazil, Visiting Lecturer, Jul./1997, Jul./1998, Jul./1999  
**Language Comp:** Dutch-5; German, Portuguese-4; French-3; Spanish-2; Swedish-1  
**Teaching Devoted to Area/Language:** 100% **Theses Supervised in Last Five Year** 5  
**Area Courses Taught:** Elementary Dutch, The Indonesia Connection, Dutch Culture and Society, Reading German culture, Structure of Modern Dutch, Brussels: A Global Study of a European Capital City  
**Research/Teaching Specialization:** European colonial history; Multicultural identity/citizenship in Europe; Dutch, German literature  
**Distinctions:** Portuguese Ministry of Education, 1999; Jubiläumstiftung der Schweizerischen Bankgesellschaft UBS, 1999, "Best of Berkeley Researchers," Hellman Family Faculty Fund, Robert O. Collins Award, American Cultures Innovation in Teaching Award  
**Recent Publications:** Emulating a Portuguese Model: The Slave Policy of the West India Company and the Dutch Reformed Church in Dutch Brazil (1630-1654) and New Netherland (1614-1664) in Comparative Perspective, *Journal of Early American History*, Vol. 4 (2014); *Shifting the Compass: Pluricontinental Connections in Dutch Colonial and Postcolonial Literature*, ed. With Olf Praamstra and Michiel van Kempen, Newcastle: Cambridge Scholars Publishing, 2013; *Spirit of Resistance: Dutch Clandestine Literature during the Nazi Occupation*. Rochester, New York: Camden House, 2010; *Economic History and Economic Culture of the Early Modern Atlantic World, c. 1500-1800*, *Historical Methods* "O Liebes Land, O Belgiens Erde: The Development of the German-Speaking Community in Belgium Reflected in the Light of the Flemish Struggle for Autonomy." *German Studies Review*. 32. 1 (2009): 65.; *In the Jungle of Amsterdam: On the Re-Invention of Dutch Identity*. Morrison Library inaugural address series, no. 25. Berkeley, CA: Doe Library, University of California, 2008.; *Brasilien mit Brüchen: Schweizer unter dem Kreuz des Südens*. NZZ libro. Zürich: Verlag Neue Zürcher Zeitung, 2007.; "Hubert Fichte Vorweggenommen. Die Afrobrasilianischen Religionen Bei Den Exilautoren Richard Katz Und Ulrich Becher." *Monatshefte*. 99. 1 (2007): 31-51.

**Instructor:** Kondolf, George, M  
**Title:** Chair, Portuguese Studies Program  
**Tenure Status :** Tenured  
**Education:** Ph.D., Johns Hopkins University, 1988  
M.S., Earth Sciences, University of Santa Cruz  
**Overseas Exp:**  
**Language Comp:** Portuguese-4  
**Teaching Devoted to Area/Language:** 50% **Theses Supervised in Last Five Year** 41  
**Area Courses Taught:** Introduction to Environmental Sciences, Mediterranean-Climate Landscapes, Ecological Analysis in Urban Design, Restoration of Rivers and Streams, Hydrology for Planners  
**Research/Teaching Specialization:** Rivers, river processes, river restoration, Mediterranean-climate  
**Distinctions:** Clarke Scholar at the Institute for Water Resources of the US Army Corps of Engineers in Washington DC, 2011-2012  
**Recent Publications:** An environmental perspective in city-river relationships, in *Cities and rivers, perspectives towards a sustainable partnership*, Livro nº 8 da Coleção Expoentes, edições da PARQUE EXPO, através do Núcleo de Comunicação da Parque EXPO, Lisbon, 2009; *Changes since 1830 in the riparian zone of the lower Eygues River, France*. *Landscape Ecology* 22:367-384, 2007; *Process-based ecological river restoration: Visualising three-dimensional connectivity and dynamic vectors to recover lost linkages*. *Ecology and Society* 11 (2): 5, 2006; *Sythesizing U.S. river restoration efforts*. *Science* 308:636-637, 2005; Kondolf, G.M., and H. Piégay, eds., *Tools in fluvial geomorphology*. John Wiley & Sons, Chichester, 2003.

Biographical Information/ APPENDIX III

**Instructor:** Lindow, John  
**Title:** Chair, Finnish Studies Program  
**Tenure Status :** Tenured  
**Education:** Ph.D., Harvard University (Germanic Languages and Literatures)

**Overseas Exp:** Sweden

**Language Comp:** Swedish-4, Norwegian-4, Danish-4

**Teaching Devoted to Area/Language:** 100% **Theses Supervised in Last Five Year** 5

**Area Courses Taught:** Medieval Scandinavian language, literature, and culture; Viking and medieval Scandinavia; Scandinavian mythology; Scandinavian, European, Arctic and Subarctic folklore

**Research/Teaching Specialization:** Old Norse-Icelandic literature, mainly mythology, poetry; Scandinavian

**Distinctions:**

**Recent Publications:** "Masks and Mummung in the Nordic Area." *Journal of Folklore Research Reviews* (2010); "Cats and Dogs, Trolls and Devils: At Home in Some Migratory Legend Types." *Western folklore* 69.2 (2010): 163-179; *Norse Mythology: A Guide to the Gods, Heroes, Rituals, and Beliefs*. Oxford: Oxford University Press, 2002. New edition of *Handbook of Norse Mythology*. Santa Barbara, Denver and London: ABC-CLIO, 2001; *Medieval Folklore: An Encyclopedia of Myths, Legends, Tales, Beliefs, and Customs*. Ed. Carl Lindahl, John McNamara, and John Lindow. Santa Barbara, Denver and Oxford: ABC-CLIO, 2000. *Cultures in Contact*. "Old Norse Myths, Literature and Society," ed. Margaret Clunies Ross. *The Viking Collection*, Vol. 14. (Odense: University Press of Southern Denmark, 2003), 89-109; "Myth Read as History: Odin in Snorri Sturluson's *Ynglinga Saga*." *Myth: A New Symposium*, ed. Gregory Schrempf and William Hansen. (Bloomington and Indianapolis: University of Indiana Press, 2002), 107-123; "The Tears of the Gods: A Note on the Death of Baldr in Scandinavian Mythology." *Journal of English and Germanic Philology* 101 (2002): 155-169.

**Instructor:** Pippenger, Nathan  
**Title:** Assistant Director, Center for British Studies  
**Tenure Status :**  
**Education:** PhD in Political Science, University of California, Berkeley, 2012-present  
B.A., Government, Georgetown University

**Overseas Exp:**

**Language Comp:**

**Teaching Devoted to Area/Language:** 100% **Theses Supervised in Last Five Year** n/a

**Area Courses Taught:**

**Research/Teaching Specialization:**

**Distinctions:**

**Recent Publications:** "USA PATRIOT Act," *The Oxford Companion to American Politics*, ed. David Coates (Oxford: Oxford University Press, 2012) (with Amitai Etzioni)

## Biographical Information/ APPENDIX III

**Instructor:** **White, Gia**  
**Title:** Administrative Officer  
**Tenure Status :** n/a  
**Education:** B.A., Spanish Language and Literature, UCB, 1986

**Overseas Exp:** n/a

**Language Comp:** Spanish-4; German-2

**Teaching Devoted to Area/Language:** 100% **Theses Supervised in Last Five Year** n.a

**Area Courses Taught:** n/a

**Research/Teaching Specialization:** n/a

**Distinctions:** Excellence in Management Award, UC Berkeley, 2010  
SPOT (Specific Projects) Award, UC Berkeley, 2011

**Recent Publications:** n/a

**Instructor:** **Wintroub, Aaron Michael**  
**Title:** Chair, French Studies Program  
**Tenure Status :** Tenured  
**Education:** Ph.D., University of California, Los Angeles

**Overseas Exp:**

**Language Comp:** French-4

**Teaching Devoted to Area/Language:** 100% **Theses Supervised in Last Five Year** 5

**Area Courses Taught:** New World and the Old; Scientific revolution(s); Humanism and court culture; Travel, collecting and museums; Material culture and the production of practical, theoretical and social knowledge; Identity formation and state-building

**Research/Teaching Specialization:** Late Medieval, Early Modern & Modern European social & cultural history

**Distinctions:** Mellon Project Grant for Associate Professors (2010-2011); Fellow of the American Council of Learned Societies (2006-2007)

**Recent Publications:** Voyages of Thought: a History of Translation, Commerce and Discovery in Early Modern France and its New Worlds, forthcoming; Voyages of Thought, forthcoming; The Duchess and the World: the Language of Love and Empire in the Early Modern Atlantic World, forthcoming; "Touching Brazil: Writing Colonization During the Wars of Religion," article in preparation; "Taking a Bow in the Theater of Things," ISIS (2010); "The Heavens Inscribed: The Instrumental Poetry of the Virgin," British Journal for the History of Science, 42 (2009); "Winner of the Nancy Lyman Roelker Prize from the Sixteenth Century Society for the best article published in English on early modern French history (2009-2010); "Response to Hillary Bernstein," H-France, Society for French Historical Studies (September, 2007); A Savage Mirror: Power, Identity and Knowledge in Early Modern France (Stanford: Stanford University Press, 2006).

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***Institute of Slavic, East European, and Eurasian Studies***


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**Instructor:** **Walker, Edward**  
**Title:** Academic Coordinator  
**Tenure Status :** n/a  
**Education:** Political Science, Columbia University, 1992  
M.A., School for Advanced International Studies, John Hopkins University  
B.A., Government, Harvard University  
**Overseas Exp:** Russia, Italy  
**Language Comp:** Russian-5, French-2,  
**Teaching Devoted to Area/Language:** 50% **Theses Supervised in Last Five Year** n/a  
**Area Courses Taught:** Challenges of Nation-and State-Building in Post-Soviet Central Asia; Identities and Politics in Soviet and Post-Soviet Central Eurasia; Politics in the Post-Communist World; Nationalism, Religion, & Identity in the USSR & Successor States  
**Research/Teaching Specialization:** Soviet and post-Soviet politics; federalism in post-communist societies; center-periphery relation  
**Distinctions:** National Fellow, Hoover Institution, 1997-98  
**Recent Publications:** Crime Without Punishment: The Litvinenko Affair and Putin's Culture of Violence, *Georgetown Journal of International Affairs*. Summer/Fall 2007, pp. 97-105; The Long Road from Empire: Legacies of Nation Building in the Soviet Successor States. In *From Empire to Nation*, Joseph Esherick, ed. Rowman & Littlefield, 2005; Islam, Territory, and Contested Space in Post-Soviet Russia. *Eurasian Geography and Economics*, 26:4 (2005): 247-271; Dissolution: Sovereignty and the Breakup of the Soviet Union. Boulder, CO: Rowman & Littlefield, 2003; Islam, Islamism, and Political Order in Central Asia. *Journal of International Affairs* (Spring 2003); Editor, *Minorities, Mullahs, and Modernity: Reshaping Community in the Former Soviet Union*, by Mark Saroyan. *International and Area Studies*, University of California at Berkeley (1997).

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***Interdisciplinary Studies***


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**Instructor:** **Holub, Renate C**  
**Title:** Associate Professor  
**Tenure Status :** Tenured  
**Education:** Ph.D. in German from the Wisconsin-Madison  
M.A. in Comparative Literature and in German, Wisconsin-Madison  
B.A. in Natural Sciences from the University of Pennsylvania  
**Overseas Exp:**  
**Language Comp:** German, Italian, English, Spanish, French  
**Teaching Devoted to Area/Language:** 100% **Theses Supervised in Last Five Year** 5  
**Area Courses Taught:** Intellectuals and Civil Society; Change and Hegemony; Gramsci and Globalization; llobalization, Critical Intellectuals, and the Internet  
**Research/Teaching Specialization:** German literature and culture since 1800, and literary and cultural theory  
**Distinctions:** Finnish Sociological Association, Joensuu, Finland  
**Recent Publications:** Towards a Global Space of Democratic Rights: On Benjamin, Gramsci, Polanyi.' In *Walter Benjamin and the Aesthetics of Change*. Palgrave MacMillan, UK, 2010; *Dagli studi culturali allo studio delle culture americane: 1977-2007.* In *Gramsci, le culture e il mondo*. Viella, Rome, Italy, 2009; 'Elements for a Critical Theory of Intellectuals under Conditions of Informational Capitalism.' In *Spanish, Antonio Gramsci a Setenta anos de la muerte*. Mexico City, Mexico. 2011; *Reception Theory: A Critical Introduction*. London and New York: Methuen, 1984; Heinrich Heine: Poetry and Prose. *The German Library*, vol. 32. New York: Continuum, 1982. 299 pp. (Co-editor of the entire volume and co-adaptor of the prose translations.) *Heinrich Heine's Reception of German Grecophilia: The Function and Application of the Hellenic Tradition in the First Half of the Nineteenth Century*. Heidelberg: Carl Winter, 1981.

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**International and Area Studies Teaching Program**


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**Instructor:** **Crawford, Beverly K**  
**Title:** Adjunct Professor  
**Tenure Status :** Lecturer  
**Education:** 1982 Ph.D., Political Science, University of California, Berkeley  
 1973 M.A., International Relations, Boston University  
 1966 B.A., German, Chapman College, Orange, California  
**Overseas Exp:** Milan, Visiting Professor, 2000, 2003; Berlin, DAAD Professor, 2000; Dresden, DAAD Professor, 1999  
**Language Comp:** German-4  
**Teaching Devoted to Area/Language:** 100% **Theses Supervised in Last Five Year** n/a  
**Area Courses Taught:** Contemporary Theories of Political Economy; International Political Economy; The Political Economy of Ethnic Conflict; Economics and Security; West European Area Studies  
**Research/Teaching Specialization:** International relations, political economy, Western European studies  
**Distinctions:** Institute for the Study of World Politics Fellow, Boston University Trustees' Fellow, Friedrich Ebert Foundation Fellow, June 1996; Fulbright Fellow, Sofia, Bulgaria, 1994; National Fellow, Hoover Institution, Stanford University, 1987  
**Recent Publications:** "Germany's Embedded Hegemony in Europe and Power Projection Beyond," in Routledge Handbook of Contemporary German Politics and Culture, 2013; "Unterschiedliche Wissensformen und die Governance der arktischen Commons" in Wissen, Wissenschaft und Global Commons: Forschung zu Wissenschaft und Politik jenseits des Staates am Beispiel von Regulierung und Konstruktion globaler Gemeinschaftsgüter (Baden-Baden: Nomos Verlag, 2011); "Ethnic Identity," Encyclopedia of Global Studies, Sage Reference Publications, 2011; "The Normative Power of a Normal State: German Foreign Policy since Unification," 2011; German Politics and Society 2010; "Wann ist konsensuelle Wissenschaft 'Politische' Wissenschaft? Drei Paradoxien autoritativen Assessments" in Jost Halfmann and Falk Schuetzenmeister (eds.), 2009; Globalization Comes Home: The Impact of Globalization on American Government and Law. Praeger Publishers 2008; Power and German Foreign Policy: Embedded Hegemony in Europe, 2007; "Germany's Future Political Challenges," 2005.

**Instructor:** **Karras, Alan**  
**Title:** Lecturer  
**Tenure Status :** Lecturer  
**Education:** Ph.D., University of Penn.  
 M.A. University of Penn.  
 M.A., B.A., Johns Hopkins University  
**Overseas Exp:** Jamaica, Bahamas, Guadelope, Great Britain, France, Suriname, Trinidad  
**Language Comp:** Spanish - 3; French - 4  
**Teaching Devoted to Area/Language:** 60% **Theses Supervised in Last Five Year** n/a  
**Area Courses Taught:** World history, Classical political economy, Caribbean history, and the History of transnational crime  
**Research/Teaching Specialization:** 18th-century Atlantic world, global interactions, including smuggling, fraud, and corruption  
**Distinctions:** Fulbright Fellow, Bahamas, 1992  
**Recent Publications:** Smuggling: Corruption and Contraband in World History (2010), Sojourners in the Sun: Scots Migrants in Jamaica and the Chesapeake, 1740-1800 (1993), Coeditor, with John R. McNeill, of Atlantic American Societies: From Columbus through Abolition, 1492-1888 (1992).

## Biographical Information/ APPENDIX III

**Instructor:** Zook, Darren  
**Title:** Lecturer  
**Tenure Status :** Lecturer  
**Education:**

**Overseas Exp:**

**Language Comp:**

**Teaching Devoted to Area/Language:** 25% **Theses Supervised in Last Five Year** n/a

**Area Courses Taught:** Area Studies Politics

**Research/Teaching Specialization:** International law, human rights, security studies, corruption, comparative Asian politics, and the

**Distinctions:**

**Recent Publications:** Introduction to Peace and Conflict Studies (2014); "The Curious Case of Finland's Clean Politics." Journal of Democracy 20.1 (2009); "Searching for Max Havelaar: Multatuli, Colonial History, and the Confusion of Empire." MLN 121.5 (2007); "Decolonizing Law: Identity Politics, Human Rights, and the United Nations." Harv. Hum Rts. J. 19 (2006).

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### ***International and Multicultural Education Department, USF***

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**Instructor:** Washington, Brad Demetrius  
**Title:** Assistant Professor  
**Tenure Status :** 2-Tenure-eligible  
**Education:** Ed.D., International and Multicultural Education, USF, 2010  
M.A. Asia Pacific Studies, USF, 2006  
B.A. History & Religion, Hampden-Sydney College, VA, 2000

**Overseas Exp:** France, England, China, Bulgaria

**Language Comp:** French-2, Tagalog-1, Mandarin -1, Spanish-1

**Teaching Devoted to Area/Language:** 25% **Theses Supervised in Last Five Year** n/a

**Area Courses Taught:** Assessment Strategies for TESOL, TESOL Thesis/Fieldwork Project, Digital media Literacy, Alliances with newcomer youth, Composition for Multilingual Students, Food, Language and Culture, Diversity in the Workplace, Methods of Educational Research

**Research/Teaching Specialization:** Assessment, International and Multicultural Education, Digital Media Literacy

**Distinctions:** Jesuit Foundation Grant, 2014; California Dept. of Education, Workforce Investment Act, Title II Program, 2014; USR Teacher Development Awardee, Blackboard Online exemplary Course Design, USF, 2012; Graduate merit Scholar, USF School of Education, 2006-08

**Recent Publications:** Forthcoming, Building a Community and Life: Perspectives of Chinese Citizens Pursuing Graduate Study in the US; "Reflections on American Higher Education for Students from the People's Republic of China: A Case Study," Institute of Higher Education/East China normal University, 240-54 9Shanghai: PRC, 2008; "Understanding nonverbal communication of Filipinos: A traditional form of literacy," Journal of Filipino Studies, October 2007; "United Korea and the Future of Inter-Korean Politics: A Work already in Profess," Asia Pacific: Perspectives, 6(2), 20-24, 2006.

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**Italian Studies**

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**Instructor:** **Ascoli, Albert R**  
**Title:** Professor  
**Tenure Status :** Tenured  
**Education:** Ph.D. Cornell University

**Overseas Exp:** Italy  
**Language Comp:** Italian, French, Latin

**Teaching Devoted to Area/Language:** 100% **Theses Supervised in Last Five Year** 23

**Area Courses Taught:** Reading Italian Literature, Studies in the History, Society, and Politics of the Italian Peninsula, Seminar in Renaissance Literature and Culture, Directed Readings in Italian Literature and Culture, Special Studies for Honors Candidates

**Research/Teaching Specialization:** Medieval and Early Modern Italian Culture 13-16th century

**Distinctions:**

**Recent Publications:** "A Local Habitation and a Name: Imagining Histories in the Italian Renaissance," *Modern Philology*, v111 n2 (2013): 169-72; "Vox Populi": Machiavelli, Opinione, and the Popolo, from the Principe to the Istorie Fiorentine," *California Italian Studies*, vol 4, no 2 (2013); "The Way of the Worlds: Learning from Mazzotta," *MLN*, Jan 2012, Vol. 127;

**Instructor:** **Bellezza, Anna M.**  
**Title:** Lecturer  
**Tenure Status :** Lecturer  
**Education:** MA Italian Literature, UC Berkeley  
 BAT Teaching French, University of Illinois at Urbana-Champaign

**Overseas Exp:**  
**Language Comp:** Italian -5

**Teaching Devoted to Area/Language:** 100% **Theses Supervised in Last Five Year** n/a

**Area Courses Taught:** Elementary and Intermediate Italian

**Research/Teaching Specialization:** Italian language

**Distinctions:**

**Recent Publications:** With Lazzarino, Graziana, and Pamela Marcantonio. *Pregol!: An Invitation to Italian*. Boston: McGraw Hill, 2008.

Biographical Information/ APPENDIX III

**Instructor:** **Botterill, Steven N**  
**Title:** Associate Professor  
**Tenure Status :** Tenured  
**Education:** Ph.D. University of Cambridge

**Overseas Exp:**

**Language Comp:** Italian-5

**Teaching Devoted to Area/Language:** 100% **Theses Supervised in Last Five Year** 15

**Area Courses Taught:** Seminar Research Course, Directed Research, Special Study, Directed Readings in Italian Literature and Culture

**Research/Teaching Specialization:** Medieval Italian literature

**Distinctions:** Two-time elected member of the Council of the Dante Society of America; Editor of CDSA journal Dante Studies, 2003-08

**Recent Publications:** Dante and the Mystical Tradition: Bernard of Clairvaux in the "Commedia" (Cambridge: Cambridge UP, 1994; paperback reprint, 2005); Dante: "De vulgari eloquentia" [edited and translated] (Cambridge: Cambridge UP, 1996; paperback reprint, 2005); "Introduction", in Dante Alighieri, *Inferno*, translated by Stanley Lombardo (Indianapolis & Cambridge, MA, 2009), pp. ix-xxxvii; Joseph Francese, *Socially Symbolic Acts: The Historicizing Fictions of Umberto Eco*, Vincenzo Consolo, and Antonio Tabucchi (10/06); *Under Arturo's Star: The Cultural Legacies of Elsa Morante*, ed. Lucamante and Wood (6/06).

**Instructor:** **Fuller, Mia G**  
**Title:** Associate Professor  
**Tenure Status :** Tenured  
**Education:** Ph.D. Berkeley

**Overseas Exp:**

**Language Comp:** Italian-4

**Teaching Devoted to Area/Language:** 100% **Theses Supervised in Last Five Year** 7

**Area Courses Taught:** Twentieth and Twenty-First Italian Culture, Studies in the History, Society, and Politics of the Italian Peninsula

**Research/Teaching Specialization:** Fieldwork, archival research of architecture, city planning in Italian colonies 1869-1943

**Distinctions:**

**Recent Publications:** *Mediterraneanism: French and Italian Architects' Designs in 1930s North African Cities*, in *The City in the Islamic World*, edited by Salma Khadra Jayyusi, Renata Holod, Attilio Petruccioli, and André Raymond, Leiden: Brill; and in Arabic translation of the same volume, 2013; *Moderns Abroad: Architecture, Cities, and Italian Imperialism*, London: Routledge (Architext series, series editors Anthony D. King and Thomas Markus), 2007.; *Italian Colonialism*, anthology of 20 essays co-edited with Ruth Ben-Ghiat, New York: Palgrave Macmillan (Italian and Italian American Studies series, series editor Stanislao G. Pugliese), 2005.; *Mediterraneanism: French and Italian Architects' Designs in 1930s North African Cities*, in *The City in the Islamic World*, edited by Salma Khadra Jayyusi, Renata Holod, Attilio Petruccioli, and André Raymond, Leiden: Brill; and in Arabic translation of the same volume, (In press).; "Oases of Ambiguity: On How Italians Did Not Practice Urban Segregation in Tripoli," in *La Libia tra Mediterraneo e mondo islamico* (Atti del convegno di Catania, Facoltà di Scienze Politiche, 1-2 dicembre 2000, Aggiornamenti e approfondimenti), edited by Federico Cresti, Milan: Giuffrè, 2006, 163-81.

Biographical Information/ APPENDIX III

**Instructor:** **Jacobsen, Mara Mauri**  
**Title:** Lecturer  
**Tenure Status :** Lecturer  
**Education:** Ph.D. Italian, University of California, Berkeley

**Overseas Exp:**

**Language Comp:** Italian-4

**Teaching Devoted to Area/Language:** 100% **Theses Supervised in Last Five Year** n/a

**Area Courses Taught:** Italian Studies 1,2,3,4

**Research/Teaching Specialization:** Italian culture: language, literature, history, film, philosophy, politics, feminist theory

**Distinctions:**

**Recent Publications:** Prego!: An Invitation to Italian and of Il reale e il possibile, An Intermediate to Advanced Reader, 2010; Italica, Quaderni d'italianistica, Italiana, La Rivista, and Leggere donna, 2008.

**Instructor:** **Martire, Anthony**  
**Title:** Lecturer  
**Tenure Status :** Lecturer  
**Education:**

**Overseas Exp:**

**Language Comp:** Italian-5

**Teaching Devoted to Area/Language:** 100% **Theses Supervised in Last Five Year** n/a

**Area Courses Taught:** Mangiare all'italiana: The History and Culture of Italian Food,

**Research/Teaching Specialization:**

**Distinctions:**

**Recent Publications:**

Biographical Information/ APPENDIX III

**Instructor:** **Moses, Gavriel J**  
**Title:** Associate Professor  
**Tenure Status :** Tenured  
**Education:** Ph.D. Brown University  
London International Film School

**Overseas Exp:**

**Language Comp:** Italian-5

**Teaching Devoted to Area/Language:** 100% **Theses Supervised in Last Five Year** 5

**Area Courses Taught:** Italian Cinema History and GeDigital Video: The Architecture of Time, The Bible as a Cultural Object in Cinema, THREE DIRECTORS: ANTONIONI-ROHMER-KIESLOWSKI, Digital Film Making, Controversy and Shock in Italian Cinema, Novels on Film

**Research/Teaching Specialization:** Italian and European literature, representational apparatus since the Italian Renaissance

**Distinctions:**

**Recent Publications:** "The Bible as Cultural Object[s] in Cinema," in A Companion to Film and Literature, Robert Stam, ed. (Oxford: Blackwell, forthcoming).; Daniel Does L.A., ovvero: Quanti corpi sulla punta di uno spillo?, in The Body Vanishes: La crisi dell'identità e del soggetto nel cinema americano contemporaneo, Franco La Polla ed. (Torino: Lindau, 1999), 45-57.; The Nickel Was for the Movies: Film in the Novel, Pirandello to Puig (University of California Press, 1995).; La Bibbia come oggetto e come presenza nel cinema americano contemporaneo, in Il Cinema e la Bibbia, Stefano Soggi ed. (Brescia: Editrice Morcelliana, 2001): 97-116.

**Instructor:** **Perco, G**  
**Title:** Lecturer  
**Tenure Status :** Lecturer  
**Education:**

**Overseas Exp:**

**Language Comp:** Italian-5

**Teaching Devoted to Area/Language:** 100% **Theses Supervised in Last Five Year** n/a

**Area Courses Taught:** Italian Studies 1, Italian Studies 2, Elementary Italian, Advanced Grammar, Reading, and Composition

**Research/Teaching Specialization:**

**Distinctions:**

**Recent Publications:** With Walker, Alicia. "Blended Learning in the Humanities." (2012); "Fiorenza Ceragioli and Marcello Andria: Il percorso della poesia. Giacomo Leopardi a Pisa (1827-1828)." Forum Italicum. Vol. 41. No. 2. 2010.

Biographical Information/ APPENDIX III

**Instructor:** Pirillo, Diego  
**Title:** Assistant Professor  
**Tenure Status :** Tenure-eligible  
**Education:** PhD., Scuola Normale Superiore

**Overseas Exp:**

**Language Comp:** Italian-5

**Teaching Devoted to Area/Language:** 100%

**Theses Supervised in Last Five Year** 5

**Area Courses Taught:** Italian studies 1,2

**Research/Teaching Specialization:** Early modern philosophy, heterodoxy, political thought, history of books and reading

**Distinctions:** Fellowships, Houghton Library at Harvard University, the John Carter Brown Library at Brown University, the Newberry Library, the Renaissance Society of America, and the Institute of International Studies

**Recent Publications:** Heretical Readers: Prohibited Books in the Anglo-Italian Renaissance, forthcoming; Ashgate Research Companion to Anglo-Italian Renaissance Literature and Culture (Farnham: Ashgate, in press); "Republicanism and Religious Dissent: Machiavelli and the Italian Protestant Reformers" (in Machiavellian Encounters in Tudor and Stuart England: Literary and Political Influences from the Reformation to the Restoration, Farnham: Ashgate, 2013); Cambridge Companion to the Italian Renaissance (Cambridge: Cambridge University Press, 2013); "Tasso at the French Embassy: Epic, Diplomacy and the Law of Nations" (in Authority and Diplomacy from Dante to Shakespeare, Farnham: Ashgate, 2013); "Balance of Power and Freedom of the Seas: Alberico Gentili and Richard Hakluyt" (in Richard Hakluyt and Travel Writing in Early Modern Europe, Farnham: Ashgate, 2012); Filosofia ed eresia nell'Inghilterra del tardo Cinquecento: Bruno, Sidney e I dissidenti religiosi italiani (Rome: Edizioni di Storia e Letteratura, 2010).

**Instructor:** Regan, Lisa  
**Title:** Lecturer  
**Tenure Status :** Lecturer  
**Education:** Ph.D., Art History, UC Berkeley, 2004

**Overseas Exp:**

**Language Comp:** Italian-4

**Teaching Devoted to Area/Language:** 100%

**Theses Supervised in Last Five Year** n/a

**Area Courses Taught:**

**Research/Teaching Specialization:** Patronage, court culture, gender, and the intersections of art and literature

**Distinctions:**

**Recent Publications:** "If So In Adversity: Mastering Fortune in Lorenzo Leonbruno's Calumny of Apelles." California Italian Studies 4.2 (2013); Regan, Lisa K. "Ariosto's Threshold Patron: Isabella diEste in the Orlando Furioso." MLN 120.1 (2005): 50-69.

**Instructor:** **Spackman, Barbara Gwen**  
**Title:** Professor  
**Tenure Status :** Tenured  
**Education:** Ph.D., Yale University

**Overseas Exp:****Language Comp:** Italian-4**Teaching Devoted to Area/Language:** 100% **Theses Supervised in Last Five Year** 21**Area Courses Taught:** The Desire Called Comparative Literature, Italian Literary Studies**Research/Teaching Specialization:** Gender studies, psychoanalysis, narrative, fascism and culture**Distinctions:**

**Recent Publications:** "Italians DOC?," Postcolonial Italy: Challenging National Homogeneity (2012): 125; "Italiani DOC? Passing and Posing from Giovanni Finati to Amara Lakhous." California Italian Studies 2.1 (2011); "Machiavelli and gender." The Cambridge Companion to Machiavelli (2010); Fascist Virilities: Rhetoric, Ideology, and Social Fantasy in Italy, University of Minnesota Press, 2008.

**JSP/Legal Studies Program****Instructor:** **Lieberman, David****Title:** Professor**Tenure Status :** Tenured

**Education:** Ph.D., London University (1980)  
 M.A., Cambridge University (1978)  
 B.A., Cambridge University (1974)

**Overseas Exp:** Development of utilitarian moral and political theory in the 18th century, chiefly in Britain; relationship between political e**Language Comp:****Teaching Devoted to Area/Language:** 100% **Theses Supervised in Last Five Year** 11**Area Courses Taught:****Research/Teaching Specialization:** Law and History**Distinctions:** President of the Pacific Coast Conference on British Studies

**Recent Publications:** "Why Law? Philip Selznick and the Study of Normative Systems2." (2012): 33-42; The Province of Legislation Determined: Legal Theory in Eighteenth Century Britain, Cambridge University Press, 2002; "Economy and Polity in Bentham's Science of Legislation," in Economy, Polity, and Society: British Intellectual History 1750 to 1950 (2000); "Jeremy Bentham: Biography and Intellectual Biography," which appeared in both History of Political Thought (Spring 1999) and Scholastics, Enlightenments and Philosophic Radicals (1999); "Codification, Consolidation, and Parliamentary Statute," in Rethinking Leviathan: The Eighteenth-Century State in Britain and Germany (1999); and "Contract before 'Freedom of Contract,'" in The State and Freedom of Contract (1998).

**Law**

- Instructor:** **Buxbaum, Richard M**  
**Title:** Professor  
**Tenure Status :** Tenured  
**Education:** LL.M., UC Berkeley (Boalt Hall) (1953)  
 LL.B., Cornell University (1952)  
 A.B., Cornell University (1950)  
**Overseas Exp:** Germany, Belgium, Netherlands, France  
**Language Comp:** German-4, French-4  
**Teaching Devoted to Area/Language:** 100% **Theses Supervised in Last Five Year** n/a  
**Area Courses Taught:** European Union Law, International Conflict of Laws and the Global Economy, Social Justice Workshop: Corporate Accountability, Corporations I, Corporations II, International Business Transactions,  
**Research/Teaching Specialization:** Corporation law; comparative and international economic law  
**Distinctions:** Alexander von Humboldt Foundation Award for Humanities and Arts
- Recent Publications:** Legal Harmonization and the Business Enterprise: Corporate and Capital Market Law Harmonization Policy in Europe. London: European University Institute, 2013; Corporate Law and Governance in an Enlarged Europe, in Law and Governance in an Enlarged European Union 369 (G. A. Bermann & K. Pistor, eds., Portland OR 2004); Organizational Aspects Relating to the Codification of the Law of Obligations and Comparative Experience Regarding Sales Law, in Comparative Analysis on the Chinese Contract Law 29 (I. Gebhardt, Y. Zhang & R. Schrder, eds., Berlin 2003); R. M. Buxbaum, G. Hertig, A. Hirsch, & K. J. Hopt (eds.), European Economic and Business Law (Berlin/New York 1996).
- Instructor:** **Caron, David D**  
**Title:** Professor  
**Tenure Status :** Tenured  
**Education:** Dr. Jur., Leiden University (1990)  
 J.D., UC Berkeley (Boalt Hall) (1983)  
 M.Sc., University of Wales (1980)  
 B.S., U.S. Coast Guard Academy (1974)  
**Overseas Exp:** The Netherlands, Germany, Austria, Indonesia, Iran  
**Language Comp:** German-4  
**Teaching Devoted to Area/Language:** 30% **Theses Supervised in Last Five Year** 9  
**Area Courses Taught:** International Law, Ocean Law and Policy, Ocean Law in the Nuclear Age, Public International Law, Resolution of Private International Disputes, International Courts and Tribunals, Foreign Investment Law  
**Research/Teaching Specialization:** International legal studies, Middle East  
**Distinctions:** Deak Prize of the American Society of International Law, Stefan A. Riesenfeld Award of the University of California for outstanding achievement and contribution to the field of international law  
**Recent Publications:** The Oceans in the Nuclear Age: Legacies and Risks (coedited with Harry N. Scheiber). Leiden: Martinus Nijhoff, 2010; The UNCITRAL Arbitration Rules: A Commentary (co authored with Lee Caplan and Matti Pellonpaa). Oxford: Oxford University Press, 2006; "Ignore Soaring Costs -- It's Impossible to Cancel Iraqi Debts From Kuwait War Bit Not Forgive Its Earlier Obligations," Los Angeles Daily Journal 6 (May 30, 2003).

## Biographical Information/ APPENDIX III

**Instructor:** **Gadinis, Stavros**  
**Title:** Assistant Professor  
**Tenure Status :** Tenure Eligible  
**Education:** S.J.D., Harvard law School, June 2010  
LL.M., Harvard Law School, June 2004; LL.M., University of Cambridge, June 2000  
First Law Degree, Aristotle University of Thessaloniki, September 1997

**Overseas Exp:**  
**Language Comp:** Greek-5, French-3  
**Teaching Devoted to Area/Language:** 40% **Theses Supervised in Last Five Year** 9

**Area Courses Taught:** International Business Transactions (50% focused on European cases); Securities Regulation; Business Associations

**Research/Teaching Specialization:** Business Law, International Business Law

**Distinctions:** 2006-09, John M. Olin Fellow, Onassis Foundation Scholar; 2004- Fulbright Scholar; June 2000, Best Business Law Student in the UK: Financial Times/Freshfields Prize (ranked 1st in the UK among 160 participants, top 12 in the EU among 1,500 participants)

**Recent Publications:** From Independence to Politics in Financial Regulation, 101 CALIFORNIA LAW REVIEW 327 (2013); The Financial Stability Board: The New Politics of International Financial Regulation, 48 TEXAS, INTERNATIONAL LAW JOURNAL 157 (2013); The SEC and the Financial Industry: Evidence from Enforcement Against Broker-Dealers, 67, BUSINESS LAWYER 679 (2012); Can Company Disclosures Discipline State-Appointed Managers? Evidence from Greek Privatizations, 13 THEORETICAL INQUIRIES IN LAW 525 (2012); The Politics of Competition in International Financial Regulation, 49 HARVARD INTERNATIONAL LAW JOURNAL 447 (2008).

**Instructor:** **Guzman, Andrew T**  
**Title:** Professor  
**Tenure Status :** Tenured  
**Education:** Ph.D., Harvard University (1996)  
J.D., Harvard University (1996)  
B.Sc., University of Toronto (1990)

**Overseas Exp:**  
**Language Comp:** French-4, Spanish-3  
**Teaching Devoted to Area/Language:** 30% **Theses Supervised in Last Five Year** 7

**Area Courses Taught:** Contracts, Public International Law, Private International Law, International Trade, International Investment Law, International Civil Litigation

**Research/Teaching Specialization:** International trade and international law (private and public)

**Distinctions:**

**Recent Publications:** Overheated: The Human Cost of Climate Change, Oxford University Press (2012); International Trade Law: Cases and Materials, Aspen Publishers (2d ed. 2012); Regulation and Competition in the Global Economy: Cooperation, Comity, and Competition Policy (ed.), Oxford University Press (2010); How International Law Works: A Rational Choice Theory, Oxford University Press (2008); Research Handbook in International Economic Law, Edward Elgar Publishing (edited with Alan Sykes), 2007; Power Plays & Capacity Constraints: The Selection of Defendants in WTO Disputes, 34 J. Leg. Stud. 557, with Beth Simmons (2005); Saving Customary International Law, forthcoming, Mich. J. Int'l L. (2005); The Design of International Agreements, Vol 16, No. 4 EJIL 579 (2005); Food Fears: Health and Safety at the WTO, 45 Va. J. Int'l L. 1 (2004); Global Governance and the WTO, 45 Harv. Int'l L.J. 303 (2004); The Case for International Antitrust, Competition Law in Conflict: Antitrust Jurisdiction in the Global Economy, Michael Greve & Richard Epstein, eds., reprinted in 22 Berkeley J. Int'l L. 355 (2004); International Antitrust and the WTO: The Lesson from Intellectual Property, 43 Va. J. Int'l L. 933 (2003); Choice of Law: New Foundations, 90 Geo. L.J. 971 (2002); International Law: A Compliance Based Theory, 90 Cal. L. Rev. 1823 (2002); International Regulatory Harmonization, Introduction to Symposium, 3 Chi. J. Int'l L. 271 (2002).

- Instructor:** **Linos, Katerina**  
**Title:** Assistant Professor  
**Tenure Status :** Tenure Eligible  
**Education:** Ph.D., Political Science, Harvard University, 2007  
 J.D. Harvard Law School, 2006  
 Diploma in European Law, European University Institute, 2002  
 A.B. in Government, Harvard University, 2000  
**Overseas Exp:** 2 months each calendar year spent in Europe, 2012 - years to come.  
**Language Comp:** Greek-5, English - 5, French - 4, Spanish - 3, German - 3  
**Teaching Devoted to Area/Language:** 50% **Theses Supervised in Last Five Year** 12  
**Area Courses Taught:** European Union Law, International Law, International Organizations  
**Research/Teaching Specialization:** International Law, Comparative Law, European Union Law, Employment Law, Health Care Law  
**Distinctions:** Hellman Family Fellowship, 2012; Hodgen Fund, 2012; Berkeley Institute for international Studies book Manuscript Grant, 2011; Berkeley Institute for International Studies Junior Fellowship Grant, 2011; Harvard Milton Fund, 2008-09.  
**Recent Publications:** The Democratic Foundations of Policy Diffusion: How Health, Family and Employment Laws Spread Across Countries (Oxford University Press, 2013); Human Rights Backsliding, California Law Review (forthcoming) (with Andrew Guzman); Path Dependence in Discrimination Law, 35 Yale Journal of International Law 116 (2010); Diffusion through Democracy, 55 American Journal of Political Science 678 (2011); How Can International Organizations Shape National Welfare States? Evidence from Compliance with European Union Directives, 40 Comparative Political Studies 547 (2007); Self-interest, Social Beliefs and Attitudes to Redistribution, 19 European Sociological Review 393 (2003) (with Martin West); Are Socialists a Woman's Best Friend? Equality Policies in the Spanish Regions, 10 Journal of European Public Policy 438 (2003); Understanding Greek Immigration Policy, in New Approaches to Balkan Studies 309 (Dimitris Keridis ed., 2003).
- Instructor:** **Mayali, Laurent**  
**Title:** PROFESSOR  
**Tenure Status :** Tenured  
**Education:** Docteur d'Etat en Droit, University of Montpellier, France (1985)  
 Habilitation in Legal History, University of Montpellier, France (1985)  
 D.E.A., University of Montpellier, France (1978)  
 Maîtrise en Droit, University of Montpellier, France (1977)  
**Overseas Exp:** University of Bordeaux, 1991-92, University of Paris II, 1992, Ecole des Hautes Etudes en Sciences Sociales, Paris, 199  
**Language Comp:** French-5, German-3, Italian-3, Spanish-2  
**Teaching Devoted to Area/Language:** 80% **Theses Supervised in Last Five Year** 5  
**Area Courses Taught:** Comparative Law; Courts, Lawyers, and Justice in Film; Roman Law  
**Research/Teaching Specialization:** Comparative law, legal history, civil law, canon law  
**Distinctions:**  
**Recent Publications:** Droit savant et coutumes; L'exclusion des filles dotées (XIIème-XVème siècles); Of Strangers Foreigners; and Identité et droit de l'autre; Mourir pour la Patrie et autres textes. E. Kantorowicz, Presentation et traduction avec P. Legendre et Anton Schütz; Repertorium Veterum Codicis Justiniani (with G. Dolezalek); Subjektivierung des justiziellen Beweisverfahrens (with D. Simon); Europäische und amerikanische Richterbilder, Rechtspreschung. Materialien und Studien (with D. Simon); "Symposium on Ancient Law, Economics & Society," (with J. Lindgren and G. Miller) in the Chicago Kent Law Review; Error Judicis. Juristische Wahrheit und justizieller Irrtum (with D. Simon); Rare Law Books and the Language of Catalogues, Università degli Studi di Siena (with M. Ascheri). He has also published numerous articles on medieval jurisprudence, customary law, and comparative law.

## Biographical Information/ APPENDIX III

**Instructor:** **Oppenheimer, David**  
**Title:** Professor  
**Tenure Status :** Tenured  
**Education:** J.D., Harvard Law School, 1978  
No degree, Columbia University, School of International Affairs, 1974  
B.A. Political Science, UC Berkeley  
**Overseas Exp:** Spring 2013, Spring 2012 - Visiting professor at Sciences-Po Ecole de Droit Paris; Spring 2004 - Visiting Professor at  
**Language Comp:** English-5; French - 2  
**Teaching Devoted to Area/Language:** 25% **Theses Supervised in Last Five Year** 15  
**Area Courses Taught:** Civil Procedure, Leadership for Student Leaders, Employment Discrimination Law, Comparative Equality and Anti-Discrimination Law, Torts, Sex Discrimination Law, Trial Advocacy  
**Research/Teaching Specialization:** Comparative equality and anti-discrimination law (focus on comparing US and EU law)  
**Distinctions:** 2004 - Benjamin L. Hooks outstanding book award

**Recent Publications:** COMPARATIVE EQUALITY & ANTI-DISCRIMINATION LAW: CASES, CODES, CONSTITUTIONS & COMMENTARY, (with Sheila R. Foster & Sora Han) (Foundation Press 2012). Teaching Manual for Comparative Equality & Anti-Discrimination Law (2013); Pourquoi la France se doit de recueillir des données sur l'identité raciale... à sa manière, in Diversité et discrimination raciale, l'essor d'une question sociale (book chapter in DIVERSITE ET DISCRIMINATION RACIALES, Dalloz 2009); Why France Must Collect Data on Racial Identity... in A French Way, 31:2 Hastings International and Comparative Law Review 735 (2008); On the unexpected importance of probationary periods within a system of "employment at will, No. 2008:4 Revue de Droit Travail (Dalloz) (April 2008); WHITEWASHING RACE: THE MYTH OF A COLOR-BLIND SOCIETY (with M. Brown, M. Carnoy, E. Currie, T. Duster, M. Schultz & D. Wellman) (University of California Press 2003, paperback 2005).

**Instructor:** **Schwartz, Paul M.**  
**Title:** Professor  
**Tenure Status :** Tenured  
**Education:** J.D., Yale University, 1985  
B.A., Brown University, 1981  
**Overseas Exp:**  
**Language Comp:** German-4  
**Teaching Devoted to Area/Language:** 50% **Theses Supervised in Last Five Year** 5  
**Area Courses Taught:** Information Privacy Law, Torts, Introduction to Intellectual Property  
**Research/Teaching Specialization:** Information privacy law  
**Distinctions:** Advisor to the Commission of the European Union, Berlin Prize Fellowship, Research Fellowship at the German Marshall Fund in Brussels

**Recent Publications:** Reconciling Personal Information in the U.S. and EU, with Daniel Solove, 102 California Law Review (forthcoming 2014); The EU-US Privacy Collision: A Turn to Institutions and Procedures, 126 Harvard Law Review 1966 (2013); EU Privacy and the Cloud: Consent and Jurisdiction Under the Proposed Regulation, 12 PVLR 718 (Apr. 28, 2013); Systematic Government Access to Private-Sector Data in Germany, 2 International Data Privacy Law 289 (2012); Privacy Law Fundamentals, with Daniel Solove, (IAPP 2013); Information Privacy Law, with Daniel Solove, (Aspen Publishers, 4th ed. 2011).

## Biographical Information/ APPENDIX III

**Instructor:** **Shapreau, Carla**  
**Title:** Lecturer  
**Tenure Status :** Lecturer  
**Education:** J.D., UC Hastings

**Overseas Exp:**

**Language Comp:**

**Teaching Devoted to Area/Language:** 50% **Theses Supervised in Last Five Year** n/a

**Area Courses Taught:** Art and Cultural Property

**Research/Teaching Specialization:** Musical cultural property: the Nazi-era and post-war provenance issues

**Distinctions:**

**Recent Publications:** The Loss of French Musical Property During World War II, Post-War Repatriations, Restitutions, and 21st Century Ramifications, France Berkeley Fund Annual Report, December 2013; A Nazi Violin Still Keeps Its Secrets, New York Times, September 23, 2012; The Stolen Instruments of the Third Reich, The Strad, Vol. 120, No. 1436, December 2009; Coauthor, Violin Fraud, Deception, Forgery, and Lawsuits in England and America, Oxford University Press 1997.

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### **Library**

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**Instructor:** **Potts, Claude Henry**  
**Title:** Librarian for WE Romance Language Collections  
**Tenure Status :** n/a  
**Education:** M.A. Comparative Literature, UCLA, 1999  
MLIS, UCLA, GSE&IS, 1997  
B.A. Comparative Literature, UC Berkeley, 1992

**Overseas Exp:**

**Language Comp:** French-4, Spanish-4, Portuguese-4, Italian - 2, Catalan - 1, Galician -1

**Teaching Devoted to Area/Language:** 100% **Theses Supervised in Last Five Year** n/a

**Area Courses Taught:** n/a

**Research/Teaching Specialization:** Administration of Romance West European language collections; Bibliographic instruction

**Distinctions:**

**Recent Publications:** "Up and Away: Open Access in Portugal," Educause Review Online (May 6, 2013); "Journal des Savants: From the Republic of Letters to the Cloud Library," Journal of Scholarly Publishing 43:1 (2011): 68-75; "Paris Bookstores: A Cellphone Photo Essay," 34:1 (Fall 2010) WESS Newsletter, Association of College & Research Libraries; "Tipoteca Italiana: Working Museum for the History of Italian Typographical Design," 33:1 (Fall 2009) WESS Newsletter, ACRL.

**Linguistics****Instructor:** **Garrett, Andrew****Title:** Professor**Tenure Status :** Tenured**Education:** Ph.D., Linguistics, Harvard University, 1990  
A.B, Folklore and Mythology, Harvard College, 1984**Overseas Exp:****Language Comp:** 4- Greek, Latin, Luvian, Lycian, Old Irish**Teaching Devoted to Area/Language:** 40% **Theses Supervised in Last Five Year** 11**Area Courses Taught:** Comparative and Historical Linguistics, Indo-European Comparative Linguistics, Advanced Graduate Proseminar in Linguistics,**Research/Teaching Specialization:** Patterns of language diversification; early Indo-European languages; History and British dialects**Distinctions:** NSF Fellowship, 2011-14; Humanities Research Fellowship, UC Berkeley, 2010-11; NEH-NSF Grant, 2007-10; Fellow of the Linguistic Society of America, 2009; Distinguished Teaching Award, UC Berkeley, 2007;**Recent Publications:** "Descent and diffusion in language diversification: A study of Western Numic dialectology" (with Molly Babel, Michael Houser, and Maziar Toosarvandani), *International Journal of American Linguistics* 79 (2013) 445-489; "Phonetic bias in sound change" (with Keith Johnson), in *Origins of sound change: Approaches to phonologization*, ed. by Alan C. L. Yu (Oxford: Oxford University Press, 2012), pp. 51-97; "The historical syntax problem: Reanalysis and directionality", in *Grammatical change: Origins, nature, outcomes*, ed. by Dianne Jonas, John Whitman, and Andrew Garrett (Oxford: Oxford University Press, 2012), pp. 52-72; "Convergence in the formation of Indo-European subgroups: Phylogeny and chronology", in *Phylogenetic methods and the prehistory of languages*, ed. by Peter Forster and Colin Renfrew (Cambridge: McDonald Institute for Archaeological Research, 2006), pp. 139-151.**Instructor:** **Holland, Gary B****Title:** Associate Professor**Tenure Status :** Tenured**Education:** Ph.D. Linguistics, University of California, Berkeley  
M.A. French, Florida State University  
B.A. French, Florida State University**Overseas Exp:** Scandinavia, United Kingdom**Language Comp:** Greek-5; Latin-4; Hittite-5; Gothic-3; Old Norse-3; German-5, Old Irish-4**Teaching Devoted to Area/Language:** 50% **Theses Supervised in Last Five Year** 9**Area Courses Taught:** History, Structure, and Sociolinguistics of German; History of the English language**Research/Teaching Specialization:** Historical linguistics, comparative Indo-European linguistics, linguistic typology**Distinctions:****Recent Publications:** "Active and Passive in Hittite Infinitival Constructions." *Proceedings of the 22nd Annual UCLA Indo-European Conference*, Bremen: Hempen, 2012; *The Tale of Zalpa: Myth, Morality, and Coherence in a Hittite Narrative*. With Marina Zorman. *Studia Mediterranea*, Series *Helthaea*, Vol. 5, 2007; Review of Benjamin W. Fortson IV, *Indo-European Language and Culture: an introduction*. *Bryn Mawr Classical Review*, 2007; "Kennings, metaphors, and semantic formulae in Old Norse dróttkvætt." *Arkiv för Nordisk Filologi* 118, 123-147, 2005; "Syntactic Reconstruction". *The International Encyclopedia of Linguistics*, 2nd edition, Vol. 3, 448-450. New York and Oxford: Oxford University Press, 2003. *The Rigveda: A Metrically Restored Text with Introduction and Notes*, (Barend A. van Nooten), Harvard Oriental Series, Vol.50, Cambridge MA: Department of Sanskrit and Indian Studies and Harvard University Press, 1994.

## Biographical Information/ APPENDIX III

**Instructor:** **Mikkelsen, Line H**  
**Title:** Associate Professor  
**Tenure Status :** Tenure Eligible  
**Education:** Ph.D., Linguistics, University of California, Santa Cruz, 1998-2004  
M.A., Linguistics and Philosophy, University of Aarhus, 1992-1998.

**Overseas Exp:**

**Language Comp:** Dutch-4

**Teaching Devoted to Area/Language:** 80% **Theses Supervised in Last Five Year** 13

**Area Courses Taught:** Syntax and Semantics I, Logical Semantics, Syntax and Semantics II, Introduction to Linguistic Science

**Research/Teaching Specialization:** VP topicalization and VP anaphora constructions

**Distinctions:**

**Recent Publications:** Sameness, Ellipsis, and Anaphora. (With Dan Hardt and Bjarne Ørsnes) In Proceedings of the 2011 Amsterdam Colloquium, 2011; Orphans hosted by VP anaphora. (With Dan Hardt and Bjarne Ørsnes) In Jaehoon Choi et al (eds) Proceedings of WCCFL 29, pp. 178-186, 2011; On Prosody and Focus in Object Shift. *Syntax* 14:3, 2011; A defective auxiliary in Danish. (With Michael Houser and Maziar Toosarvandani) *Journal of Germanic Linguistics* 23:3, 245-298; Definiteness marking and the structure of Danish pseudopartitives. (With Jorge Hankamer). *Journal of Linguistics* 44:2, 317—346, 2008.

**Instructor:** **Sweetser, Eve E**  
**Title:** Professor  
**Tenure Status :** Tenured  
**Education:** Ph.D., Linguistics, University of California, Berkeley, 1984

**Overseas Exp:**

**Language Comp:** Breton-4; Welsh-4

**Teaching Devoted to Area/Language:** 100% **Theses Supervised in Last Five Year** 21

**Area Courses Taught:** Linguistic Analysis of Literature, The Mind and Language, Directed Group Readings

**Research/Teaching Specialization:** Semantics, syntax, historical linguistics, Celtic languages, speech act theory, metaphor theory

**Distinctions:**

**Recent Publications:** With Ted Sanders and José Sanders. Causality, cognition and communication: A mental space analysis of subjectivity in causal connectives, 2009; In Ted Sanders and Eve Sweetser (eds.) *Causal categories in discourse and cognition*. Berlin: Mouton de Gruyter. 19-60; 2009; What does it mean to compare Language and Gesture? Modalities and Contrasts. In *Cross linguistic approaches to the psychology of language: Studies in the tradition of Dan Isaac Slobin*. New York: Psychology Press; With Karen Sullivan. Is "Generic is Specific" a Metaphor?" in Fey Parrill, Vera Tobin and Mark Turner (eds.), *Meaning, Form and Body*. (Selected papers from the 2008 CSDL meeting). Stanford CA: CSLI Publications; With Myriam Bouveret. Multi-frame semantics, metaphoric extensions and grammar. *BLS* 35; Personal and interpersonal gesture spaces: Functional contrasts in language and gesture. In A. Tyler, Y. Kim, and M. Takada (Eds.), *Language in the Context of Use: Cognitive and Discourse Approaches to Language and Language Learning*. Berlin: Mouton de Gruyter, 2008. Negative spaces: Levels of negation and kinds of spaces. In Stéphanie Bonnefille & Sébastien Salbayre (eds.), *Proceedings of the conference "Negation: Form, figure of speech, conceptualization"*. Publication du groupe de recherches anglo-américaines de l'Université de Tours. Tours: Publications universitaires François Rabelais, 2006.

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**Music**

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**Instructor:** **Guilbault, Jocelyne**  
**Title:** Professor  
**Tenure Status :** Tenured  
**Education:** Ph.D., Musicology, University of Michigan, 1984  
M.A., Ethnomusicology, Universite de Montreal, 1980  
B.A., Music Education, Universite de Montreal, 1976  
**Overseas Exp:** Trinidad, Antigua, Barbados, Martinique, Guadeloupe, Dominica, St. Lucia  
**Language Comp:** French-5  
**Teaching Devoted to Area/Language:** 50% **Theses Supervised in Last Five Year** 13  
**Area Courses Taught:** Popular Music, Politics of Aesthetics, Power Relations in Music Production and Circulation, French Creole Music  
**Research/Teaching Specialization:** Theory and method in popular music studies, power relations in music production  
**Distinctions:** Board of Governors of UC Humanities Research Institute, Irvine 2007-13; Henry and Julia Weisman Schutt Chair in Music, 2007-10; SSHRC Research Grant, 2003-06; Humanities Research Institute Fellowship, UC Irvine, 2002  
**Recent Publications:** Roy Cape: A Life on the Calypso and Soca Bandstand (Durham: Duke UP, 2014); "Politics of Ethnomusicological Knowledge, Production, and Circulation," *Journal of the Society for Ethnomusicology* 58(2): 321-26; "On Redefining the 'Local' Through World Music," *Popular Music*, Vol. 4, (SAGE, 2011); *Governing Sound: the Cultural Politics of Trinidad's Carnival Musics* (2007); Co-editor of *Border Crossings: New Directions in Music Studies* (1999-2000); *Zouk: World Music in the West Indies* (1993).

**Instructor:** **Mathew, Nicholas**  
**Title:** Professor  
**Tenure Status :** Tenured  
**Education:**  
  
**Overseas Exp:**  
**Language Comp:**  
**Teaching Devoted to Area/Language:** 100% **Theses Supervised in Last Five Year** 5  
**Area Courses Taught:** Piano Workshop - Beethoven plus, Musicology  
**Research/Teaching Specialization:** Handel, aesthetics, Beethoven, Haydn, Mozart, music and politics, Napoleonic Wars  
**Distinctions:**  
  
**Recent Publications:** *Political Beethoven*. Cambridge University Press, 2013; "Beethoven's Political Music, the Handelian Sublime, and the Aesthetics of Prostration." *19th-century Music* 33.2 (2009); "History Under Erasure: Wellingtons Sieg, the Congress of Vienna, and the Ruination of Beethoven's Heroic Style." *The Musical Quarterly* 89.1 (2006).

**Instructor: Smart, Mary Ann****Title:** Professor**Tenure Status :** Tenured**Education:** Ph.D., Cornell University, 1994  
M.A., McMaster University, 1989  
B.Mus, McGill University, 1985**Overseas Exp:****Language Comp:** German-4**Teaching Devoted to Area/Language:** 100% **Theses Supervised in Last Five Year** 15**Area Courses Taught:** Opera, Beethoven, Art Song of the Nineteenth and Twentieth Centuries, Twentieth-Century Opera and Performance Art, Thinking about Music, Musical Responses to Goethe; Absence and Desire in German Romantic Music; Opera and the Body**Research/Teaching Specialization:** Opera**Distinctions:****Recent Publications:** With Wye Jamison Allanbrook and Richard Taruskin, *The Secular Commedia: Comic Mimesis in Late Eighteenth-Century Music*, University of California Press, 2014; "Magical thinking: reason and emotion in some recent literature on Verdi and politics." *Journal of Modern Italian Studies* 17.4 (2012): 437-447; *Risorgimento Fantasies: Opera and Politics in Italy to 1848* (in preparation; expected completion 2009); "The Woman in Black: Bellini's *La straniera*," *Opera* (October 2007); "Commentary: A Stroll in the Piazza, A Night at the Opera," *Journal of Interdisciplinary History* special issue *Opera and Society XXXVI/4* (Spring 2006), 621-7; "Verdi, 2001, and Us," review-article of 8 books published in celebration of the Verdi centenary, *Studi verdiani* 20 (2005), 295-312; "Verdi, Italian Romanticism, and the *Risorgimento*," *Cambridge Companion to Verdi*, Scott Balthazar, ed. (Cambridge University Press, 2004), 29-45.**Instructor: Van Orden, Katherine****Title:** Professor**Tenure Status :** Tenured**Education:** Ph.D., University of Chicago, 1996  
M.A., Northwestern University, 1988  
B.A., University of Iowa, 1984**Overseas Exp:** France**Language Comp:** French-4**Teaching Devoted to Area/Language:** 100% **Theses Supervised in Last Five Year** 11**Area Courses Taught:** Topics in History, Culture, and Analysis, Topics in Research and Performance: Renaissance Viol Consort**Research/Teaching Specialization:** Cultural history, vernacular culture and the Renaissance chanson**Distinctions:** Noah Greenberg Award, the Lewis Lockwood Award, and the Paul Pisk Prize, Nancy Lyman Roelker Prize**Recent Publications:** With Ribeiro, Jessica D., et al. "Fearlessness About Death: The Psychometric Properties and Construct Validity of the Revision to the Acquired Capability for Suicide Scale." (2013); "An Exploratory Investigation of Marital Functioning and Order of Spousal Onset in Couples Concordant for Psychopathology," *Journal of marital and family therapy* 38.s1 (2012); With Witte, Tracy K., et al. "Stoicism and sensation seeking: Male vulnerabilities for the acquired capability for suicide." *Journal of research in personality* 46.4 (2012); *Music and the Cultures of Print*, ed. Kate van Orden, afterword by Roger Chartier (New York: Garland Publishing Inc.); *Music, Discipline, and Arms in Early Modern France* (Chicago: The University of Chicago Press); "Korolevskaya karusel," *Hermitage* 2 (2008), 40-45.; "Chorégraphies courtoises et militaires," *Les arts de l'équitation dans l'Europe de la Renaissance*, ed. Patrice Franchet d'Espèrey (Arlès: Actes Sud), 388-405.; "Un sacre à Toulouse? Les cérémonies de la paix de 1596," in *L'humanisme à Toulouse (1480-1596)*, ed. Nathalie Dauvois-Lavialle (Paris: Éditions Honoré Champion).

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**Office of Resources for International and Area Studies**


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**Instructor:** **Delattre, Michele**  
**Title:** Outreach Coordinator  
**Tenure Status :** n/a  
**Education:** M.A., English, University of Minnesota, 1980  
 B.A., English, UC Santa Barbara and University of Kent, Canturbury, U.K., 1974  
  
**Overseas Exp:** England, Mexico  
**Language Comp:** n/a  
**Teaching Devoted to Area/Language:** 25% **Theses Supervised in Last Five Year** n/a  
**Area Courses Taught:** English, Humanities, Theatre, Art History, Film History  
**Research/Teaching Specialization:** Humanities  
**Distinctions:**  
  
**Recent Publications:** n/a

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**Philosophy**


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**Instructor:** **Clarke, Timothy**  
**Title:** Assistant Professor  
**Tenure Status :** Tenure-eligible  
**Education:** Ph.D., Yale University  
  
**Overseas Exp:**  
**Language Comp:** Greek-4  
**Teaching Devoted to Area/Language:** 100% **Theses Supervised in Last Five Year** 5  
**Area Courses Taught:** Aristotle  
**Research/Teaching Specialization:** Ancient philosophy, particularly metaphysics and epistemology  
**Distinctions:**  
  
**Recent Publications:** 'The Argument from Relatives' (Oxford Studies in Ancient Philosophy, 2012).

## Biographical Information/ APPENDIX III

**Instructor:** **Corcilus, Klaus**  
**Title:** Associate Professor  
**Tenure Status :** Tenured  
**Education:** Dr. Phil., Humboldt-Universitaet Berlin

**Overseas Exp:**

**Language Comp:**

**Teaching Devoted to Area/Language:** 100% **Theses Supervised in Last Five Year** 7

**Area Courses Taught:** Kant, Plato, Ancient Philosophy, Aristotle, Philosophy with Socrates

**Research/Teaching Specialization:** Ancient philosophy, theoretical and practical, and especially Aristotle

**Distinctions:**

**Recent Publications:** "Activity, Passivity, and Perceptual Discrimination in Aristotle," in: *Active Perception Ancient to Modern*, ed. J. F. Silva & M. Yrjönsuuri, Springer, New York, 2014; "Faculties: Ancient Debates," *Oxford Philosophical Concepts 'Faculty'*, ed. C. Mercer & D. Perler, Oxford, 2014; *Partitioning the Soul: Debates from Plato to Leibniz*, with Dominik Perler (Walter De Gruyter Inc, 2014); *Aristoteles. De motu animalium. Introduction, new Greek Text, translation and short commentary*, Meiner, Hamburg (in German). Text edited by O. Primavesi, 2014.

**Instructor:** **Dreyfus, Hubert**  
**Title:** Professor  
**Tenure Status :** Tenured  
**Education:** Ph.D., Harvard, 1964  
M.A., Harvard, 1952  
B.A., Harvard, 1951

**Overseas Exp:**

**Language Comp:** n/a

**Teaching Devoted to Area/Language:** 50% **Theses Supervised in Last Five Year** 5

**Area Courses Taught:** Existentialism in Literature and Film, 'The Origin of the Work of Art' in the Context of Heidegger's Later Thinking, Heidegger's "Being and Time," The Phenomenology of Action, Technology, New Media, and Contemporary Experience

**Research/Teaching Specialization:** Analytic and Continental traditions in 20th century philosophy

**Distinctions:** Rhoda H. Goldman Award for Distinguished Faculty Advising of Undergraduates, University of California, Berkeley, Distinguished Teaching Award, University of California, Berkeley, 2005 Barwise Prize

**Recent Publications:** *All Things Shining: Reading the Western Canon to Find Meaning in a Secular World*, with Sean D. Kelly, New York: Free Press, 2012; 'What a monster then is man': Pascal and Kierkegaard on being a contradictory self and what to do about it, in *The Cambridge Companion to Existentialism*, Cambridge University Press, March 2012; *A History of First Step Fallacies*, in *Minds and Machines, Journal for Artificial Intelligence, Philosophy and Cognitive Science*, Springer, June 2012; with Mark A. Wrathall. *A Companion to Phenomenology and Existentialism*. Oxford: Wiley-Blackwell, 2009.; *Skilled Coping As Higher Intelligibility in Heidegger's 'Being and Time'*. Spinoza lectures. Assen: Koninklijke Van Gorcum, 2008.; with Mark A. Wrathall. *A Companion to Heidegger*. Malden, MA [etc.]: Wiley Interscience, 2007.; "The Return of the Myth of the Mental." *Inquiry*. 50. 4 (2007): 352-365.; with Paul Rabinow, and Michel Foucault. *Michel Foucault: Beyond Structuralism and Hermeneutics* : 2. Ed. New York: Harvester Wheatsheaf, 2006.

**Instructor:** **Ginsborg, Hannah**  
**Title:** Professor  
**Tenure Status :** Tenured  
**Education:** Ph.D., University of Harvard, 1989  
 B.A., University of Oxford, 1980

**Overseas Exp:** Germany, UK  
**Language Comp:** German-5

**Teaching Devoted to Area/Language:** 100% **Theses Supervised in Last Five Year** 7

**Area Courses Taught:** Special Topics in the History of Philosophy: Kant's Aesthetics, Conceptual Representation, Kant, Modern Philosophy, Graduate Seminar: Kant's 'Critique of Judgment', McDowell and Merleau-Ponty, Theory of Knowledge

**Research/Teaching Specialization:** Kant, contemporary epistemology and philosophy of mind

**Distinctions:** Fellow, Wissenschaftskolleg zu Berlin, 2010-2011, Senior Fellow, Townsend Center for the Humanities, 2008-2009, Visiting Scholar, Max Planck Institute for the History of Science, Berlin, summer 2006-2008, Visiting Scholar, Max Planck Institute

**Recent Publications:** The Normativity of Nature: Essays on Kant's Critique of Judgment. Oxford: Oxford University Press, forthcoming; "Kant's Perceiver," *Philosophy and Phenomenological Research* 87 (1) (2013); "The appearance of spontaneity: Kant on judgment and empirical self-knowledge." In *Self, World, and Aesthetics. Metaphysical Topics in Kant and Hegel* (Berlin/New York, Walter De Gruyter, 2013); "Oughts Without Intentions: A Kantian Perspective on Biological Teleology," in *Kant's Theory of Biology* (Berlin/New York: Walter De Gruyter, 2014); "Was Kant a Nonconceptualist?" *Philosophical Studies*. 137. 1 (2008): 65-77.; "Aesthetic Judgment and Perceptual Normativity." *Inquiry*. 49. 5 (2006): 403-437.; "Empirical Concepts and the Content of Experience." *European Journal of Philosophy*. 14. 3 (2006): 349-372.; "Kant and the Problem of Experience." *Philosophical Topics*. 34. 1 (2006): 59.; "Reasons for Belief." *Philosophy and Phenomenological Research*. 72. 2 (2006): 286.; "Two Kinds of Mechanical Inexplicability in Kant and Aristotle." *Journal of the History of Philosophy*. 42. 1 (2004): 33-65.

**Instructor:** **Kolodny, Nicholas G**  
**Title:** Associate Professor  
**Tenure Status :** Tenured  
**Education:** Ph.D., University of California Berkeley, 2003  
 M.A., University of Oxford, Philosophy, Politics, and Economics, 1996

**Overseas Exp:**

**Language Comp:**

**Teaching Devoted to Area/Language:** 50% **Theses Supervised in Last Five Year** 5

**Area Courses Taught:** Contemporary Ethical Issues, Individual Morality & Social Justice, Special Topics in Political Philosophy, Contemporary Ethical Issues, Political Philosophy, History of Political Philosophy, Reasons and Rationality, Ethical Theories

**Research/Teaching Specialization:** Moral and political philosophy

**Distinctions:** Divisional Distinguished Teaching Award for Senate Faculty Members, 2010-11

**Recent Publications:** "Instrumental Reasons," in Daniel Star, ed, *The Oxford Handbook of Reasons and Normativity* (Oxford: Oxford University Press, in preparation); *Death and the Afterlife*, in the Berkeley Tanner Lectures Series, by Samuel Scheffler, with an introduction by Niko Kolodny and commentary by Harry Frankfurt, Seana Shiffrin, and Susan Wolf (Oxford: Oxford University Press, 2013); *The Possibility of Philosophical Understanding: Essays for Barry Stroud*, co-edited with Jason Bridges and Wai-hung Wong (New York: Oxford University Press, 2011); "Raz's Nexus," *Jurisprudence* 2:2 (2011); "Scanlon's Investigation: The Relevance of Intent to Permissibility," *Analytic Philosophy* 52:2 (2011); "Ifs and Oughts," co-authored with John MacFarlane, *Journal of Philosophy* 107:3 (2010).

**Instructor:** **Sluga, Hans D**  
**Title:** Professor  
**Tenure Status :** Tenured  
**Education:** B.Phil. at Oxford

**Overseas Exp:** Visiting Professor, University of Frankfurt, 2004, University of Freiburg, 2002, University of Hamburg, 1998

**Language Comp:** German-5

**Teaching Devoted to Area/Language:** 100% **Theses Supervised in Last Five Year** 13

**Area Courses Taught:** Political Philosophy, Nietzsche, Graduate Seminar: Early Wittgenstein/ Tractatus, Special Topics in Recent European Philosophy: Michel Foucault, The Genealogy of Morals in Nietzsche, Foucault, and Bernard Williams, Schopenhauer and Nietzsche,

**Research/Teaching Specialization:** Early analytic philosophy (Frege, Russell, and the early Wittgenstein)

**Distinctions:** Humanities Research Fellowship, UC Berkeley, 2004-05, 1998-99; NEH Fellowship, 1991-92

**Recent Publications:** Politics as Search for the Common Good, Cambridge University Press, 2014 (in preparation); "Oskar Becker. Vom 'Dasein' zum 'Dawesen'," in Heidegger Handbuch, 2nd edition, Verlag J. B. Metzler, Stuttgart 2013; "The Time is Coming When One Will Have to Relearn About Politics," in Individual and Community in the Philosophy of Friedrich Nietzsche, Cambridge University Press, Cambridge, 2013; "Beyond 'the New' Wittgenstein," in Ethics, Society, Politics, De Gruyter Ontos, Berlin 2013; "Simple Objects: Complex Questions," Wittgenstein's Early Philosophy, Oxford University Press, Oxford 2012; Wittgenstein, Wiley Blackwell, 2011; Wittgenstein, Wiley Blackwell, 2011; "Von der normativen Theorie zu diagnostischen Praxis," in Deutsche Zeitschrift fuer Philosophie, vol. 59, 2011; "Truth and the Imperfection of Language" in Essays on Frege's Conception of Truth. Grazer Philosophische Studien, vol. 75 (forthcoming); "Glitter and Doom at the Metropolitan: German Art in Search of the Self" in Inquiry, vol. 50, 2007; "Family Resemblance" in Deepening Our Understanding of Wittgenstein. Grazer Philosophische Studien, vol. 71, 2006.

**Instructor:** **Stroud, Barry G**  
**Title:** Professor  
**Tenure Status :** Tenured  
**Education:** Ph.D., Harvard University  
 B.A., University of Toronto

**Overseas Exp:**

**Language Comp:**

**Teaching Devoted to Area/Language:** 50% **Theses Supervised in Last Five Year** 13

**Area Courses Taught:** Theory of Knowledge, Hume, Graduate Seminar: Concepts, Attitudes, and the Unity of Judgement, Metaphysics, Graduate Seminar: Perceptual Knowledge, Later Wittgenstein, Metaphysics, Modality, & Value, Philosophical Methods

**Research/Teaching Specialization:** Hume, Human Values, Philosophical Skepticism

**Distinctions:** Matchette Prize, 1979; ACLS, Guggenheim, and NEH fellowships; Fellow of the American Academy of Arts and Sciences; Corresponding Fellow of the British Academy

**Recent Publications:** "Doing Something Intentionally and Knowing That You Are Doing It", Canadian Journal of Philosophy March 2013; "Judgement, Self-Consciousness, Idealism", in D. Emdin (ed.), Self, World, and Art: Metaphysical Topics in Kant and Hegel, Berlin 2013; Review of G. Strawson, The Evident Connexion: Hume on Personal Identity, The European Journal of Philosophy March 2013; "Naturalism and Scepticism in the Philosophy of Hume", in P. Russell (ed.), The Oxford Handbook of David Hume (forthcoming); "Donald Davidson", in M. Baghramian (ed.), Donald Davidson: Life and Words, London 2012 pp. 62-64; "Hidden Textures": Review of John Heil, The Universe As We Find It, Times Literary Supplement 21 & 28 December 2012 p. 39; "Meaning and Understanding", in M. McGinn (ed.), A Companion to Wittgenstein, Oxford (2010); "Self-Profile", in M. Steup (ed.), Blackwell Companion to Epistemology, Oxford (2010); "Epistemology, The History of Epistemology, Historical Epistemology", in T. Sturm & U. Feest (ed.), Historical Epistemology (2010); "The Transparency of 'Naturalism'", The Romanell Lecture, Proceedings and Addresses of the American Philosophical Association 2009.; "Riconoscere Le Valutazioni", in G. Marchetti (ed.), La contingenza dei fatti e l'oggettività dei valori, Perugia 2009.; "Explaining Perceptual Knowledge: Reply to Quassim Cassam", The European Journal of Philosophy, 2009.

**Instructor:** **Warren, Daniel M**  
**Title:** Associate Professor  
**Tenure Status :** Tenured  
**Education:** Ph.D. Harvard University, 1994  
M.D. University of Pennsylvania 1993  
B.A. University of Pennsylvania  
**Overseas Exp:**  
**Language Comp:** German-4  
**Teaching Devoted to Area/Language:** 100% **Theses Supervised in Last Five Year** 7  
**Area Courses Taught:** Kant, Hume's "Dialogues Concerning Natural Religion", Intermediate Logic, Introduction to Logic, Graduate Seminar: Representations, Consciousness, and Self-consciousness in Some Early Modern Philosophers, Philosophical Methods  
**Research/Teaching Specialization:** Early modern European philosophy  
**Distinctions:**  
**Recent Publications:** "Kant on attractive and repulsive force: the balancing argument." *Discourse on a New Method: Reinvigorating the Marriage of History and Philosophy of Science* (2010): 193-241; "The Development of Kant's Views on Metaphysics in the early 1760's," 2009.; "Kant on Inner Determinations and Things in Themselves," under revision.; "Kant on Inner Determinations and Things in Themselves," under revision.; "Kant's Dynamics" in *Kant and the Sciences*, ed. Eric Watkins (Oxford University Press), 2001.; *Reality and Impenetrability in Kant's Philosophy of Nature* (New York: Routledge), 2001.

### ***Political Science***

**Instructor:** **Aggarwal, Vinod K**  
**Title:** Professor  
**Tenure Status :** Tenured  
**Education:** Ph.D., Stanford University, International Political Economy, 1981  
M.A., Stanford University, Political Science, 1977  
B.A., University of Michigan  
**Overseas Exp:** Visiting Professor, INSEAD, France, 2009; Visiting Professor, INSEAD, Singapore, ongoing appointment; Visiting Profe  
**Language Comp:** Italian-5; Spanish-5; Hindi-5; French-1  
**Teaching Devoted to Area/Language:** 50% **Theses Supervised in Last Five Year** 6  
**Area Courses Taught:** International Political Economy; Comparative Foreign Economic Policies; International Organizations; Theories in International Political Economy; Business and Public Policy; The Evolving European Union; Corporate Strategy in the International Sphere  
**Research/Teaching Specialization:** International Politics of Trade, International Finance, Comparative Public Policy, Rational Choice  
**Distinctions:** Faculty Research Grant, EU Center of Excellence, UC Berkeley, 2012-13; Korea Foundation and CGP Japan Foundation, 2010-12  
**Recent Publications:** *Linking Trade and Security: Evolving Institutions and Strategies in Asia, Europe, and the United States* (with Kristi Govella) (New York: Springer, 2012); *Bilateral Trade Agreements in the Asia-Pacific* (edited with Shujiro Urata) (London: Routledge, 2005, in press); *Winning in Asia, European Style: Market and Nonmarket Strategies for Success*, editor, 1st ed., New York: Palgrave, 2001.

**Instructor:** **Ansell, Christopher K**  
**Title:** Associate Professor  
**Tenure Status :** Tenured  
**Education:** Ph.D. in Political Science from the University of Chicago in 1993  
M.A., University of Chicago, Department of Political Science, 1986.  
B.A. in Environmental Science from the University of Virginia in 1979  
**Overseas Exp:** July 2008, Research in Geneva; January 2010, Teaching in Ghana, Johannesburg, and Tanzania; Februar, 2010, Visiti  
**Language Comp:** French - 2  
**Teaching Devoted to Area/Language:** 50% **Theses Supervised in Last Five Year** 20  
**Area Courses Taught:** Comparative Topics in Public Policy and Administration; Politics, Institutions, and Governance; Institutions and Institutionalism  
**Research/Teaching Specialization:** Public policy and governance, Organization theory, political sociology, public administration in W  
**Distinctions:** Honorary Doctorate, University of Denmark, 2013; IBM Business of Government Grant, 2013; Presidential Chair Fellows, 2012-13; Institute of Global Cooperation and Conflict, 2007; Kaufman Foundation Grant, 2006; Distinguished Teaching Award, UCB 199-00.  
**Recent Publications:** The Promise and Challenge of Global Network Governance: The Global Outbreak Alert and Response Network (with Egbert Sondorp and Robert Stevens), *Global Governance*, 18: 317-337, 2012; What is a Democratic Experiment? *Contemporary Pragmatism*, 9, 2: 159-180, 2012; Pragmatist Democracy: Evolutionary Learning as public Philosophy (Oxford 2011); Managing Transboundary Crises: Identifying the Building Blocks of an Effective Response System (with Arjen Boin and Ann Keller). *Journal of Contingencies and Crisis Management*, 18, 4: 195-207, 2010.; Christopher Ansell and Giuseppe Di Palma (eds.). *Restructuring Territoriality: Europe and the US Compared*. Forthcoming from Cambridge University Press.; *Encyclopedia of Governance* (Associate Editor), Sage Publications, 2007.; What's the Beef? The Contested Governance of European Food Safety. (editor, with David Vogel). MIT Press, 2006.; *On Restructuring Territoriality: Europe and North America* (editor, with Giuseppe Di Palma). Cambridge University Press. 2004.; *Schism and Solidarity in Social Movements: The Politics of Labor in the French Third Republic*. Cambridge University Press (Structural Analysis in the Social Sciences Series). 2001. (Nominated for the American Sociological Association's Distinguished Scholarly Publication Award, 2002).

**Instructor:** **Bevir, Mark**  
**Title:** Professor  
**Tenure Status :** Tenured  
**Education:** Phd, University of Oxford, 1989  
B.A., University of Exeter, 1985  
**Overseas Exp:** European University Institute, Florence, Summer 2009; UK, Summer 2005; Australian National University, Summer 20  
**Language Comp:** n/a  
**Teaching Devoted to Area/Language:** 50% **Theses Supervised in Last Five Year** 13  
**Area Courses Taught:** History of Political Thought, Contemporary Political Theory, Theories of Governance, Philosophy of Social Science, Strategies of Contemporary Governance  
**Research/Teaching Specialization:** Philosophy of the human sciences, modern political thought, theories of governance  
**Distinctions:** , Political Studies Association, UK, 2009; Library Journal Award, USA, 2007; : Honorary Senior Research Fellowship, School of Public Policy, University College, London, UK, 2005-08  
**Recent Publications:** A Theory of Governance, UC Press, 2013; Interpreting Foreign Policy (with Oliver Daddow and Ian Hall), *British Journal of Politics and International Relations*, vol. 15, no. 2, 2013; Interpreting Global Security (coauthored), Routledge, 2014; *Modern Pluralism: Anglo-American Debates since 1880*, Cambridge University Press; *Governance: A Very Short Introduction*, Oxford University press; *The Making of British Socialism*, Princeton University Press, 2010; *New Labour: A Critique*, London, Routledge, 2005; *Interpreting British Governance* (with R.A.W. Rhodes), London, Routledge, 2003; *Capitalism and Social Justice: British Critiques, Traditions, and Practices* (with Frank Trentmann), *European Legacy*, vol. 6, no. 2, 2001.

## Biographical Information/ APPENDIX III

**Instructor:** **Brown, Wendy L**  
**Title:** Professor  
**Tenure Status :** Tenured  
**Education:** Ph.D in Political Philosophy from Princeton University in 1983  
M.A. Politics; Princeton University, October 1980, Program in Political Philosophy  
B.A. Economics (Honors) and Politics (Honors); UC Santa Cruz, June 1977  
**Overseas Exp:** Various European countries 1 month per year, 2005-2009; Paris, Fall 2009  
**Language Comp:** French-3; Spanish-2; German-1  
**Teaching Devoted to Area/Language:** 50% **Theses Supervised in Last Five Year** 22  
**Area Courses Taught:** Introduction to Political Theory, History of Political Theory, History of Political Thought: Modern (French Revolution through World War II), Directed Advanced Study  
**Research/Teaching Specialization:** History of political theory, nineteenth and twentieth century Continental theory  
**Distinctions:** Distinguished Faculty Fellow, Franklin Humanities Institute, Spring 2009; Gender Institute, London School of Economics, Nov. 2008; Emanuel Heller Chair, UC Berkeley, 2008-2018; Institute for Advanced Study, Princeton, School of Social Science 2001-02.  
**Recent Publications:** The Power of Tolerance, co-authored with Rainer Forst (forthcoming from Columbia University Press and from Turia and Kant, Berlin, 2014); Walled States, Waning Sovereignty (Zone Books, 2010); Is Critique Secular? Injury, Blasphemy and Free Speech, co-authored with Judith Butler, Saba Mahmood and Talal Asad (Berkeley: University of California Press, 2009); Regulating Aversion: Tolerance in the Age of Identity and Empire (Princeton University Press, 2006); Edgework: Critical Essays in Knowledge and Politics (Princeton, 2005); Left Legalism/Left Critique, co-edited with Janet Halley (Duke, 2002); Politics Out of History (Princeton, 2001).

**Instructor:** **Gurowitz, Amy**  
**Title:** Lecturer  
**Tenure Status :** Lecturer  
**Education:** Ph.D., Cornell University, 1999

**Overseas Exp:**  
**Language Comp:** n/a  
**Teaching Devoted to Area/Language:** 25% **Theses Supervised in Last Five Year** n/a  
**Area Courses Taught:** Immigration, International Ethics and Justice, Junior Seminar: Justice of War/ Justice in War, Introduction to International Relations  
**Research/Teaching Specialization:** International Relations, Human Rights  
**Distinctions:**  
**Recent Publications:** Looking Outward: International Legal Norms and Foreigner Rights in Japan, in Local Citizenship in Recent Countries of Immigration: Japan in Comparative Perspective (Lanham, MD: Lexington Books, 2006); The Diffusion of International Norms: Why Identity Matters, International Politics, Volume 43, Number 3, July 2006; International Law, Politics, and Migrant Rights, in The Politics of International Law, Cambridge University Press, 2004.

Biographical Information/ APPENDIX III

**Instructor:** **Hoekstra, Kinch**  
**Title:** Assistant Professor  
**Tenure Status :** Tenure Eligible  
**Education:** D.Phil., Oxford University, 1998  
B.A., Brown University, 1987

**Overseas Exp:** UK

**Language Comp:**

**Teaching Devoted to Area/Language:** 50% **Theses Supervised in Last Five Year** 5

**Area Courses Taught:** History of Political Thought: Ancient; Obligation, Authority, and Disobedience

**Research/Teaching Specialization:** History of political philosophy, public law and jurisprudence

**Distinctions:**

**Recent Publications:** A Source of War: Gentili's Thucydides, in Alberico Gentili - La salvaguardia dei beni culturali nel diritto internazionale (Milan: Giuffrè, 2008), with Italian translation; The Natural Condition of Mankind, The Cambridge Companion to Hobbes's Leviathan, ed. Patricia Springborg (Cambridge University Press, 2007); A Lion in the House: Hobbes and Democracy, Rethinking the Foundations of Modern Political Thought, ed. James Tully and Annabel Brett (Cambridge University Press, 2006); "The End of Philosophy (The Case of Hobbes)," Proceedings of the Aristotelian Society 106:1 (2006).

**Instructor:** **Levy, Jonah D**  
**Title:** Associate Professor  
**Tenure Status :** Tenured  
**Education:** Ph.D., Massachusetts Institute of Technology, 1994

**Overseas Exp:**

**Language Comp:** French-5

**Teaching Devoted to Area/Language:** 100% **Theses Supervised in Last Five Year** 15

**Area Courses Taught:** Junior Seminar: Contemporary French Politics, Comparative Politics of the Welfare State, The Welfare State in Comparative Perspective

**Research/Teaching Specialization:** Political Economy, Globalization, Western Europe, France

**Distinctions:** Phi Beta Kappa award: excellence in teaching

**Recent Publications:** Reluctant Reformers: The Left and Economic Liberalization (forthcoming 2014); he Oxford Handbook of the Transformations of the State (co-editor) (Oxford University Press, forthcoming 2014); The Process of Political Representation in the Global Age (co-editor) (Cambridge University Press, forthcoming 2013); Directionless: French Economic Policy in the 21st Century," in Dan Breznitz and John Zysman (eds.), Can Wealthy Nations Stay Rich? (Oxford University Press, 2012); The State after Statism: New State Activities in the Age of Liberalization (Harvard University Press, 2006); Developments in French Politics 3 (Palgrave, 2005); Tocqueville's Revenge: State, Society, and Economy in Contemporary France (Harvard University Press, 1999)

**Instructor:** **Vogel, David J**  
**Title:** Professor  
**Tenure Status :** Tenured  
**Education:** Ph.D., Princeton University, Department of Politics, 1974  
 B.A., Queens College, 1967

**Overseas Exp:**

**Language Comp:** French-4; German-3

**Teaching Devoted to Area/Language:** 50% **Theses Supervised in Last Five Year** 16

**Area Courses Taught:** The Varieties of Capitalism: Political Economic Systems of the World, Comparative Political Economy, Northeast Asian Politics: Japan, Research Topics in Public Organization

**Research/Teaching Specialization:** Comparative politics, east asia, political economy

**Distinctions:** Faculty Pioneer Award for Lifetime Achievement, Business and Society Program, Aspen Institute, 2010

**Recent Publications:** "Global Trade Linkages: National Security and Human Security," in Linking Trade and Security; Evolving Institutions and Strategies in Asia, Europe, and the United States, Vinod Aggarwal and Kristi Govella, eds. Springer, 2013; "Environmental Federalism in the European Union and the United States," (with Michael Toffel, Diahanna Post and Nazli Z. Uludere Aragon), A Handbook of Globalization and Environmental Policy; National Government Interventions in A Global Arena, Frank Wiken, Kees Zoeteman and Jan Pieters, eds. Edward Elgar, 2012; The Politics of Precaution: Regulating Health, Safety, and Environmental Risks in the Europe and the United States, Princeton University Press, 2012; Transatlantic Regulatory Cooperation: The Shifting Roles of the EU, the US and California (co-edited with Johan Swinnen), Edward Elgar, 2011; Global Challenges in Responsible Business (co-edited with Craig Smith, C.B. Bhattacharya, David Levine), Cambridge University Press, 2010; What's the Beef? The Contested Governance of European Food Safety (co-edited with Chris Ansell), MIT Press, 2006).

**Instructor:** **Weber, Steven**  
**Title:** Professor  
**Tenure Status :** Tenured  
**Education:** Ph.D. Stanford University  
 M.D. Stanford University  
 B.A. Washington Universtiy

**Overseas Exp:** Belgium, France, England

**Language Comp:** French-4

**Teaching Devoted to Area/Language:** 50% **Theses Supervised in Last Five Year** 5

**Area Courses Taught:** Theories in International Relations, US foreign policy decisions of the last 100 years

**Research/Teaching Specialization:** International Organization, European Integration

**Distinctions:**

**Recent Publications:** "The Mythical Liberal Order." The National Interest 124 (2013): 56-67; With Bruce W. Jentleson. The End of Arrogance. Harvard University Press, 2010; Cooperation and Discord in U.S.-Soviet Arms Control (Princeton University Press); Globalization and The European Political Economy (Columbia University Press); "The End of the Business Cycle?", Foreign Affairs, Summer 1997; "The Origins of EASDAQ," Review of International Political Economy, Fall 2000; "International Organizations and the Pursuit of Social Justice," Ethics and International Affairs, 2000; The Success of Open Source (Harvard University Press, April 2004).

**Instructor:** **Ziegler, J Nicholas**  
**Title:** Associate Professor  
**Tenure Status :** Tenured  
**Education:** Ph.D., Harvard University, 1989  
M.A., Harvard University, 1984  
B.A., Princeton University, 1976  
**Overseas Exp:** Austria, Germany  
**Language Comp:** German-4  
**Teaching Devoted to Area/Language:** 100% **Theses Supervised in Last Five Year** 11  
**Area Courses Taught:** Institutions and Identities in Contemporary Europe, Politics of European Integration, European Integration and World Politics.  
**Research/Teaching Specialization:** Comparative Politics, Western Europe  
**Distinctions:** Travel and Research Grant, Austrian Marshall Fund; Visiting Scholar, Institute for Advanced Studies, Vienna, Austria; Fellow, Woodrow Wilson Center for Scholars, Washington, DC  
**Recent Publications:** Industrial governance and policy learning: the case of German technology policy (Nabu Press, 2011). "Corporate Governance and the Politics of Property Rights in Germany, *Politics and Society*, 28:2 (June 2000): 195-221, republished in S. Weber, ed., *Globalization and the European Political Economy* (New York: Columbia University Press, 2001).; *Governing Ideas: Strategies for Innovation in France and Germany* (Ithaca, NY: Cornell University Press, July 1997). Published in German as *Technologiepolitik: Innovationsstrategien in Deutschland und Frankreich*.(Frankfurt: Campus Verlag, 1999).; "Institutions, Elites, and Technological Advance in France and Germany," *World Politics* (April 1995), republished in *Comparative Science and Technology Policy*, edited by Sheila Jasanoff (London: Edward Elgar, 1997).

**Instructor:** **Zysman, John**  
**Title:** Professor  
**Tenure Status :** Tenured  
**Education:** Ph.D., Massachusetts Institute of Technology, 1973  
B.A., Harvard College, 1969  
**Overseas Exp:** France, Denmark, Finland, Japan, China  
**Language Comp:** French-4  
**Teaching Devoted to Area/Language:** 75% **Theses Supervised in Last Five Year** 15  
**Area Courses Taught:** Crisis and Crash, Climate Global Markets, and National Strategies: Understanding Who Succeeds, Who Fails, and Why; Comparative Analysis of Industrial Democracies; The Political Economy of Climate Change  
**Research/Teaching Specialization:** Technology and Innovation, Globalization, European Economic Policy  
**Distinctions:** Co-director, Berkeley Roundtable on the International Economy, BRIE, Steering Committee, University of California Industry-University Cooperative Research Program  
**Recent Publications:** With Breznitz, Dan, eds. *The Third Globalization: Can Wealthy Nations Stay Rich in the Twenty-first Century?* Oxford University Press, 2013; With Dan Breznitz. "Double bind: governing the economy in an ICT era." *Governance* 25.1 (2012); With Breznitz, Dan, et al. "Value capture and policy design in a digital economy." *Journal of Industry, Competition and Trade* 11.3 (2011); With Kushida, Kenji E. "The Services Transformation and Network Policy: The New Logic of Value Creation." *Review of Policy Research*. 26. 1-2 (2009): 173-194.; "Capitalism, Democracy and Welfare and Inequality and Prosperity: Social Europe Vs. Liberal America." *Perspectives on Politics*. 5. 1 (2007): 215-217.; with Abraham Newman. *How Revolutionary Was the Digital Revolution?: National Responses, Market Transitions, and Global Technology*. Innovation and technology in the world economy. Stanford, Calif: Stanford Business Books, 2006.

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**Public Health**

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**Instructor:** **Schwarzman, Megan R.****Title:** Research Scientist**Tenure Status :****Education:** University of California Berkeley, School of Public Health,  
University of Massachusetts Medical School, MD, June 2000  
Haverford College, BA History, May 1994**Overseas Exp:****Language Comp:****Teaching Devoted to Area/Language:** 30% **Theses Supervised in Last Five Year** n/a**Area Courses Taught:** "Greener Solutions," "Green Chemistry: An Interdisciplinary Approach to Sustainability," "Engineering and Health Impact Methods for Green Design"**Research/Teaching Specialization:** Green chemistry, chemicals policy, European Union policy development**Distinctions:** Marisla Foundation, Principle Investigator, Building Green Chemistry in California (Renewed for 2013-2015)**Recent Publications:** With Wilson M, International Chemicals Policy, Health, and Human Rights, in Textbook of Occupational and Environmental Medicine, 5th Edition (In press); With Macguire S, et al, Bringing New Meaning to Molecules by integrating green chemistry and the social sciences, in in ISSC/UNESCO, World Social Science Report 2013: Changing Global Environments, OECD Publishing and Unesco Publishing; With Wilson MP. Reshaping Chemicals Policy on Two Sides of the Atlantic: The Promise of Improved Sustainability through International Collaboration, in Transatlantic Regulatory Cooperation: The Shifting Roles of the EU, the US and California. Edward Elgar Publishing Inc. Northampton, MA, 2011.

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**Rhetoric**

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**Instructor:** **Bates, David W****Title:** Professor**Tenure Status :** Tenured**Education:** PhD History: Chicago**Overseas Exp:****Language Comp:** n/a**Teaching Devoted to Area/Language:** 100% **Theses Supervised in Last Five Year** 8**Area Courses Taught:** Modern Reason**Research/Teaching Specialization:** European intellectual history, 18th-20th century**Distinctions:****Recent Publications:** States of War: Enlightenment Origins of the Political (Columbia UP, 2011); Enlightenment Aberrations: Error and Revolution in France (Cornell University Press, 2002), xiii, 262 pp.; Creating Insight: Gestalt Theory and the Early Computer, in Jessica Riskin, ed., Genesis Redux: Essays in the History and Theory of Artificial Life (Chicago: University of Chicago Press, 2007); Constitutional Violence, in Democracy's Empire: Sovereignty, Law and Violence (London: Blackwell, 2007).

Biographical Information/ APPENDIX III

**Instructor:** **Cheah, Pheng**  
**Title:** Professor  
**Tenure Status :** Tenured  
**Education:** PhD (English Literature), Cornell

**Overseas Exp:**

**Language Comp:** French-4

**Teaching Devoted to Area/Language:** 50% **Theses Supervised in Last Five Year** 7

**Area Courses Taught:** Novel, Society, and Politics, Rhetorical Thesis, Critique in 19th-Century Thought, Nonfictional Prose

**Research/Teaching Specialization:** Philosophy, literature, critical theory, postcolonial literature and theory

**Distinctions:**

**Recent Publications:** Acceptable Uses of People, in *Human Rights Reconsidered* (Oxford University Press, forthcoming); "Of Other Worlds to Come," in *Modernities: Sites, Concepts and Temporalities in Asia and Europe* (forthcoming SUNY Press); "Power over Life/Power of Life: What is a Non-organizational Politics?" in *Biopolitics, Ethics and Subjectivation* (Paris: Éditions l'Harmattan, 2011); "Capitalizing Humanity: The Global Disposition of People and Things," in *Accumulating Insecurity: Violence and Dispossession in the Making of Everyday Life* (Athens: University of Georgia Press, 2011); "Female Subjects of Globalization," in *Genre et Postcolonialité. Approches transnationales contemporaines* (Paris: Editions des Archives Contemporaines, 2010). With Suzanne Guerlac (eds.), *Derrida and the Time of the Political* (2008, Duke University Press); *Inhuman Conditions: On Cosmopolitanism and Human Rights* (Cambridge: Harvard University Press, 2006); *Spectral Nationality: Passages of Freedom from Kant to Postcolonial Literatures of Liberation* (New York: Columbia University Press, 2003); with Bruce Robbins (eds.), *Cosmopolitics - Thinking and Feeling Beyond the Nation* (Minneapolis: University of Minnesota Press, 1998).

**Instructor:** **Constable, Marianne**  
**Title:** Professor  
**Tenure Status :** Tenured  
**Education:** JD, PhD UC Berkeley,

**Overseas Exp:**

**Language Comp:** n/a

**Teaching Devoted to Area/Language:** 50% **Theses Supervised in Last Five Year** 15

**Area Courses Taught:** Contemporary Rhetorical Theory and Practice, Language, Truth and Dialogue, Directed Research

**Research/Teaching Specialization:** Legal rhetoric and philosophy

**Distinctions:** Sarlo Distinguished Graduate Mentoring Award, and the Association for the Study of Law, Culture and the Humanities' James Boyd White Award

**Recent Publications:** *Our Word is Our Bond: How Legal Speech Acts* (Stanford University Press, 2014); "Incitement to Justice: Fitzpatrick's Citations as Counter-Imperialism," in *Reading Modern Law: Critical Methodologies and Sovereign Formations*, (Routledge/Cavendish, forthcoming 2011); *Speaking the Language of Law: A Juris-dictional Primer*, *English Language Notes* (48:2, Fall/Winter 2010); "Law's Love of Difference: Commentary on James Martel's *States of Indifference*," *Quinnipiac Law Journal* (2010) 28:3, 659-667; *Just Silences: The Limits and Possibilities of Modern Law* (Princeton University Press, 2005); *On Not Leaving Law to the Lawyers*, ed. Austin Sarat, *Legal Scholarship and the Liberal Arts* (Cornell Univ. Press, 2004), 69-83; *Despotic Observation: Montesquieu and the Sociology of Law*, eds. Simona Goi and Frederick M. Dolan, *Between Terror and Freedom: Philosophy, Politics, and Fiction Speak of Modernity* (Lexington Books, 2006), 195-219.

Biographical Information/ APPENDIX III

**Instructor:** **Naddaff, Ramona**  
**Title:** Associate Professor  
**Tenure Status :** Tenured  
**Education:** Ph.D., Boston University

**Overseas Exp:**

**Language Comp:** French-4

**Teaching Devoted to Area/Language:** 75% **Theses Supervised in Last Five Year** 7

**Area Courses Taught:** History of Rhetorical Theory; Religious and Moral Alternatives in Greco-Roman Antiquity; Between Philosophy and Tragedy

**Research/Teaching Specialization:** Ancient Greek Philosophy and Culture

**Distinctions:** Humanities Research Fellowship (2012); Mellon Research Grant (2007-2012); Phi Beta Kappa Northern California Association for Excellence in Teaching Award, 2011

**Recent Publications:** A Writers' Trials: On the Writing, Editing and Censorship of Madame Bovary, forthcoming; No Second Troy in Logos and Muthos, edited by William Wians (Albany: SUNY Press, 2009); Forget the 'For' and 'Against' (for the Moment), in Oser construire: Pour Francois Jullien, edited by Pierre Chartier (Paris: Empecheurs de penser en rond, 2008); Le social Science Translation Project, Agenda de la pensée contemporaine, Autumn 2007, no. 8, pp. 151-160; "Confronting the Frugal Editors: The Revue de Paris' Madame Bovary," Law, Culture and the Humanities, 2007, no. 3, pp. 266-92; "Zone de traduction, Zone de guerre," Agenda de la pensée contemporaine, autumn 2006, no. 5, pp.63-72.

**Instructor:** **Wimmer, Mario**  
**Title:** Assistant Professor  
**Tenure Status :** Tenure-eligible  
**Education:** Ph.D., University of Bielefeld, 2010

**Overseas Exp:** See education and academic experience

**Language Comp:** German-5, French-2, Dutch-1, Italian-1

**Teaching Devoted to Area/Language:** 50% **Theses Supervised in Last Five Year** 5

**Area Courses Taught:** Matter of Archives; The Unconscious in Modern Culture; The History of Knowledge; The History of Media Technology; The History of Everyday Life

**Research/Teaching Specialization:** Modern European History; Cultural and Institutional history of knowledge, history of film and me

**Distinctions:** 2012 Opus Primum Prize for the best first scholarly book in German, finalist; 2010 ETH Marie Curie Postdoctoral Fellowship; 2009 BMWF/IFK Junior Fellowship abroad; 2008 IFK Junior Fellow; 2008 Gerda Henkel Fellowship in the History of Ideas

**Recent Publications:** Archival Bodies. A History of Historical Imagination (Konstanz University Press 2012; On Sources. Mythical and Historical Thinking in Fin-de-Siècle Vienna Res. Journal for Anthropology and Aesthetics, Special Issue Wet/Dry ed.by Christopher S. Wood, 2, 2013, 1, pp. 108-124; Der Geschmack des Archivs und der historische Sinn Historische Anthropologie 12, 2012, 1, pp. 90-107; Abstraktion durch Anschaulichkeit. Wirtschaftliche Haushalts- und Lebensführung in der Zwischenkriegszeit, L'Homme Z.F.G. 22, 2011, 2, pp. 129-142

**Instructor:** **Wintroub, Aaron Michael**  
**Title:** Associate Professor  
**Tenure Status :** Tenured  
**Education:** PhD, UCLA

**Overseas Exp:**

**Language Comp:** French-4

**Teaching Devoted to Area/Language:** 100% **Theses Supervised in Last Five Year** 5

**Area Courses Taught:** New World and the Old; Scientific revolution(s); Humanism and court culture; Travel, collecting and museums; Material culture and the production of practical, theoretical and social knowledge; Identity formation and state-building

**Research/Teaching Specialization:** Late Medieval, Early Modern & Modern European social & cultural history

**Distinctions:** Mellon Project Grant for Associate Professors (2010-2011); Fellow of the American Council of Learned Societies (2006-2007)

**Recent Publications:** Voyages of Thought: a History of Translation, Commerce and Discovery in Early Modern France and its New Worlds, forthcoming; Voyages of Thought, forthcoming; The Duchess and the World: the Language of Love and Empire in the Early Modern Atlantic World, forthcoming; "Touching Brazil: Writing Colonization During the Wars of Religion," article in preparation; "Taking a Bow in the Theater of Things," ISIS (2010); "The Heavens Inscribed: The Instrumental Poetry of the Virgin," British Journal for the History of Science, 42 (2009); \*Winner of the Nancy Lyman Roelker Prize from the Sixteenth Century Society for the best article published in English on early modern French history (2009-2010); "Response to Hillary Bernstein," H-France, Society for French Historical Studies (September, 2007); A Savage Mirror: Power, Identity and Knowledge in Early Modern France (Stanford: Stanford University Press, 2006).

**Scandinavian Studies**

**Instructor:** **Clover, Carol J**  
**Title:** Professor  
**Tenure Status :** Tenured  
**Education:** Ph.D. University of California, 1936

**Overseas Exp:**

**Language Comp:** Swedish-4, Danish-4, Norwegian-4, Icelandic-4, German-4, Old Norse-3

**Teaching Devoted to Area/Language:** 100% **Theses Supervised in Last Five Year** 5

**Area Courses Taught:** Norse Literature, Individual Study, Directed Research

**Research/Teaching Specialization:** Early Scandinavian literature and culture. Film history and theory Emphasis in both medieval and

**Distinctions:**

**Recent Publications:** "Composing Facts: Evidence and Narrative in Njáls Saga." News from Other Worlds, ed. Merrill Kaplan and Timothy R. Tangherlini. Wildcat Canyon Advanced Seminars Occasional Papers, 1 (2012). Men, Women, and Chain Saws: Gender in the Modern Horror Film. Princeton Univ. Press and British Film Institute, 1992.; Old Norse-Icelandic Literature: A Critical Guide. Ed. With John Lindow. Cornell Univ. Press, 1985.; The Medieval Saga. Cornell Univ. Press, 1982.

**Instructor:** **Hellman, Dara**

**Title:** Lecturer

**Tenure Status :** Lecturer

**Education:**

**Overseas Exp:**

**Language Comp:** Irish-4

**Teaching Devoted to Area/Language:** 100%

**Theses Supervised in Last Five Year** n/a

**Area Courses Taught:** Constructions of Identity in the Celtic World

**Research/Teaching Specialization:**

**Distinctions:**

**Recent Publications:** "The mist earl: etymology and genealogy." *Etudes celtiques* 33 (1997).

**Instructor:** **Lindow, John**

**Title:** Professor

**Tenure Status :** Tenured

**Education:** Ph.D., Harvard University (Germanic Languages and Literatures)

**Overseas Exp:** Sweden

**Language Comp:** Swedish-4, Norwegian-4, Danish-4

**Teaching Devoted to Area/Language:** 100%

**Theses Supervised in Last Five Year** 5

**Area Courses Taught:** Medieval Scandinavian language, literature, and culture; Viking and medieval Scandinavia; Scandinavian mythology; Scandinavian, European, Arctic and Subarctic folklore

**Research/Teaching Specialization:** Old Norse-Icelandic literature, mainly mythology, poetry; Scandinavian folklore, legends; Finno-

**Distinctions:**

**Recent Publications:** "Masks and Mummings in the Nordic Area." *Journal of Folklore Research Reviews* (2010); "Cats and Dogs, Trolls and Devils: At Home in Some Migratory Legend Types." *Western folklore* 69.2 (2010): 163-179; *Norse Mythology: A Guide to the Gods, Heroes, Rituals, and Beliefs*. Oxford: Oxford University Press, 2002. New edition of *Handbook of Norse Mythology*. Santa Barbara, Denver and London: ABC-Clio, 2001; *Medieval Folklore: An Encyclopedia of Myths, Legends, Tales, Beliefs, and Customs*. Ed. Carl Lindahl, John McNamara, and John Lindow. Santa Barbara, Denver and Oxford: ABC-Clio, 2000. *Cultures in Contact: Old Norse Myths, Literature and Society*, ed. Margaret Clunies Ross. The Viking Collection, Vol. 14. (Odense: University Press of Southern Denmark, 2003), 89-109; "Myth Read as History: Odin in Snorri Sturluson's *Ynglinga Saga*." *Myth: A New Symposium*, ed. Gregory Schrempf and William Hansen. (Blomington and Indianapolis: University of Indiana Press, 2002), 107-123; "The Tears of the Gods: A Note on the Death of Baldr in Scandinavian Mythology." *Journal of English and Germanic Philology* 101 (2002): 155-169.

## Biographical Information/ APPENDIX III

**Instructor:** Melia, Daniel F  
**Title:** Associate Professor  
**Tenure Status :** Tenured  
**Education:** PhD, Harvard

**Overseas Exp:**

**Language Comp:** Old Irish-4, Middle Welsh-4, French-4, Latin-3, Old Norse-3,

**Teaching Devoted to Area/Language:** 100% **Theses Supervised in Last Five Year** 9

**Area Courses Taught:** The World of the Celts; Irish literature, 1800-Present

**Research/Teaching Specialization:** Oral literature, Celtic languages (Welsh, Irish), Folklore, Medieval history and literature

**Distinctions:**

**Recent Publications:** "Orality and Aesthetics in Aristotle's Rhetoric\_ and \_Poetics," appearing in Unbinding Proteus: New Directions in Oral Theory, ed. by Mark Amodio (Medieval and Renaissance Texts Society, Arizona State University, 2003).

**Instructor:** Moller, Karen  
**Title:** LECTURER  
**Tenure Status :** Lecturer  
**Education:**

**Overseas Exp:**

**Language Comp:** Danish-5

**Teaching Devoted to Area/Language:** 100% **Theses Supervised in Last Five Year** n/a

**Area Courses Taught:** Scandinavian Culture and History, Foreign Language Teacher Pedagogy (teacher training), Danish as a Foreign Language, Heritage Language use among Denmark's immigrants

**Research/Teaching Specialization:** Intercultural negotiation, Less commonly taught languages (LCTL)-theoretical, political and peda

**Distinctions:**

**Recent Publications:** Nelleke Van Deusen-Scholl and Linda von Hoene. "The Professionalization of Language Teachers: A Case Study of the Professional Development Needs of Lecturers at the University of California, Berkeley." AAUSC Research Issues and Language Program Direction, ed. L. Kathy Heilenman, Boston: Heinle & Heinle Publishers, 2000. 245-265; Contributor to Grolier Multimedia Encyclopedia, article: "Scandinavian Languages", 1999; Review of CD-ROM "Study Denmark" published 1996 by Waves Information Technology, Søborg, Denmark. Published in Kulturbrev 9, Undervisningsministeriet, Copenhagen, Denmark, May 1996; Editor: "Danish-Language/30" series. Published by Educational Services Corporation, Washington, D.C., 1995.

## Biographical Information/ APPENDIX III

**Instructor:** **Rugg, Linda H**  
**Title:** Associate Professor  
**Tenure Status :** Tenured  
**Education:** Ph.D. Harvard University, 1989

**Overseas Exp:**

**Language Comp:** Swedish-4, German-4

**Teaching Devoted to Area/Language:** 100% **Theses Supervised in Last Five Year** 9

**Area Courses Taught:** The Scandinavian novel; Literature and Film in Weimar and National Socialist Germany; Strindberg, The 'Other' in Scandinavian Literature and Film

**Research/Teaching Specialization:** Autobiography and visual culture, particularly photography and film, Comparative Studies in liter

**Distinctions:**

**Recent Publications:** "A Tramp Abroad and at Home: European and American Racism in Mark Twain." *Transfer Effects: 19th-Century German and American Cultural Transfers*, eds. Lynne Tatlock and Matt Erlin. Camden, S.C.: Camden House, forthcoming; "A Camera as Close as Ingmar's: Film Direction and Sexuality in the Work of Ingmar Bergman and Liv Ullmann." *Power and Gender in Scandinavian Literature and Culture*, ed. Helena Forsås-Scott. Norwich: Norvik Press, 2004.

**Instructor:** **Sandberg, Mark B**  
**Title:** Associate Professor  
**Tenure Status :** Tenured  
**Education:** Ph.D. University of California, Berkeley

**Overseas Exp:**

**Language Comp:** Norwegian-4; German-4

**Teaching Devoted to Area/Language:** 100% **Theses Supervised in Last Five Year** 11

**Area Courses Taught:** Film Historiography, Silent Film Comedy, Scandinavian Film, Ibsen

**Research/Teaching Specialization:** Visual and cultural history of turn-of-the-century Scandinavia, including early film history, media

**Distinctions:** President, Society for the Advancement of Scandinavian Study, 2011-13; President, Ibsen Society of America, 2009-13

**Recent Publications:** *Ibsen's Houses*. Cambridge: Cambridge University Press, 2013; Senior Editor for *A Comparative History of Nordic Literary Cultures*, vols 1-4. Amsterdam: J. Benjamins Publishers (Vol. 1: *Spatial Nodes*, 2013); "Location, 'Location': Place Substitution in Danish Silent Cinema." In *Border Crossings: Silent Film and the Politics of Space*, Indiana University Press, 2013; "The Interactivity of the Model Home." In *History of Participatory Media: Politics and Publics, 1750-2000*, eds. Anders Ekström, Solveig Jülich, Frans Lundgren, and Per Wisselgren. New York: Routledge, 2010. 63-80; "The Figuration of Temporality in Literary History." In Vesa Haapala, Hannamari Helander, Anna Hollsten, Pirjo Lyytikäinen, and Rita Paqvalén, eds. *The Angel of History: Literature, History, and Culture*. Helsinki: University of Helsinki, 2009. 33-47; "John Gabriel Borkman's Avant-Garde Continuity." *Modern Drama* 49.3 (September 2006).; "Mastering the House: Performative Inhabitation in Carl Th. Dreyer's *The Parson's Widow*." In C. Claire Thompson, ed. *Northern Constellations: New Readings in Nordic Cinema*. Norwich: Norvik Press, 2006.

## Biographical Information/ APPENDIX III

**Instructor:** Sanders, Karin Lisbeth  
**Title:** Professor  
**Tenure Status :** Tenured  
**Education:** Cand. Mag 1984, Nordic Philology & Theater Science. University of Copenhagen

**Overseas Exp:**

**Language Comp:** Danish-5

**Teaching Devoted to Area/Language:** 100% **Theses Supervised in Last Five Year** 5

**Area Courses Taught:** Scandinavian Archaeology; Scandinavian Literary Theory; The Works of H.C. Andersen; Isak Dinesen

**Research/Teaching Specialization:** 19th century Scandinavian literature, visual arts, and theater; Danish literature

**Distinctions:** 2010: Society for the Anthropology of Europe, Danish Institute at Athens Grant, Greece; Douglass Book Prize Honorable Mention ; 2010: Danish Institute at Athens Grant, Greece.

**Recent Publications:** "A History of Nordic Literary Culture. Volume III. Co-editor with Linda Haverty Rugg, 2013; "Anachronistic Encounters: A Reception Story." Nordic Naturecultures. Eco-critical Approaches to Film, Art and Literature. Eds. C. Claire Thomson and Christopher Oscarson, 2012; Left Eye-Right Eye: B.S. Ingemann's Bifocality and Morbid Imagination" in Love and Modernity. Scandinavian Literature, Drama and Letters. Eds. Neil Smith and Claire Thomson. Norvik Press, 2012; "The Ethics of Performance in Johanne Luise Heiberg's Autobiographical Reflections." Between Vaudeville, Romantic Comedy and National Drama: The Heibergs and the Theater. Edited by Klaus Müller-Wille, Jon Stewart and Kirsten Wechsel. Museum Tusculanum Press. Copenhagen., 2011; Bodies in the Bog and the Archaeological Imagination. Chicago University Press, 2009.

**Instructor:** Tuomainen, Sirpa M  
**Title:** Lecturer  
**Tenure Status :** Lecturer  
**Education:** M.A. San Francisco State University  
Huk, Jyväskylä University

**Overseas Exp:**

**Language Comp:** Finnish-5

**Teaching Devoted to Area/Language:** 100% **Theses Supervised in Last Five Year** n/a

**Area Courses Taught:** Beginning, Intermediate, Advanced Finnish; Finnish Literature and Culture

**Research/Teaching Specialization:** Intercultural Communication, Second language acquisition, Integrated Curriculum, Teacher train

**Distinctions:**

**Recent Publications:** Sinulle on Postia! Using Global E-mail to Enhance Students' Mastery of the Finnish Language." Berkeley Language Center Publication, Spring 2000; "Louhen Tyttäret Maailmalla: Nuorallatanssija." Kotiliesi, October, 1997, Helsinki, Finland; Amerikan Uuliset, Florida, 1998; TESOL 98: Connecting Our Global Community; "When Israel Balderas turns six." Berkeley Language Center Publication, Fall 1998.

## Biographical Information/ APPENDIX III

**Instructor:** **Wellendorf, Jonas**  
**Title:** Assistant Professor  
**Tenure Status :** Tenure-eligible  
**Education:** Ph.D. University of Bergen, 2007  
B.A., Department of Greek and Latin, University of Copenhagen, Denmark

**Overseas Exp:** 2001-11, Norway; 2000-01, Iceland, 1976-2000, Denmark

**Language Comp:** Danish-5, English-4, Icelandic-3, modern and medieval Scandinavian languages and Latin - reading competence

**Teaching Devoted to Area/Language:** 100% **Theses Supervised in Last Five Year** 6

**Area Courses Taught:** Old Norse Literature, Scandinavian Myth and Religion, Introduction to Old Norse, Viking and Medieval Scandinavia, Old Norse grammatical and powetological literature

**Research/Teaching Specialization:** Old Norse literature and culture, mythology, philology, medieval literature, Viking Studies

**Distinctions:**

**Recent Publications:** Virtues and Vices: The Fourth Grammatical Treatise. Eds. Jürg Glauser and Kate Heslop.; Forerunners and Fulfillers: Structuring the Past in Old Norse Historiography; Biblical Typology as a mode of thinking in medieval historiography Ed. Marek Thue Kretschmer, in press; Ancient traditions' in Sverris saga: The background of an episode in Sverris saga and a note on the dating of Rómverja saga JEGP, 113/1, 117 The Fourth Grammatical Treatise: An Edition with Translation and Commentary, Eds. Margareta Clunies Ross and Jonas Wellendorf. London: The Viking Society, forthcoming; Fjöld veit hon frða: Utvalde arbeid av Else Mundal [Fjöld veit hon frða: Selected papers by Else Mundal]. Eds. Odd Einar Haugen, Bernt Øyvind Thorvaldsen, and Jonas Wellendorf. Bibliotheca Nordica 5. Oslo: Novus, 2009; Oral art forms and their passage into writing. Eds. Else Mundal and Jonas Wellendorf. Copenhagen: Museum Tusulanum, 2008.

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### ***School of Education***

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**Instructor:** **Freedman, Sarah W**  
**Title:** Professor  
**Tenure Status :** Tenured  
**Education:** 1977 Ph.D., Education, Stanford University  
1976 MA, Linguistics, Stanford University  
1970 MA, English, The University of Chicago

**Overseas Exp:**

**Language Comp:** n/a

**Teaching Devoted to Area/Language:** 50% **Theses Supervised in Last Five Year** 5

**Area Courses Taught:**

**Research/Teaching Specialization:** Teaching and learning of written language

**Distinctions:** President Obama's Educational Transition Team: Writing and Literacy Area, 2008, Alan Purves Award, 2006, Center for Advanced Study in the Behavioral Sciences, Spencer and Hewlett Fellow, 1999-2000, 2006-2007

**Recent Publications:** 'In it for the Long Haul': How Teacher Education Can Contribute to Teacher Retention in High-Poverty, Urban Schools, Journal of Teacher Education, 60 (3), 2009; with Weinstein, Harvey M., and Holly Hughson. "School Voices: Challenges Facing Education Systems After Identity-Based Conflicts." Education, Citizenship and Social Justice. 2. 1 (2007): 41-71.; Inside City Schools: Investigating Literacy in Multicultural Classrooms. The practitioner inquiry series. New York: Teachers College Press, 1999.; "Some Things We Know About Learning to Write." Educational Administration Abstracts. 34. 1 (1999).

**Sociology**

- Instructor:** **Bloemraad, Irene**  
**Title:** Associate Professor  
**Tenure Status :** Tenured  
**Education:** Ph.D., Sociology, Harvard University, 2003  
M.A., Sociology, McGill University, 1996  
B.A., Political Science, McGill University, 1995  
**Overseas Exp:** Visiting Researcher, Institute for Migration and Ethnic Studies, University of Amsterdam, 2009-10  
**Language Comp:** French-4, Dutch-4, English-5  
**Teaching Devoted to Area/Language:** 50% **Theses Supervised in Last Five Year** 22  
**Area Courses Taught:** Immigration in Global Perspective, Immigration and Membership: Theory and Practice, Immigration, Integration and Citizenship, Sociological Theory  
**Research/Teaching Specialization:** Immigration, political sociology, race & ethnicity, social movements, nationalism, research metho  
**Distinctions:** 2014-15 - Committee member, National Academies of Sciences, Washington DC; 2013 - American Cultures Innovation in Teaching prize, UCB; 2012 - Best Article Award, American Political Science Association.  
**Recent Publications:** Co-author, "Funding Immigrant Organizations: Suburban Free-riding and Local Civic Presence. *American Journal of Sociology* 119(1): 75-130, 2013; "The Promise and Pitfalls of Comparative Research Design in the Study of Migration, *Migration Studies* 1(1): 27-46, 2013; Schönwälder, K., Bloemraad, I. 2013. Extending Urban Democracy? The Immigrant Presence in European Electoral Politics. Introduction to special symposium on "Immigrant Incorporation in Urban Politics." *European Political Science* 12(4): 448-454; Bloemraad, I. 2013. Accessing the Corridors of Power: Puzzles and Pathways to Understanding Minority Representation. *West European Politics* 36(3): 652-670; Bloemraad, I., Schönwälder, K. 2013. Immigrant and Ethnic: Minority Representation in Europe: Conceptual Challenges and Theoretical Approaches. *West European Politics* 36(3): 564-579.
- Instructor:** **Fligstein, Neil D**  
**Title:** Professor  
**Tenure Status :** Tenured  
**Education:** Ph.D., Sociology, University of Wisconsin, Madison. (1979)  
M.S., Sociology, University of Wisconsin, Madison. (1976)  
B.A., Psychology, Reed College, Portland, Oregon. (1973)  
**Overseas Exp:**  
**Language Comp:** German-4  
**Teaching Devoted to Area/Language:** 50% **Theses Supervised in Last Five Year** 27  
**Area Courses Taught:** Economy and Society, Financialization and Globalization  
**Research/Teaching Specialization:** Economic sociology, organizational theory, political sociology, and the sociology of work  
**Distinctions:** Keynote Speaker, Conference on markets and Morals, Sciences-Po, 2013; Distinguished Lecture in Social Sciences, Wissenschaftszentrum Berlin, 2013; Fellow, Rockefeller Foundation Bellagio Center, 2007; Guggenheim Fellow, 2004-05  
**Recent Publications:** A Theory of Fields. Co-authored with Doug McAdam. New York: Oxford University Press, 2012; Stability and Change in Fields. In *Research on the Sociology of Organizations*. Emerald Press, forthcoming; Economic Sociology (with Cyrus Dioun). In *International Encyclopedia of the Social Sciences*, Elsevier Press, forthcoming; The Architecture of Markets (with Ryan Calder). In *Emerging Trends in the Social and Behavioral Sciences*, Sage press, forthcoming; The Architecture of Markets: An Economic Sociology of Capitalist Societies. Princeton University Press, 2001. (Italian, French, Chinese translations in preparation; Paperback December, 2002).; The Institutionalization of Europe. Oxford, Eng.: Oxford University Press. (Co-authored with Wayne Sandholtz and Alec Stone), 2001.; Markets, Politics, and Globalization. (The 1996 Uppsala Lectures in Business) Uppsala, Sweden: Uppsala University Press, 1997.; The Transformation of Corporate Control. Harvard University Press, 1990. (Paperback edition, 1993; Italian translation, 1999).

## Biographical Information/ APPENDIX III

**Instructor:** **Fourcade-Gourinchas, Marion**

**Title:** Associate Professor

**Tenure Status :** Tenured

**Education:** Ph.D., Sociology, Harvard University. (2000)  
M.A., Social Sciences (Ecole des Hautes Etudes en Sciences Sociales). (1992)  
B.A., Sociology (Univ. of Paris 7) and Economics (Univ. of Paris 1). (1990)

**Overseas Exp:** Marion Fourcade-Gourinchas grew up in France

**Language Comp:** French

**Teaching Devoted to Area/Language:** 50% **Theses Supervised in Last Five Year** 5

**Area Courses Taught:** Classical sociological theory, Contemporary sociological theory, Sociology of Culture, Economy and Society

**Research/Teaching Specialization:** Comparative Sociology/Methods; Economic Sociology; Culture; Knowledge, Professions and Sc

**Distinctions:** AXA Permanent Research Chair in Economic Sociology (Sciences Po Paris), Humanities Research Fellowship (UC Berkeley), National Science Foundation Award, Science and Society Program, Charles A. Ryskamp Fellowship, American Council of Learned Societies

**Recent Publications:** "Classification Situations: Life Chances in Neoliberal Society." *Accounting, Organizations and Society* 38: 559-572 (with Kieran Healy), 2013; *Moral Categories in the Financial Crisis. "Introduction"* (with Cornelia Woll) and *The Economy as Morality Play* *Socio-Economic Review* 11, 2013; *The Material and Symbolic Construction of the BRICs. Review of International Political Economy* 20(2): 256-267; *Economists and Societies*. Princeton: Princeton University Press 2009; "Theories of Markets and Theories of Society." *American Behavioral Scientist*. 50. 8 (2007): 1015-1034.; with Sarah L. Babb. *The Rebirth of the Liberal Creed: Paths to Neoliberalism in Four Countries*. 533-579. 2003.; "Politics, Institutional Structures, and the Rise of Economics: A Comparative Study." *Theory and Society*. 30. 3 (2001): 397-447.; with Schofer, Evan. "The Structural Contexts of Civic Engagement: Voluntary Association Membership in Comparative Perspective." *American Sociological Review*. 66. 6 (2001): 806-828.

**Instructor:** **Ivester, Sonja**

**Title:** Lecturer

**Tenure Status :** Lecturer

**Education:** 1989 Ph.D. (Sociology), University of Wisconsin - Madison  
1984 MS (Sociology), University of Wisconsin - Madison  
1981 BA (History & Sociology), Flinders University of South Australia

**Overseas Exp:**

**Language Comp:**

**Teaching Devoted to Area/Language:** 30% **Theses Supervised in Last Five Year** n/a

**Area Courses Taught:** Comparative Perspectives on European and US Societies: Inequality; Innovation and Entrepreneurship,

**Research/Teaching Specialization:** Social inequality, class analysis, gender, political elites, globalization, socialist societies

**Distinctions:**

**Recent Publications:** 2011. *The Inequality Reader: Contemporary and Foundational Readings in Race, Class, and Gender*, 2nd edition. Boulder, CO: Westview Press; 2008. *Social Stratification: Class, Race, and Gender in Sociological Perspective*, 3rd Edition. Boulder, CO: Westview Press. (co-edited with David B. Grusky and Manwai C. Ku); 2006. *The Inequality Reader: Contemporary and Foundational Readings in Race, Class, and Gender*. Boulder, CO: Westview Press. (co-edited with David B. Grusky); 2006. *Social Inequality: Classic Readings in Race, Class, and Gender*. Boulder, CO: Westview Press; 1998.

## Biographical Information/ APPENDIX III

**Instructor:** **Petersen, Trond K**  
**Title:** Professor  
**Tenure Status :** Tenured  
**Education:** Ph.D., University of Wisconsin (1987)  
B.A., M.A, University of Oslo, Norway

**Overseas Exp:** Norway  
**Language Comp:** Swedish-5  
**Teaching Devoted to Area/Language:** 50% **Theses Supervised in Last Five Year** 9

**Area Courses Taught:** Methods of Sociological Research: I. Linear Regression Analysis; II. Analysis of Categorical Dependent Variables; Comparative Perspectives on U.S. and European Societies: An Introduction; Sociology of Illness and Medicine

**Research/Teaching Specialization:** Organizations, social stratification, inequality, economic sociology, comparative studies

**Distinctions:** Sociological Research Association Member; Earl F. Cheit Award for Excellence in Teaching, PhD Program

**Recent Publications:** With Andrew Penner and Geir Høgenes. "From Motherhood Penalties to Husband Premia: The New Challenge for Gender Equality and Family Policy, Lessons from Norway." (2012); With Kříková, Alena and Andrew M. Penner. "The Legacy of Equality and the Weakness of Law: Within-job Gender Wage Inequality in the Czech Republic." *European sociological review* 26.1 (2010): 83-95; "Getting the Offer: Sex Discrimination in Hiring." (Trond Petersen and Thea Togstad.) 2006. *Research in Social Stratification and Mobility* 24 (2006): 239-257.; "Is There a The Glass Ceiling in Sweden, 1970-1990: A Panel Analysis of Lifecycle and Cohort Effects"(Eva-Marie Meyersson Milgrom and Trond Petersen.) Forthcoming in *The Decling Significance of Gender*, Edited by Francine Blau, Mary Brinton, and David Grusky. New York: Russell Sage Foundation, 2005.; "Getting Hired: Gender Differences." *Industrial Relations*, 2005.

**Instructor:** **Riley, Dylan J.**  
**Title:** Associate Professor  
**Tenure Status :** Tenure Eligible  
**Education:** Ph.D. Sociology, UCLA, Department of Sociology, 2002.  
M.A. Sociology, UCLA, Department of Sociology, 1996.  
B.A. History and Philosophy, Eugene Lang College of the New School for Social Research, 1993.

**Overseas Exp:** Hungary  
**Language Comp:**  
**Teaching Devoted to Area/Language:** 100% **Theses Supervised in Last Five Year** 5

**Area Courses Taught:** Classical Social Theory, Contemporary Social Theory, Introduction to the History of Social Thought, Comparative and Historical Research

**Research/Teaching Specialization:** Political Sociology, Comparative Historical Sociology, Social Theory

**Distinctions:** Research Assistantship in the Humanities, 2006-2007, Committee on Research.; Junior Faculty Research Grant, 2006-2007, Committee on Research.; Research Award, Institute for European Studies, 2004-2005, Institute for European Studies.

**Recent Publications:** *How Societies and States Count: A Comparative Genealogy of Censuses* (with Rebecca Jean Emigh and Patricia Ahmed). Book manuscript in preparation with Palgrave; "Southern Questions." *New Left Review*. 85: 147-160, 2014; "Routes or Rivals? Social Citizenship, Capitalism, and War in the Twentieth Century." *Contemporary Sociology*. 42: 484-494, 2013; "Neo-Tocquevillian Marxism: Erik Olin Wright's Real Utopias." *Socio-Economic Review*. 10: 375-381, 2012; *The Civic Foundations of Fascism in Europe: Italy, Spain, and Romania 1870-1945*. Johns Hopkins University Press, 2010; "Freedom's Triumph? The Defeat of Democracy in Luciano Canfora." *New Left Review*. 56: 43-59, 2009.; "The Historical Logic of Logics of History." *Social Science History*. 32: 555-565, 2008.; "Democracy's Graveyards?" *New Left Review*. 48: 125-136, 2007.; "The Paradox of Positivism." *Social Science History*. 31: 115-126, 2007.; "The Passive Revolutionary Route to the Modern World: Italy and India in Comparative Perspective." *Comparative Studies in Society and History* 49: 1-33, 2007(with second author Manali Desai).; "Civic Associations and Authoritarian Regimes in Inter-War Europe: Italy and Spain in Comparative Perspective." *American Sociological Review* 70: 288-310, 2005.

**Instructor:** **Tugal, Cihan Ziya**  
**Title:** Associate Professor  
**Tenure Status :** Tenured  
**Education:**

**Overseas Exp:****Language Comp:**

**Teaching Devoted to Area/Language:** 30% **Theses Supervised in Last Five Year** 5

**Area Courses Taught:** Sociology of Religion, Politics and Social Change

**Research/Teaching Specialization:** Religion and politics in everyday life, urban space, class relations, and national identity; capitalis

**Distinctions:**

**Recent Publications:** Resistance Everywhere: The Gezi Revolt in Global Perspective. *New Perspectives on Turkey* 49, 2013; Contesting Benevolence: Market Orientations among Muslim Aid Providers in Egypt, *Qualitative Sociology* 36/2, 2013; Democratic Janissaries? Turkey's Role in the Arab Spring, *New Left Review* 76: 5-24. (Translated to Spanish, Swedish, Portuguese and Turkish), 2013; Serbest Meslek Sahibi: Neoliberal Subjectivity among Istanbul's Popular Sectors, *New Perspectives on Turkey* 46: 65-93, 2012; "Fight or Acquiesce? Religion and Political Process in Turkey's and Egypt's Neoliberalizations" *Development and Change* 43(1): 23-51, 2012; The Islamic Making of a Capitalist Habitus: the Turkish Sub-Proletariat's Turn to the Market, *Economic Sociology of Work* 22: 85-112, 2011. *Absorbing the Islamic Challenge to Capitalism* (Stanford University Press: 2009).

**Instructor:** **Voss, Kim**  
**Title:** Professor  
**Tenure Status :** Tenured  
**Education:** Ph.D. Sociology, Stanford University, 1986  
 M.S. Sociology of Development, Cornell University, 1977  
 B.A. Magna cum laude, Catawba College, Salisbry, N.C., 1974

**Overseas Exp:****Language Comp:**

**Teaching Devoted to Area/Language:** 25% **Theses Supervised in Last Five Year** 5

**Area Courses Taught:** Industrial and Occupational Sociology, Evaluation of Evidence, Social Movements; Seminars on Social Movements, Work and Labor in the New Economy; Historical and Comparative Methods; Seminars on Work and Politics, Gender and Work, Industrial Sociology

**Research/Teaching Specialization:** Labor, social movements, inequality, historical sociology

**Distinctions:** Mellon Project Grant, "Worker Identities in a New Era of Immigration," 2012-13. Committee on Research Bridging Grant, "From Character to Fit in College Admissions," 2012-2013.

**Recent Publications:** Rallying for Immigrant Rights, Edited Volume with Irene Bloemraad, Berkeley: University of California Press, 2011; Rallying for Immigrant Rights, Edited Volume with Irene Bloemraad, Berkeley: University of California Press, 2011; "Democratic Dilemmas: Union Democracy and Union Renewal," *Transfer: European Review of Labor and Research*, 16 (August 2010): 369-382; *Hard Work: Remaking the American Labor Movement*. With Rick Fantasia, Berkeley: University of California Press, 2004.; *Rebuilding Labor: Organizing and Organizers in the New Union Movement*. Edited volume, with Ruth Milkman, Cornell University Press, 2004.; "The Future of American Labor: Reinventing Unions" With Rick Fantasia. *Contexts* 3 (Spring): 35-4, 2004.; *Des Syndicats Domestiques: Repression Patronale et Resistance Syndicale Aux Etas-Unis*, With Rick Fantasia. Paris: Editions Raisons D'Agir, 2003.

## Biographical Information/ APPENDIX III

**Instructor:** **Wacquant, Loic**  
**Title:** Professor  
**Tenure Status :** Tenured  
**Education:** Ph.D., University of Chicago, 1994

**Overseas Exp:**

**Language Comp:** French-5

**Teaching Devoted to Area/Language:** 50% **Theses Supervised in Last Five Year** 13

**Area Courses Taught:** Elementary Forms of Racial Domination; Durkheim, Mauss, Bourdieu: Foundations of Sociological Rationalism; Metropolis Unbound: Urban Sociology in Question; Pierre Bourdieu and Classical Social Theory; Permutations of Penalty; Deviance, Crime and Control

**Research/Teaching Specialization:** Incarceration, the penal state, "race" as a principle of social vision and division, comparative urb

**Distinctions:** 2008 Lewis A. Coser Award of the Theory Section of the American Sociological Association

**Recent Publications:** With Bourdieu, Pierre, "Symbolic capital and social classes." *Journal of classical sociology* 13.2 (2013): 292-302; "The punitive regulation of poverty in the neoliberal age: Loïc Wacquant diagnoses the resurgence of the prison in advanced societies." *Criminal Justice Matters* 89.1 (2012): 38-40; "Crafting the Neoliberal State: Workfare, Prisonfare, and Social Insecurity1." *Sociological Forum*. Vol. 25. No. 2. Blackwell Publishing Ltd, 2010; *Urban Outcasts: A Comparative Sociology of Advanced Marginality*. Cambridge, UK: Polity Press, 2007; *Das Janusgesicht des Ghettos und andere Essays..* Basel and Berlin: Birkhäuser Verlag, "Baumwelt Fundamente" Series, 2006; Pierre Bourdieu and Democratic Politics: The Mystery of Ministry (edited, translated, and with an introduction). Cambridge, UK: Polity Press, 2005; *Body and Soul: Notebooks of an Apprentice Boxer*. New York and Oxford: Oxford University Press, 2004

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## **Spanish & Portuguese**

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**Instructor:** **Bergmann, Emilie L**  
**Title:** Professor  
**Tenure Status :** Tenured  
**Education:** Johns Hopkins University, M.A. 1971; Ph.D., 1974  
Oberlin College, B.A. 1970

**Overseas Exp:** Spain, United Kingdom

**Language Comp:** Spanish; Catalan (speaking and reading); French an

**Teaching Devoted to Area/Language:** 80% **Theses Supervised in Last Five Year** 9

**Area Courses Taught:** Cervantes, Literary Theory and Criticism, Golden Age Literature and Theater, Spanish Culture, Twentieth-Century Castilian, Catalanian Women Writers, Women and War in Spanish and Spanish-American Literature

**Research/Teaching Specialization:** Peninsular Literature, 16th and 17th Centuries; Castilian and Catalan women writers, 20th Cent

**Distinctions:** UC Berkeley Faculty Research Grant, 2003-04; UC Humanities Research Grants, 2003-04, 1997, 1988-89

**Recent Publications:** The Fiction of a Maternal Arbitrista: Luisa de Padilla's Advice to Daughters, *Letras Femeninas* 1.35 (2009): 233-51. Special Issue in Homage to Electa Arenal. Amanda Powell and Stacey Schlauf, eds. ; *Approaches to Teaching Sor Juana Inés de la Cruz*, co-editor with Stacey Schlauf. MLA series *Approaches to World Literature*. New York: MLA, 2007; *Mirrors and Echoes: Women's Writing in Twentieth-Century Spain*, co-editor with Richard Herr. Berkeley, CA: University of California Press, 2007; *¿Entiendes? Queer Readings, Hispanic Writings*, Edited and with Introduction by Emilie L. Bergmann and Paul Julian Smith (University of Cambridge). Duke University Press, Series "Q", June, 1995). "Abjection and 'Ambiguity' in Bemberg's 'Yo, la peor de todas.'" *Hispanisms and Homosexualities: Plural Perspectives*. Sylvia Molloy, ed. (Duke Univ. Press, 1998): 229-247.

## Biographical Information/ APPENDIX III

**Instructor:** **Dougherty, Dru**  
**Title:** Professor  
**Tenure Status :** Tenured  
**Education:** Ph.D. Harvard University, 1972.  
M.A. University of Illinois, 1967.  
A.B. Hamilton College, 1965.  
**Overseas Exp:** Visiting seminars in Spain, 2009, 2007, 2006, 2004, 2002  
**Language Comp:** Spanish-5; French-2  
**Teaching Devoted to Area/Language:** 100% **Theses Supervised in Last Five Year** 21  
**Area Courses Taught:** Studies in Hispanic Literature: Teatro Espanol de la Edad de Plata; Modern Spanish Poetry; Modern Spanish Poetry (After Romanticism), Introduction to Literary Theory, The Poetry and Theater of Federico Garcia Lorca;  
**Research/Teaching Specialization:** Spanish literature & theater, 20th century; Representations of Modernity on Spanish Stage in Sp  
**Distinctions:** 2008, UC Berkeley Graduate Assembly's Distinguished Faculty Mentoring Award, 2007; Program for Cultural Cooperation between Spain's Ministry of Culture and United States Universities.  
**Recent Publications:** Iconos de la tiranía: La recepción crítica de Tirano Banderas (1926-2000). Catedra Valle-Inclan: Univeridade de Santiago de Compostela, 2013; Descenso a los infiernos de la Gran Guerra: Pérez de Ayala en Italia (1916). Moenia, vol. 18, 2012; La alteridad puesta en escenaEl Otro (1932) de Miguel de Unamuno, Hispanística XX, 2011; "Powers of Utterance: A Discourse Approach to Works of Lorca, Machado, and Valle-Inclan (Review)." Hispanic Review. 73. 3 (2005): 381-383.; with Lima, Robert. "Reviews - The Dramatic World of Valle-Inclan." Bulletin of Hispanic Studies. 82. 3 (2005): 395.; "Review: Powers of Utterance: A Discourse Approach to Works of Lorca, Machado, and Valle-Inclan (Review)." Hispanic Review. 73. 3 (2005): 381.; Palimpsestos al cubo: prácticas discursivas de Valle-Inclán. Madrid: Editorial Fundamentos, 2003.; Palimpsestos al cubo prácticas discursivas de Valle-Inclán. Madrid: Editorial Fundamentos, 2003.

**Instructor:** **Iarocci, Michael**  
**Title:** Associate Professor  
**Tenure Status :** Tenured  
**Education:** Ph.D., University of Pennsylvania, 1994

**Overseas Exp:**  
**Language Comp:** Spanish-5, Portuguese-4  
**Teaching Devoted to Area/Language:** 100% **Theses Supervised in Last Five Year** 23  
**Area Courses Taught:** Literary Theory and Criticism, Recent / Contemporary / Postmodern Spanish Fiction, Introduction to Literary and Cultural Theory, Novel Histories, Política y Conocimiento en el "Siglo de las Luces" Transatlántico  
**Research/Teaching Specialization:** 18th- and 19th-century Spanish Literature and Culture Aesthetics and Ideology, Literary and Cul  
**Distinctions:**  
**Recent Publications:** Properties of Modernity: Romantic Spain, Modern Europe, and the Legacies of Empire. Vanderbilt University Press, 2006.

## Biographical Information/ APPENDIX III

**Instructor:** **Navarrete, Ignacio E**

**Title:** Associate Professor

**Tenure Status :** Tenured

**Education:** Ph.D. Comparative Literature, Indiana University  
B.A., Columbia University

**Overseas Exp:** Spain, France

**Language Comp:** Spanish-5, French-4, Italian-3, Portuguese-4, German-2, Latin-2

**Teaching Devoted to Area/Language:** 100% **Theses Supervised in Last Five Year** 11

**Area Courses Taught:** Literary theory and criticism, Research Seminar, Origins of the Novel, Spatial Approaches to Narrative, Garcilaso y Herrera

**Research/Teaching Specialization:** Castiglione and imitation theory, Petrarchism and its effect on lyric poetry and poetics, and the p

**Distinctions:**

**Recent Publications:** The Literature of Jealousy in the Age of Cervantes.: An article from: Cervantes: Bulletin of the Cervantes Society of America, University of Missouri Press, 2007; The Subversive Tradition in Spanish Renaissance Writing.(Book review): An article from: Renaissance Quarterly, 2007; Francisco Sá de Miranda, Garcilaso de la Vega, and the Transfer of Italian Poetic Forms to Portugal and Spain, Viator 31 (2000) 291-309.

**Instructor:** **Saum-Pascual Alexandra**

**Title:** Assistant Professor

**Tenure Status :** Tenure-eligible

**Education:** Ph.D. Spanish, University of California, Riverside, 2012  
M.A., Foreign Languages and Pedagogy, University of Delaware, 2009  
B.A., Interpreting and Translation, University of Northumbria, 2005

**Overseas Exp:** Completed all undergraduate education in Europe. Led a study abroad group to Granada, Spain for a summer semester

**Language Comp:** English-5; Spanish-5; French-4; Portuguese - 3; italian-1

**Teaching Devoted to Area/Language:** 100% **Theses Supervised in Last Five Year** 6

**Area Courses Taught:** Spanish 20th Century Novel; The Spanish Civil War in Narrative, Film & TV Literature; Experimental Theater and Social Protest in Spain; Poetics of Techno-Culture in Spanish Literature; Writing Down the Spanish Crisis

**Research/Teaching Specialization:** Contemporary Spanish literature and culture

**Distinctions:** Digital Humanities Planning and Developing DHS14 Award, University of California, Berkeley (2014-15); Instructional Improvement Grant, Center For Teaching and Learning (2014); Faculty Research Grant, UCB, 2013; Course Improvement Grant, UCB, 2013.

**Recent Publications:** Desalmados. Hipertextos y Biopolítica en el mundo de la webserie española." Journal of Spanish Cultural Studies. 13.1 (2012): 19-38.

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**Theater, Dance & Performance Studies**


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**Instructor:** **Gordon, Mel**  
**Title:** Professor  
**Tenure Status :** Tenured  
**Education:** Ph.D., Theater, New York University

**Overseas Exp:** Director of productions in Frankfurt, Paris, Zurich  
**Language Comp:** German-4

**Teaching Devoted to Area/Language:** 80% **Theses Supervised in Last Five Year** 5

**Area Courses Taught:** Performance History, Theater History to 1800, Yiddish Theater and Cinema

**Research/Teaching Specialization:** Theater in Weimar Berlin

**Distinctions:** Former Associate Editor of the Drama Review

**Recent Publications:** Stanislavsky in America: An Actor's Workbook. London: Routledge, 2010.; The Seven Addictions and Five Professions of Anita Berber: Weimar Berlin's Priestess of Decadence. Los Angeles, Calif: Feral House, 2006.; Voluptuous panic: the erotic world of Weimar Berlin. Los Angeles, Calif: Feral House, 2006.

**Instructor:** **Johnson, Jenefer Lee**  
**Title:** Lecturer  
**Tenure Status :** Lecturer  
**Education:** M.A. Dance, Mills College  
 B.A. Philosophy, Mills College

**Overseas Exp:**

**Language Comp:**

**Teaching Devoted to Area/Language:** 40% **Theses Supervised in Last Five Year** n/a

**Area Courses Taught:** Gender, Culture, and Ethnicity in Western Dance; Thinking Critically about Dance

**Research/Teaching Specialization:** Dance history

**Distinctions:**

**Recent Publications:**



	<p>recruit ES students.</p> <p>A.7 Cultivate IES-PSP Partnership with Portuguese Cultural organizations to recruit students.</p> <p>A.8 Increase extracurricular opportunities in participation in Turkish and Portuguese cultural activities.</p> <p>A.9 Sponsor through our Turkish partners the exchange of one Berkeley student per year in our “EU Global” Exchange program with Turkey.</p> <p>A.10 Enroll 20 underserved students in the “Accessing International Education” course beginning in 2014.</p> <p>A.11 Maintain the Language Portal.</p>							
<p>B) Increase grad student language and ES enrollments—especially among underserved students—by 10% over the 4-year cycle.</p>	<p>B.1 Create a Designated Emphasis in European Studies (certificate or “minor”) at the graduate level.</p> <p>B.2 Develop 2 advanced LCTL courses in year One, teach them in year in years 2-4.</p> <p>B.3 Prioritize financial need among meritorious students in FLAS</p>							

	<p>selection process.</p> <p>B.4 Increase by 20% FLAS fellowship awards to applicants who propose to study intermediate or advanced Portuguese and or Turkish over the grant period.</p> <p>B.5 Publicize FLAS fellowships to Spanish and Portuguese and Near Eastern language lecturers who will then share the information with their classes.</p> <p>B.6 Hold one workshop for advisers each year to publicize ES FLAS fellowships.</p> <p>B.7 Partner with Berkeley's Center for Latin-American Studies and Institute for African Studies to encourage students working on Brazil and Lusophone Africa to apply for FLAS scholarships in Portuguese.</p> <p>B.8 Partner with CMES to encourage students to apply for FLAS fellowships in Turkish (see B.3, B.4 above).</p>								
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<p>C) Expand language training opportunities and library resources in LCTLs by 5% over the 4 year grant cycle.</p>	<p>C.1 Provide funding for departments that introduce new LCTL teaching methodologies.</p> <p>C.2 Provide LCTL instructors with travel grants on a competitive basis to attend conferences on LCTL curriculum and pedagogy.</p> <p>C.3 Support teaching of Advanced Turkish.</p> <p>C.4 Increase Library acquisitions on West European languages, with a specific focus on LCTLs-- especially priority languages Portuguese and Turkish, with a goal of at least 200 titles per year over four year grant period.</p> <p>C.5 Increase acquisitions of new areas of interest corresponding to the theme "Global Europe," such as cross-border environmental studies, EU consumer safety regulations, the legacy of Europe's colonial past, the legacy of Europe's involvement in the transatlantic slave trade, etc., with a goal of at least 100 titles per year over four year grant period.</p>							
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	<p>Development credit for Teachers attending the workshop each year.</p> <p>B.4 Provide pedagogy and curriculum development training at each workshop each year.</p> <p>B.5 Develop new relevant materials for presentation to teachers at workshops.</p> <p>B.6 By 2018, publish 12 new curriculum units on the ORIAS and CHSSP web site, four of which will be on a European topic.</p>							
<p>C) Create High School Teacher Credentialing Program in Partnership with San Jose State University School of Education and Credential 5 teachers in Portuguese by 2018.</p>	<p>C.1 Establish faculty committee to develop curriculum. (Year 1)</p> <p>C.2 Establish contacts with partner universities. (Year 1)</p> <p>C.3 Hold pre-program workshops and seminars. (Year 1)</p> <p>C.4 Finalize curriculum and obtain buy-in from Language Department. (Year 1)</p> <p>C.5 Signing of agreements with partner University (SJSU). (Year 1)</p> <p>C.6 Recruit co-administrator with</p>							

	<p>UCB-IES from SJSU. (Year 1)</p> <p>C.7 Launch of candidate procurement process through sponsorship of high school recruitment process. (Year 2)</p> <p>C.8 Candidate application and selection process. (Year 2)</p> <p>C.9 Acceptance of 5 to 8 candidates into the accreditation program. (Year 3)</p> <p>C.10 Program continuing and teachers credentialed. (Year 4)</p>								
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	<p>A.5 Create unpaid internships for BCC students at the UCB Area Studies Centers and Portuguese Youth Day (Portuguese and European Studies Program). (Year 1)</p> <p>A.6 Launch a Portuguese and European Studies fundraising campaign. (Year 2)</p> <p>A.7 Create and offer financial incentives for UCB faculty to conduct guest lectures, workshops, and/or semester courses open to both UCB and BCC students. (Years 1-4)</p> <p>A.8 Facilitate an internal evaluation of the Center by a professional evaluator who will devise instruments that measure program impact on both institutions to achieve closer faculty collaboration in ES, enroll more students in the BCC global studies program, bring transfer students from Peralta into UCB programs. (Years 1-4)</p> <p>A.9 Provide a fellowship for one student to focus on ES in the Transfer Alliance Program. (Years 2-4)</p> <p>A.10 Develop a paid internship program</p>							
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	<p>in partnership with PSP, the Luso-American Foundation and the Organization of Portuguese Speaking Countries (CPLP). (Year 2)</p> <p>A.11 Provide 3 student fellowships for the summer study program in Portugal (PSP). (Years 1-4)</p>					
<p>B) Broaden public programs on ES topics and awareness of these programs to include “Global Europe,” holding 18 conferences on this theme in four research clusters over the grant period in addition to the regular IES program. (See Crit. 8 and 9.)</p>	<p>B.1 Issue press releases for each conference.</p> <p>B.2 Seek co-sponsorship with other research units on campus, especially professional schools for publicity.</p> <p>B.3 Create conference Twitter Feeds for each conference, measure number of followers.</p> <p>B.4 Use Facebook page to advertise events and measure success by the number of “hits,” “likes,” and “friends.”</p> <p>B.5 Develop new relevant materials for presentation to teachers at workshops.</p> <p>B.6 By 2018, publish 12 new curriculum units on the ORIAS and CHSSP web site, four of which will be on a European topic.</p>					

<p>C) Increase by 10% the number of K-14 educator participants at IES-sponsored programs.</p>	<p>C.1 Publicize IES "Global Europe" Conferences through ORIAS listservs.</p> <p>C.2 Recruit participants from diverse sectors of the community through a targeted listserve to K-14 educators.</p> <p>C.3 Invite and provide a stipend for BCC faculty to lecture in a class or seminar at UCB.</p> <p>C.4 Provide EU Brussels study tour for CC instructor through the EUCE.</p> <p>C.10 Provide stipends to BCC educators to attend IES conferences and workshops.</p>					
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INSTITUTE OF EUROPEAN STUDIES  
207 MOSES HALL  
BERKELEY, CALIFORNIA 94720-2316

FAX: (510) 643-3372  
URL: <http://ies.berkeley.edu>

May 28, 2014

With this letter, I offer the following specific support and commitment to the new Partnership for International Education program (PIE), proposed by the UC Berkeley National Resource Centers (NRCs).

I am very enthusiastic about launching this new project which will offer a collaborative knowledge transfer program, providing new training opportunities for Community College teachers and students. This new relationship between the UCB NRCs; Center for African Studies, Center for Latin American Studies, Center for Middle Eastern Studies, Center for Southeast Asia Studies, Institute for East Asian Studies, Institute of European Studies, Institute of Slavic, East European and Eurasian Studies, Institute of South Asia Studies, and the Peralta Community College District, will be developed over a four year period.

In my dual role as both a Public Education Specialist at the Institute of European Studies, and a Foreign Language Lecturer at Berkeley City College (BCC), I plan to establish a permanent Office of Global Awareness at BCC which is the flagship campus for the Peralta District. This office will be the main point of contact and support for students and instructors in the Peralta Community College system creating a clear and durable pathway for engagement in global education.

I look forward to embarking on this new project which will serve a diversified faculty and student body and will enrich not only the Peralta district community, but also that of the University of California, Berkeley.

Sincerely,

A handwritten signature in black ink, appearing to read "Deolinda Adao".

Deolinda Adao  
Executive Director, PSP  
Institute of European Studies

## UC Berkeley History-Social Science Project Statement of Commitment

*for*

UC Berkeley Title VI Centers' World History Project

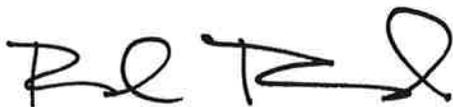
With this letter, I offer the following specific support and commitment to the world history multi-year project proposed by UC Berkeley's Title VI Centers

The UC Berkeley History-Social Science Project (UCBHSSP) is excited to work with the Title VI Centers (Center for African Studies, Center for Latin American Studies, Center for Middle Eastern Studies, Center for South Asia Studies, Center for Southeast Asia Studies, Institute for East Asian Studies, and Institute of European Studies, Institute of Slavic, East European, and Eurasian Studies) in this exciting project to foster greater historical content knowledge and discipline-specific thinking skills for area educators. This project, focusing on world history topics, will help educators better prepare students to understand cross-regional and thematic elements in world history -- such as Movement of Ideas, Movement of People, Power and Authority, and Global Conflict – and translate them into their own classroom practice.

The UC Berkeley History-Social Science Project will lead three Saturday workshops during each of the four years of this project, based on the annual theme. The workshops will include a morning scholar lecture, presentation of a curricular tool developed through collaboration between a UCBHSSP-teacher leader and UC Berkeley graduate student, and work time for participating educators to develop their own instructional activity planned to their students' needs. In addition, we will provide outreach to area teachers through our listserv and social media followers. We have budgeted \$2500 per workshop, for a total of \$30,000 for the entire four year project.

The UC Berkeley History-Social Science Project, one of the California Subject Matter Projects, has been engaged in providing professional development for over 20 years to Bay Area K-12 history educators. We have developed programs and strategies, particularly with regard to academic literacy, that support the learning of all students. We are excited to develop curricular tools, which utilize these strategies, to be employed in conjunction with the latest in academic scholarship and to leverage our relationships area educators, the UC Berkeley History Department, and the Area Studies Centers toward this exciting project.

Sincerely,



Dr. Rachel B. Reinhard  
Director, UC Berkeley History-Social Science Project



# Peralta Community College District

333 East Eighth Street • Oakland, California 94606 • (510) 466-7200

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June 4, 2014

With this letter, I offer my support and commitment to the new Partnership for International Education program (PIE), proposed by the UC Berkeley National Resource Centers (NRCs) in collaboration with Berkeley City College (BCC). The program seeks to establish a permanent Office of Global Awareness at BCC. While the office will be based at BCC, programs and resources will be available to students from the three other Peralta District campuses (Laney College, College of Alameda, and Merritt College).

I am very enthusiastic about launching this new project, which will offer a collaborative knowledge transfer program and provide new training opportunities for community college instructors and students. This new relationship between the UC Berkeley NRCs — Center for African Studies, Center for Latin American Studies, Center for Middle Eastern Studies, Center for Southeast Asia Studies, Institute for East Asian Studies, Institute for European Studies, Institute for Slavic, East European and Eurasian Studies — and the Peralta Community College District will allow both campuses to jointly develop the program starting in the first year of the grant period.

Plans to establish an office at Berkeley Community College headed by Deolinda Adao, a foreign language lecturer at BCC with a dual appointment as a public education specialist at UC Berkeley, will allow greater access to students from the Peralta Community College District. I am confident that this project will serve the diverse faculty and student body at both BCC and UC Berkeley.

Sincerely,

A handwritten signature in blue ink, appearing to read "J. Ortiz", with a long horizontal flourish extending to the right.

José M. Ortiz, Ed.D.  
Chancellor, Peralta Community College District

**Brad Washington, MA, EdD**  
**360 Vernon Street, No. 104**  
**Oakland, CA 94610**

**June 2, 2014**

**Statement of Commitment**

*For UC Berkeley Title VI Centers Evaluation Program for K-14 Outreach*

With this letter, I offer my full-fledged commitment to support the implementation of the UC Berkeley's Title VI National Resource Centers evaluation plan for the Office of Resources for International and Area Studies (ORIAS) summer workshops for K-14 teachers and for community college instructors.

I have been working with the UC Berkeley Title VI National Resource Centers (Center for African Studies, Center for Latin American Studies, Center for Middle Eastern Studies, Center for South Asia Studies, Center for Southeast Asia Studies, Institute for East Asian Studies, Institute of European Studies, and Institute of Slavic, East European, and Eurasian Studies) as an external evaluation consultant since 2010 to evaluate ORIAS programs, and plan to continue this work and relationship with these Centers for this next grant period (2014-2018).

My primary objective will be to refine existing survey instruments used to assess the impact and effectiveness of the ORIAS programs, to examine the surveys' results after implementation beginning in 2015, and to present my findings on the results to the Centers. I am looking forward to continuing this working relationship, and to help the Centers ensure that ORIAS continues to offer substantive and valued programming to the K-14 community.

Sincerely,

A handwritten signature in blue ink, appearing to read 'Brad Washington', is written over a light blue horizontal line.

Dr. Brad Washington