

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 #      P015A140172      P015B140172

Univ of Wisconsin System/Regents

SEA



OFFICE OF RESEARCH AND SPONSORED PROGRAMS

UW Reference # MSN177332

U.S. Department of Education

Director

National Resource Center and FLAS: Southeast Asian Studies 2014-18

This proposal has been administratively approved on behalf of the Board of Regents of the University of Wisconsin System and is submitted for your consideration. Please keep our office advised as developments occur with regard to this application.

The appropriate programmatic and administrative personnel of each institution involved in this application are aware of the sponsor's grant policy and are prepared to establish the necessary inter-institutional agreement(s) consistent with that policy.

All costs cited conform to established institutional policies and procedures. Our DHHS Negotiated Rate Agreement can be found at <http://www.rsp.wisc.edu/rates/rates.pdf>. Website: <http://www.rsp.wisc.edu/>

A final agreement is contingent upon the successful negotiation of terms and conditions acceptable to the University of Wisconsin-Madison.

**We ask that you use the University's above-referenced proposal number in any future correspondence.**

*Questions regarding administrative matters should be directed to:*

PreAward Services by email: [preaward@rsp.wisc.edu](mailto:preaward@rsp.wisc.edu) or by phone: (608) 262-3822.

*Questions regarding the technical nature of this application should be directed to:*

The Principal Investigator.

Brenda Egan, Interim Managing Officer, PreAward Services

6/30/14

**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 checked="" type="checkbox"/>
<b>Western Europe / Europe</b>	<input 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"/>



## ASSURANCES - NON-CONSTRUCTION PROGRAMS

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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.**

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**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 	TITLE Interim Managing Officer
APPLICANT ORGANIZATION The Board of Regents of the University of Wisconsin System	DATE SUBMITTED 6/30/2014

## 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>	
Board of Regents of the University of Wisconsin System	
<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="Brenda"/> Middle Name: <input style="width: 100px;" type="text"/>
* Last Name: <input style="width: 150px;" type="text" value="Egan"/>	Suffix: <input style="width: 100px;" type="text"/>
* Title: <input style="width: 350px;" type="text" value="Interim Managing Officer"/>	
* SIGNATURE: <input style="width: 300px;" type="text" value="Brenda Egan"/>	* DATE: <input style="width: 150px;" type="text" value="6/30/2014"/>

## 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; *and*

Inscribed on a plaque near the foundation of Bascom Hall, the main administration building of the University of Wisconsin-Madison, which commands a view of the entire campus from atop Bascom Hill, are words that first appeared in 1894 in the minutes of an obscure meeting of the Wisconsin Board of Regents. This anonymously composed sentence, now famous, has been described through the years as "glorious" and "troubling." It is the essence of this institution: "Whatever may be the limitations which trammel inquiry elsewhere, we believe that the great state University of Wisconsin should ever encourage that continual and fearless sifting and winnowing by which alone the truth can be found."

It is neither grandiose nor impractical to employ this famous phrase to explain the diverse perspectives and wide range of viewpoints that are not only welcomed but encouraged by the PI, the faculty, and the staff of the Center for Southeast Asian Studies as it again applies for designation as a National Resource Center in Southeast Asian area studies. Whatever the reputation of the University of Wisconsin-Madison in the popular culture of America, the proud fact – all here understand this – is that Wisconsin's actual hallmark and greatest asset is intellectual humility. We *seek* all viewpoints on the world region that is our focus because we are acutely aware of the limitations of our own knowledge. We bear in mind constantly and with a kind of dread the perils of hubris, self-satisfaction, and settled thought.

In practical terms what does this mean? We hire smart people without regard and with no attention whatsoever to their politics or their "take" on affairs or events in our region or current U.S. policies toward it. We are mindless of orthodoxies when we select scholars and others from across the nation, around the world, to speak on our campus, to our students, to our outreach constituents. In every setting we want to hear from well-informed people who have interesting and provocative things to say. We stifle nothing. In what serious university would serious people want otherwise?

Our faculty, we know, are not a monolith. Their political opinions, voting behaviors, and policy prescriptions run the gamut. Our students are in that phase of life when we *want* them to challenge conventional wisdom, including our own. There is no censorship here, open or oblique. Any observer from afar who thinks he or she sees such a thing needs to come closer, where fiercely conflicting opinions, usually politely expressed, are in every breeze that blows.

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 Center for Southeast Asian Studies 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 non-profit sectors. Undergraduate and graduate students in our program will receive information and advising about career opportunities in government service, education, business, and the non-profit sectors, where they can utilize their expertise in foreign languages and world regions. We encourage our students to attend the UW-Madison Language Institute's "Language for Life" lecture series, which features UW alumni using their world language expertise in a variety of careers, including government service and the non-profit sector. We are an active participant in WIOC, which connects students to jobs where they can utilize their foreign language and area studies skill in activities such as its International Education Conference, Future Business Leaders Conference, and International Media Day (for Journalism students). Third, we work with the Center for International Business Education and Research (CIBER) at the UW School of Business, where participants in the Executive MBA Program and students in the course *Managing Across Cultures* travel to Vietnam as part of their studies. CSEAS faculty members work with UW-Madison's Center for Global Health in connecting health sciences students to international jobs in that sector. Fourth, we work with UW-Madison's College of Agriculture and Life Sciences to link students interested in biotechnology and environmental sciences to international jobs in those sectors, particularly in Thailand and Singapore. Finally, we encourage our students interested in opportunities in government, education, business, and non-profit sectors to use the Web site and staff resources of *Go Global!@UW-Madison* (<http://go.global.wisc.edu>) coordinated by Global Studies at UW-Madison. The Center for Southeast Asian Studies has sponsored visits to our campus by representatives of federal agencies, to meet with our students and inform them about government service. In the next four years we will work with the Interagency Language Roundtable to expand these activities by seeking presentations from representatives from a wide variety of federal agencies interested in recruiting employees with expertise in foreign languages and world regions.

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: Board of Regents of the University of Wisconsin System,  
Center for Southeast Asian Studies

Name/Title of Authorized Representative (Printed): Brenda Egan

Title: Interim Managing Officer

Telephone: 608-262-3822

Signature: 

E-mail: [preaward@rsp.wisc.edu](mailto:preaward@rsp.wisc.edu)

Date: 6/30/2014

# DISCLOSURE OF LOBBYING ACTIVITIES

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

Approved by OMB

0348-0046

(See reverse for public burden disclosure.)

<b>1. Type of Federal Action:</b> <input checked="" type="checkbox"/> a. contract <input type="checkbox"/> b. grant <input type="checkbox"/> c. cooperative agreement <input type="checkbox"/> d. loan <input type="checkbox"/> e. loan guarantee <input type="checkbox"/> f. loan insurance	<b>2. Status of Federal Action:</b> <input type="checkbox"/> a. bid/offer/application <input type="checkbox"/> b. initial award <input type="checkbox"/> c. post-award	<b>3. Report Type:</b> <input type="checkbox"/> a. initial filing <input type="checkbox"/> b. material change <b>For Material Change Only:</b> year _____ quarter _____ date of last report _____
<b>4. Name and Address of Reporting Entity:</b> <input checked="" type="checkbox"/> Prime <input type="checkbox"/> Subawardee Tier _____, if known:  Congressional District, if known: WI-002	<b>5. If Reporting Entity in No. 4 is a Subawardee, Enter Name and Address of Prime:</b>  Congressional District, if known:	
<b>6. Federal Department/Agency:</b> Department of Education	<b>7. Federal Program Name/Description:</b> Ntl Research Ctr Pr, Foreign Language & Area Studies Fellowships CFDA Number, if applicable: 84.015A/B	
<b>8. Federal Action Number, if known:</b>	<b>9. Award Amount, if known:</b> \$	
<b>10. a. Name and Address of Lobbying Registrant</b> (if individual, last name, first name, MI): N/A	<b>b. Individuals Performing Services</b> (including address if different from No. 10a) (last name, first name, MI): N/A	
<b>11.</b> Information requested through this form is authorized by title 31 U.S.C. section 1352. This disclosure of lobbying activities is a material representation of fact upon which reliance was placed by the tier above when this transaction was made or entered into. This disclosure is required pursuant to 31 U.S.C. 1352. This information will be available for public inspection. Any person who fails to file the required disclosure shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.	Signature: <u>Brenda Egan</u> Print Name: <u>Brenda Egan</u> Title: <u>Interim Managing Officer</u> Telephone No.: <u>608-262-3822</u> Date: <u>6/30/2014</u>	
<b>Federal Use Only:</b>		Authorized for Local Reproduction Standard Form LLL (Rev. 7-97)

**CENTER FOR SOUTHEAST ASIAN STUDIES**  
**UNIVERSITY OF WISCONSIN-MADISON**  
**PROPOSAL FOR TITLE VI FUNDING, 2014-2018**

**for**

**NATIONAL RESOURCE CENTER**

**and**

**FOREIGN LANGUAGE AND AREA FELLOWSHIPS PROGRAM**

**CFDA No. 84.015 A & B**

**(Closing Date: JUNE 30, 2014)**

Anne Hansen, Director  
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## LIST OF ABBREVIATIONS

AAS	Association for Asian Studies
ACTFL	American Council for the Teaching of Foreign Languages
AAE	Agricultural and Applied Economics, Department of (UW)
AFA	Advanced Filipino Abroad (see also: CAF)
AIA	Advanced Indonesian Abroad (see also COTI)
ASAS	Area Studies Alumni Survey (SWEPT, UW)
ASK	Advanced Summer Khmer
AST	Advanced Study of Thai, see also CAST
CAF	Consortium for the Advancement of Filipino (see also AFA)
CALS	College of Agriculture and Life Sciences (UW)
CAST	Consortium for the Advancement of the Study of Thai (see also AST)
CIA	Center for International Advising (UW)
CIBER	Center for International Business Education and Research (Business School, UW)
CIC	Committee for Institutional Cooperation (UW/Midwest)
CIEE	Council for International Educational Exchange
CMN	College of the Menominee Nation (Wisconsin)
CORMOSEA	Committee on Research Materials for Southeast Asia (AAS)
COTI	Consortium for the Teaching of Indonesian (see also AIA)
COTS	Council on Thai Studies (UW-NIU)
COTSEAL	Consortium of Teachers of Southeast Asian Language
CSEAS	Center for Southeast Asian Studies (UW)
DIS	Division of International Studies (UW)
GHI	Global Health Institute (School of Medicine & Public Health, UW)
GLOWS	Global Learning Outcomes at Wisconsin Survey (SWEPT, UW)
GUAVA	Group of Universities for the Advancement of Vietnamese Abroad (see also VASI)
IAP	International Academic Programs (UW, Study Abroad Office)
IB	International Business, Department of (Business School, UW)
IES	Institute for Environmental Studies, Gaylord Nelson (UW)
II	International Institute (UW)
IRS	International Research and Studies (US Ed grant program)
IS	International Studies (UW undergraduate major)
L&S	Letters and Sciences, College of (UW)
LCA	Languages and Cultures of Asia, Department of (UW)
LCTL	Less Commonly Taught Language
Lit Trans	Literature in Translation (UW)
LI	Language Institute (UW)
MATC	Madison Area Technical College (Madison College)
NCOLCTL	National Council of Less Commonly Taught Languages
NIU	Northern Illinois University (DeKalb)
NLRC	National Language Resource Center
NUS	National University of Singapore
SEAC	Southeast Asia Council (AAS)
SEASSI	Southeast Asian Studies Summer Institute (UW)
SoE	School of Education (UW)
SoMPH	School of Medicine & Public Health (UW)
SWEPT	Standardized Wisconsin Evaluation Program for Title VI (UW)
TICFIA	Technical Innovation and Cooperation for Foreign Information Access (US Ed grant program)
UW	University of Wisconsin-Madison
VASI	Vietnamese Advanced Summer Institute (see also GUAVA)
VHP	Vietnam Health Project (UW)
WDPI	Wisconsin Department of Public Instruction
WIOC	Wisconsin International Outreach Consortium (UW)

**ABSTRACT**  
**CENTER FOR SOUTHEAST ASIAN STUDIES, UNIVERSITY OF WISCONSIN-MADISON**

The Center for Southeast Asian Studies (CSEAS) supports research, teaching, and outreach at UW-Madison, bringing together scholars in multiple disciplines, students, teachers, and community partners to consider all aspects of the study of SE Asia. CSEAS was established in 1973 and has been a Title VI NRC since 1981; it is administratively located in and funded by the College of Letters and Science (L&S) and the Division of International Studies (DIS), where its initiatives are coordinated with 9 other area programs. CSEAS administers undergraduate (BA) and graduate (MA) degree programs in SE Asian Studies, as well as offering Undergraduate and Graduate Certificates and a PhD minor. Since 2000, over 400 BAs (324 in SE Asian Studies), over 200 MAs (78 in SE Asian Studies), and 81 PhD degrees have been awarded to students concentrating on SE Asia. CSEAS coordinates area activities and course offerings of 32 core faculty and teaching staff in 17 departments. Expertise by internationally eminent faculty in top-ranked departments and extensive library holdings combine to provide a strong comprehensive coverage with considerable depth on Cambodia, Indonesia, Laos, Philippines, Thailand, and Vietnam.

The Department of Languages and Cultures of Asia (LCA), offers multiple levels of instruction in Filipino, Hmong, Indonesian, Thai, and Vietnamese. Academic-year language training is supplemented through continued support for the Southeast Asian Studies Summer Institute (SEASSI), a summer intensive language training program hosted by CSEAS (since 2000) that offers multiple levels of instruction to over 100 students annually in the 5 above-mentioned languages as well as Burmese, Khmer, and Lao. CSEAS, in collaboration with other SE Asia NRCs, is deeply committed to re-establishing the 4 summer advanced (GPA-funded) programs abroad (for Filipino, Khmer, Thai, & Vietnamese), and remains closely involved in the Advanced Indonesian Abroad program, currently based at UCLA. UW faculty and staff remain committed to major efforts, launched in 2010-14, to develop reading & oral proficiency guidelines for Filipino, Indonesian, Thai, and Vietnamese, and have taken the lead in proposing a National Language Resource Center for SE languages. In addition, CSEAS has also taken the lead in the development & implementation of distance technologies for the delivery of SE Asian languages to students throughout the US and overseas. SEASSI has incorporated distance students into its training since 2011 and CSEAS is currently partnering with UC Berkeley and NIU in academic-year distance language swaps (UW offering Thai & Vietnamese and receiving Khmer & Burmese from these institutions).

A program of over 80 non-language courses with over 25% SE Asian content (with 50 over 50%) is offered annually to undergraduate and graduate students in 17 social science, humanities, and professional school departments. In addition, ample opportunities exist for students to design multidisciplinary programs on SE Asia in business, global health, development and environmental studies, law, public affairs, and education. UW actively administers 12 study abroad programs in Thailand, Vietnam, Laos, Cambodia, and Singapore, including overseas programs in the professional schools: to Thailand (Agriculture, Global Health, & Law) and Vietnam (Business & Law); in all over 60 student go to SE Asia annually.

CSEAS's outreach program sponsors a well-attended weekly Friday Forum lecture series and numerous other lectures, conferences, symposia, and music and dance performances. Off-campus outreach activities include annual K-12 teacher training workshops and major initiatives to assist community colleges and minority-serving institutions in our region to expand their curriculum on SE Asia; these initiatives are facilitated through on-going collaboration UW's Wisconsin International Outreach Consortium (WIOC).

UW maintains extensive and widely accessible library holdings of SE Asia monographs and serials, as well as a Film and Video Archive (with over 2,500 videos), vast microform collections of newspapers and primary documents, and a digital museum of SE Asian photographs (SEAiT), all administered by a full-time SE Asia librarian and accessible through a permanent and extensive online system.

**University of Wisconsin-Madison**  
**Center for Southeast Asian Studies**  
National Resource Center and Foreign Language and Area Studies Fellowships

**GEPA, Section 427 Statement**

In strict accordance with Section 427 of GEPA, the Center for Southeast Asian Studies actively seeks employees from groups that have been underrepresented historically. All openings in CSEAS are advertised to conform to EO/AA criteria. We systematically post openings where minority candidates are likely to see them (e.g., on the CSEAS website and minority community newspapers). UW's on-going ten-year plans are committed to an increase in faculty hires from underrepresentative groups (in 2013-14, 18% of the faculty were ethnic minorities and 32% were women). CSEAS is actively involved in minority faculty recruitment and its current core faculty and teaching staff exceeds the university's current rates, with 14 of 33 (42%) being ethnic minorities; 17 of 33 (52%) being women. Of eight full- and part-time CSEAS staff, 2 of 8 (25%) are ethnic minorities and 7 of 8 (88%) are women. Since 2009-10, 14 new SE Asia faculty have been hired, with 50% being ethnic minorities and 57% being women. Through these procedures, we work very actively to maintain and increase our diversity.

CSEAS complies fully with Section 427 of GEPA not only in faculty employment but also in student and public access to our programs and activities. Through its ten-year plans, UW is deeply committed to minority student recruitment and improved campus climate for minority students. These efforts are concentrated in the office of the Vice Provost for Diversity, Equity and Educational Achievement, with pre-college recruitment efforts coordinated by UW's People Program. CSEAS has always been committed to these initiatives and the results are apparent in our MA students and FLAS recipients. Since 2000, the CSEAS has had 78 MA degree recipients in SE Asian Studies, with 49% being ethnic minorities and 55% being women. During the same period, CSEAS has awarded 102 FLAS fellowships during the academic year, with 20% offered to ethnic minority graduate students and 45% to women. This success is directly attributable to the proactive steps we have taken (described in our proposal narrative) to ensure through weighted evaluation criteria that minority candidates achieve proper access.

## INTRODUCTION

As we approach the 500th anniversary of Magellan's voyage to the "Spice Islands," the sense of SE Asia as a global intersection for trade, cultures, religions, and geopolitical rivalries remains undiminished. Now that information travels at the speed of light rather than that of a *carabao* or carrack, the region's inhabitants are ever more closely integrated with the world; moreover, more than half now live in cities rather than on farms. Their wellbeing is as much influenced by decisions made on Wall Street as by the vagaries of local geography, climate, and polity. And increasingly, the internal boundaries of the region whose states the scholar George Kahin once compared to occupants of a Manhattan apartment building ("they occupy adjoining apartments but rarely speak to one another, and their friends are elsewhere") are becoming less significant. Intrastate conflict has all but vanished, with goods and capital moving almost costlessly across borders. Burmese and Laotians drive Bangkok taxis, while Indonesians harvest Malaysian oil palm and Singaporeans vacation in Bali and Boracay. On the internet, SE Asian teens consume not only the ubiquitous K-pop, but P-pop, V-pop, and Indo-pop. On the global stage, ASEAN now speaks with increasing influence, even some authority, for 600 million people. Despite such rapid integration, many deep institutions and traditions persist, forming unique trajectories. Thailand's ambivalence toward democratic institutions and Indonesia's embrace of them highlights contrasting possibilities. Myanmar's swing to economic openness stands in stark counterpoint to the often-brutal repression of its Muslim minorities. These reflect tensions that are not assuaged by globalization alone. And globalization has by no means eliminated the great power rivalries that have plagued the region for centuries—as today's Sino-US rivalry in the South China Sea attests.

These realities challenge preconceived ideas and demand new efforts to understand and to teach others about SE Asia's past, present, and likely futures. As a leader in this endeavor since the 1970s, UW's Center for SE Asian Studies (CSEAS) is taking important steps to meet these challenges. In doing so, we are fully aware of the necessity to make the most of what we know and to deploy our considerable resources toward revealing a 21st-century SE Asia in the throes of becoming part of a rapidly transforming Asia operating in a fully-functioning global context.

## **I. INSTITUTIONAL COMMITMENT TO SOUTHEAST ASIAN STUDIES**

The internationalization of the university has been a major component in UW's strategic plan (the *Wisconsin Idea*) for over 2 decades. In implementing this vision, UW administrators have demonstrated deep commitments to interdisciplinary teaching and research, language study, and international programs and overseas linkages. Most of these initiatives have been centered in the College of Letters and Sciences (L&S) and the Division of International Studies (DIS), where the 2 deans provide substantial support for: International Academic Programs (IAP, managing over 200 study abroad programs); International Internships Program (IIP, coordinating overseas internships); the undergraduate International Studies degree (with over 370 majors); the Wisconsin International Outreach Consortium (WIOC, coordinating NRC outreach activities in our region since 1993); the International Institute (II, providing oversight and resources for international initiatives since 1995); and the Language Institute (LI, promoting innovations in LCTL pedagogy since 2004). International programs in the professional schools have also received strong support from recent chancellors, including support for the School of Education's participation in the International Alliance of Leading Educational Institutes, the Business School's Center for International Business Education (CIBER, since 1998), the Law School's East Asia Legal Studies Center (since 1990), the School of Medicine and Public Health's Global Health Institute (GHI, since 2005), the international policy degree program of the La Follette School of Public Affairs, and the numerous international initiatives of the College of Agriculture and Life Sciences (CALs). CSEAS is linked to all these centers, programs, and institutes and benefits from specific initiatives with each of them as indicated throughout this proposal and reflected in our faculty profiles (see App B).

In addition to supplying substantial office space (including conference and lecture rooms with full technical capacities), internet access, software support, and language labs and multimedia classrooms with relevant SE Asian language materials, UW provides CSEAS annually with substantial financial contributions. These contributions and the percent of the total expenditures for SE Asian studies in 2013-14 are summarized in Table I.1. UW's commitment to SE Asian studies is most directly demonstrated by support for core faculty recruitment, promotion, retention, and

**TABLE I.1 UW CONTRIBUTIONS TO SE ASIAN STUDIES, 2013-14**

<i>Category of UW Support</i>	<i>UW Contribution</i>	<i>Percent of Total</i>
<b>CSEAS Permanent &amp; Hourly Staff</b>	188,184	85% (see VI)
<b>CSEAS Operating Costs</b>	110,500	98%
<b>Non-Language Core Faculty &amp; Teaching Staff</b>	2,669,119	100% (see III)
<b>Language Core Faculty &amp; Teaching Staff</b>	622,644	85% (see IV)
<b>SE Asian Studies Summer Inst (SEASSI 2013)</b> (Includes: salaries for teachers & administrators, supplies & equipment, student fellowships, events costs, classrooms & technical services)	433,174	98% (see IV.B)
<b>Library</b> (Includes: salary of SEA librarian & assistants; acquisitions & cataloguing budgets; internet & digital access)	252,543	100% (see V)
<b>Outreach</b> (Includes: WIOC support; staff salaries; grants for lectures, workshops, performances, conferences; internet access)	87,200	70% (see VII)
<b>Overseas Linkages</b> (Includes: IAP (study abroad); IIP (internships), L&S, CALS, IES, & GHI support for faculty/student research/travel awards & visiting scholars; DIS support for advancement initiatives)	655,036	100%
<b>Student Financial Assistance</b> (Includes: CSEAS, DIS, IAP, minority, & departmental fwps & research/travel grants; SEASSI fwps & waivers, teaching & project assistantships; tuition waivers for FLAS fellows)	877,000	70% (against FLAS)

replacement. Since 2011, we have lost 3 core faculty (one each in Anthropology, Music, & LCA). Despite these losses, L&S, DIS and the Graduate School have worked successfully with CSEAS and the relevant departments to provide significant financial resources that have resulted in 6 new hires since 2009-10: 4 tenure-track assistant professors (Choy in Dance, Baird in Geography, Kim in Anthropology, and Chan in History), 1 tenured professor (Gade in LCA), and 1 faculty associate (M. McCoy in Communication Arts); in addition, the university provided critical support for the retention of A. McCoy (in History) and sponsored the hiring of 3 visiting assistant professors in 2012-14 (Lowman in LCA, A. Yang in Asian American/Hmong Studies, Y. Mukdawijitra in Anthropology) (see App B). Six major university commitments to CSEAS in the past 2 years have been: 1) the Graduate School's successful effort to convince the State of Wisconsin to waive non-resident tuition that exceeds the FLAS institutional payments; 2) the reallocation of DIS funds to retain major NRC outreach staff during Title VI budget cuts in 2011-14; 3) the successful efforts of L&S and DIS to obtain "bridge funds" in 2012 to support area programs through a major grant from the Mellon Foundation; 4) the Graduate School's guarantee of near equivalent funding for 45 graduate student fellowships for all 8 NRCs to cover delays or disruptions in FLAS funding for 2014-15; 5) the decision of L&S to cover the full salary of the CSEAS Associate Director (Cullinane) and to continue full support for the administrative salary of the CSEAS Director; and

6) the support for the SE Asian Studies Summer Institute (SEASSI) by permitting the institute to grant significant tuition waivers to students with financial needs, thus making it possible for them to attend the institute (in 2012 & 2013, 73 SEASSI participants received \$103,519 in waivers). Moreover, with an endowment facilitated by UW, CSEAS annually funds 6 one-semester graduate fellowship and 4 to 6 SE Asia research grants to MA & PhD students affiliated with our program.

Though UW covers the large majority of CSEAS program costs, Title VI support remains critical to language instruction, to specific areas of outreach, and to triggering university and external support for faculty and programming. The effectiveness of this leverage has been most clearly demonstrated in our efforts to obtain support for SE Asian language instruction. L&S currently provides full support (salary & fringe) for K. Chanprasert, the senior lecturer in Thai, and C. Lee, the lecturer in Hmong. The appointment and recent promotion of E. Barnard, who supervises the training and performance of the SE Asia language teaching staff, was initiated by LCA and CSEAS, with financial support from DIS, and has been fully funded since 2007 by L&S. It is significant to stress that during both federal and state budgetary crises (2011-14), UW has continued its institutional commitment to SE Asian language instruction.

At present the most significant challenge facing CSEAS is to establish a tenure-track position in the Department of Political Science. Though this effort comes in the midst of continued financial crisis, we have made it a top priority in the next 4-year grant cycle. We, therefore, seek Title VI funding (see Bgt 1.4) to leverage a new political scientist, while continuing to offer the key courses in SE Asia politics (Poli Sci 639 & 697; see App C).

## **II. QUALITY OF CURRICULUM DESIGN**

**A. Undergraduate Degree Programs.** Sections III (non-language) and IV (language) describe the instructional programs in SE Asian Studies for undergraduates in greater detail. The **BA degree in SE Asian Studies**, administered by CSEAS, is multidisciplinary and requires 30 credits (at least 10 courses) on SE Asia (distributed in humanities & social sciences) and a minimum of 2 years of performance-based instruction in a SE Asian language. Depending on the disciplinary concentration within the program, the student chooses an advisor from among the core faculty in

consultation with the CSEAS advisor (Cullinane). Students balance survey and gateway courses with appropriate advanced courses and capstone seminars. In 2010, CSEAS launched a new undergraduate program, the **Certificate in SE Asian Studies**, which permits students with other majors to demonstrate a concentration on SE Asia by completing 15 credits of content courses, including language. This program was developed in response to surveys indicating that many undergraduates were already concentrating on SE Asia by taking 3 or 4 area courses; the certificate has already attracted over 50 students. Study abroad is encouraged and overseas courses routinely satisfy degree and certificate requirements (see section D below). Information about these programs is easily accessible through the CSEAS website and the Center for International Advising (CIA), which since 2013 coordinates the advisory services of all the area undergraduate degree programs and those of International Studies and Global Studies on the UW campus.

**B. Graduate Degree Programs.** Sections III (non-language) and IV (language) describe the instructional program for graduate students in greater detail. The **MA in SE Asian Studies**, administered by CSEAS, requires 30 credits, or 10 core courses (including 2 research seminars), a minimum of 2 years of proficiency in a SE Asian language, and an oral exam by 3 core faculty based on an advanced research paper. In addition, CSEAS awards a **PhD Minor** and a **Graduate Certificate** in SE Asian Studies to graduate students across the university, including those in professional degree programs. The PhD Minor requires 12 credits of core SE Asia courses outside the student's discipline, and the Graduate Certificate requires 20 credits of core SE Asia courses. Though both undergraduate and graduate programs continue to be concentrated in the social sciences and humanities, strong linkages have been developed in global health, environmental studies, international business, and education (for these initiatives, see section III.B).

**C. Career Advising.** Career counseling is an essential component of advisory services, with each school or college maintaining a career services office, the most effective for our students being the L&S Career Services Office, which in Spring 2014 launched a new career initiative that will, among other things, increase alumni engagement and work to articulate transferable skills from courses, certificates, and majors to jobs. CSEAS regularly collects information on career

opportunities and disseminates it to our majors through bi-weekly electronic mailings, regular postings on the CSEAS website, and through CSEAS's on-going advisory services (by Cullinane) and the CIA, which in the past year has become the major coordinating body for career information and services among all the area centers and the International Studies major. In addition, CSEAS joins with other area programs in "career fairs" that invite government, non-government, and private sector employers to meet students on several occasions each semester.

**D. Study Abroad Programs.** (For overseas language programs, see IV.B). Over half the students completing the BA in SE Asian Studies have studied or resided in SE Asia; of the 78 recipients of the MA in SE Asian Studies since 2000, all but 3 have spent considerable time in SE Asia. On average, over 60 UW undergraduates each year take part in study abroad programs in SE Asia, including language programs. As a leader in promoting undergraduate study abroad, UW's IAP (located within DIS) supports and/or administers 200 programs in over 60 countries, 7 of which (in 2013-14) are in SE Asia (2 in Thailand, 1 each in Vietnam, Laos, Cambodia, & Singapore, and 1 multi-country program described below). Three of the SE Asia programs supported by IAP, each for one semester, are administered by CIEE (Khon Kaen, Thailand, & National U. of Singapore) and by CET (Ho Chi Minh City, Vietnam). In addition, IAP has administered (since 1996) an academic-year program (for 1 or 2 semesters) at Thammasat University (Bangkok) and has recently (2013) supported the summer Study Abroad in Laos (SAIL) program (at the Lao American College in Vientiane) administered by the Center for Lao Studies (a Luce-funded organization based in San Francisco). In 2010-11, CSEAS, in collaboration with UW's East Asia Program, developed a new short-term (3-week), faculty-led undergraduate study tour, *Chinese Diaspora in SE Asia* (EAS 301); the course was launched by IAP during the winter break of 2011 (January) in Vietnam and Cambodia (8 students) and has been offered every year since then (2012 to Malaysia & Singapore with 17 students and 2013 to Malaysia & Singapore with 14 students); in 2014, the study tour will go to Indonesia, where it will be affiliated with the Jakarta-based Center for SE Asia Studies, administered by UW alumnus, A. Liwe (see App B). In Summer 2014, IAP, in close collaboration with A. Hansen (current CSEAS director), launched UW's first international

service-learning program, *Buddhism & Service Learning* (Rel Stds 400), with 16 students recruited during the 2013-14 academic year through courses offered by Hansen (see App C); the students spend 8 weeks in Siem Reap, Cambodia, under the supervision of Hansen, engaged in the study of Theravada Buddhism and the involvement of Buddhist practitioners in community service.

In 2010, UW's DIS established the International Internship Program (IIP) to develop overseas internships for UW undergraduates; 11 students have been placed in SE Asia since 2011 (Malaysia, Thailand, & Cambodia). In Summer 2013, CSEAS Director K. Bowie received a grant from IIP to travel to Thailand to develop a series of internships for UW students. This effort was highly successful, resulting in 6 internship opportunities that will be promoted in the coming academic year (a national TV station, the *Bangkok Post*, a textile-clothing manufacturer, an urban art museum, a human rights NGO, and a selection of American corporations operating in Thailand). In addition to efforts to recruit students into these internships, CSEAS will continue to work with IIP to develop opportunities to other parts of SE Asia.

Several other study abroad programs to SE Asia have also been developed outside DIS. Since 1998, CALS, as part of the international initiatives led by K. Shapiro (see App B), established 2 one-semester study abroad programs to Thailand, one at Thammasat and the other at Mahidol University; both programs recruit students concentrating on bio-diversity, environmental studies, and development economics. In addition the Bacteriology Department of CALS, under the supervision of J. Roll (see App B) has developed a summer study and research program with Mahidol, through which UW students work on joint research projects that have been designed through collaboration between UW and Mahidol faculty; during the semester before their research in Thailand, the UW students participate in an orientation program offered by K. Chanprasert (see App B). In consultation with CSEAS, Roll has submitted a proposal to NSF to expand this program by building more regular exchanges involving students and faculty from both institutions in specific joint research projects. Faculty in UW's SoMPH, in particular those networked through the Global Health Institute (Conway, Kraus, & Solheim; see App B), have also developed a number of field courses since 2008, including the spring course (PHS 640, 644) concentrated on

infectious diseases, which takes UW students on a 2-week, faculty-led, study tour of clinics, hospitals, and research laboratories in Thailand. In 2010, UW's Business School, as a part of its CIBER, developed a 3-week study tour to Vietnam, *Managing across Cultures* (IB 365), led by R. Dunham (see App B) during the spring intercession; the program exposed students to representatives of government ministries and businesses operating throughout the country. In 2009, UW's East Asia Legal Studies Center, led by C. Irish (see App B) established formal affiliations with law schools in Thailand and Vietnam, providing institutional bases for UW law students to spend up to one semester of residence at law schools, as well as law firms, in these 2 countries.

Since 2005, CSEAS has been closely involved in the development of an exciting and unique study tour, the Vietnam Health Project (VHP), organized by UW undergraduate students from a wide variety of academic programs. Each year, during the spring intercession, VHP takes 10-15 students on a 4-week tour to hospitals, rural health clinics, and orphanages in Vietnam, where they volunteer their services and distribute medical supplies. Initially VHP, as a UW student organization, relied on a range of small-scale fundraising projects, but since 2009 it has expanded its vision in two directions: 1) to seek funding from UW's *Wisconsin Idea* (established specifically to encourage student groups to engage in off-campus initiatives); and 2) to affiliate with NGOs operating in Vietnam to expand their operations by involvement in more sustainable projects. CSEAS (with Cullinane as the group's advisor) has assisted VHP in obtaining 3 grants from the *Wisconsin Idea* initiative (2009, 2010, and 2014) in successfully establishing linkages with 3 NGOs operating in Vietnam: the Madison-based My Lai Project, the Catalyst Foundation, and, most recently, the Dove Foundation. As VHP concludes its first decade, it has emerged as a model for undergraduate student initiative and overseas involvement and has sustained and restructured the innovative ideas of its founders.

In response to student interest, CSEAS is currently developing a summer study abroad program at Chiang Mai University, targeting northern Thailand (with plans to expand to Laos) and aimed at research on ethnic minority and indigenous peoples issues within SE Asia's highland areas (with an emphasis on the Hmong); this program will be launched in 2015-16. Similarly,

CSEAS, in collaboration with IAP, is presently negotiating affiliation with the new CIEE study abroad program at Kunming (China), a program that is focused largely on the study of Yunnan and the northern highlands of mainland SE Asia (Zomia). Both these programs will be linked to the CSEAS initiative to further develop our educational partnership with the College of the Menominee Nation (see section VII.B). Lastly, CSEAS and IAP are working to re-establish study abroad opportunities in Indonesia and the Philippines; in the latter case, we have begun negotiations with the Philippine Studies Program at the University of Hawaii to collaborate on a one-semester study abroad program at the Ateneo de Manila University in 2015.

### **III. QUALITY OF NON-LANGUAGE INSTRUCTIONAL PROGRAM**

For detailed information on faculty quality, see section VI and App. B. The CSEAS instructional program continues to be one of the most comprehensive in the US, providing multidisciplinary BA and MA degrees and undergraduate and graduate certificate programs in SE Asian Studies based on 5 languages and over 80 non-language area courses offered annually in 23 departments (18 in L&S, 1 in CALS, and 4 in professional schools) (see App C). The program is built around 33 core faculty and teaching staff and 52 consulting faculty and affiliated scholars, who form strong concentrations of SE Asian research and teaching (see VI.A). The program is strengthened by the excellence of UW's departments (with 11 social science and humanities departments in the top 20 nationally), all of which provide strong methodological foundations for effective area study and the preparation of students for related careers. The quality of graduate training is exemplified by the success of UW students in obtaining external grants for research in SE Asia; since 2000, UW doctoral students have received research grants from: IIE Fulbright (23), Fulbright-Hays Dissertation Awards (11); SSRC Pre-Dissertation (4), SSRC Dissertation (2), NSEP/Boren (8), NSF (1) and Charlotte Newcombe (2). The CSEAS non-language program has 2 interrelated components: a) degrees and courses in L&S; and b) professional school programs.

**A. Degrees and Courses in L&S.** CSEAS, its degree and certificate programs, and most of its core faculty and course offerings are located in L&S. While strong disciplinary training forms the basis of departmental programs, core SE Asia faculty incorporate multidisciplinary materials into

their courses and stress language training as an integral part of area specialty. The 2012-14 academic years offered students 92 courses, with 54 of these containing over 50% SE Asia content (see App C).

**1. Interdisciplinary Study and Degree Programs in SE Asian Studies.** CSEAS serves 2 large groups of students: a) undergraduate majors and concentrators; and b) graduate students.

**Undergraduate Majors and Concentrators.** The undergraduate program has 3 objectives: 1) to insert SE Asia into the general curriculum through courses with a range of disciplinary approaches; 2) to provide a concentration on SE Asia through language, area courses, and study abroad opportunities; and 3) to provide high quality multidisciplinary BA and Certificate programs. At present there are 25 majors in CSEAS's BA degree program; 324 BA degrees have been granted since 2000; over 60 undergraduates participate in study abroad programs in SE Asia annually (see II.D). The Undergraduate Certificate program, launched in 2009-10, has been awarded to 33 students from 11 different degree programs. It is also significant to highlight 3 other indicators of the program's impact: 1) since 2000 there have been over 400 undergraduate concentrators (those completing 15 or more credits of SE Asia language & area courses); 2) as reported elsewhere (App C), over 3,000 students were exposed to SE Asia courses offered in 2012-14; and 3) since 2000, nearly 400 undergraduates have enrolled in SE Asia language courses during the academic year and over 200 have participated in SEASSI.

**Graduate Students Concentrating on SE Asia.** CSEAS works closely with 2 categories of graduate students: a) those seeking the MA degree in SE Asian Studies, and b) those seeking advanced degrees (MA, MS, PhD) in L&S, CALS, and professional school departments. Since 2000, 78 students have graduated with the MA in SE Asian Studies, with 18 students currently enrolled (see II.B on MA requirements). In addition, a survey conducted in Fall 2009 indicated that over 120 other graduate students at UW concentrate on SE Asia, with the largest numbers seeking degrees in anthropology, history, international studies, LCA, and sociology. Since 2000, 81 PhDs (in 16 departments) and over 171 MAs (in 21 departments) have been awarded to graduate students specializing on SE Asian topics. For these graduate students, CSEAS administers 2 formal

academic programs in SE Asian Studies: a **PhD Minor** (15 since 2000) and a **Graduate Certificate** (6 since 2000) (see II.B). In 2012-14, 303 graduate students enrolled in SE Asia courses (see App C).

**2. Southeast Asia Course Offerings.** For the 2 broad groups of students discussed above, CSEAS coordinates the study of SE Asia through over 80 courses each year (see App C).

**Courses for Undergraduate Students.** There are 3 varieties of courses for undergraduates: survey courses taught by core and/or consulting faculty (with 25%-50% content); introductory or “gateway” courses taught by core faculty (50-100% content); and capstone seminars and upper division courses for majors, certificate students and concentrators. Table III.1 summarizes these courses. The primary gateway courses for the degree program are: History 244 (*Introduction to SE*

**TABLE III.1. UNDERGRADUATE COURSES** (See App C)

<b>Survey</b>	AAE/IS 373; Anthro 100, 104; AsianAm 101, 240; Comm Arts 470, 472; Econ 464; Geog 134, 305, 340; Hist 160, 161, 276, 428, 463; IB 200; IS 101; Jour 621; LCA 100, 206, 273, 364, 370, 379; Music 103, 402; Poli Sci 106; Rel Stds 101, 273, 364, 370, 379; Soc 170; Theater 351
<b>Gateway</b>	AAE/Econ 473, Anthro 310, 330, 350; AsianAm 540; Dance/Theater 321; EAS 301; Geog 358, 475; Hist 244, 246, 319, 438; IB 365; LCA 300, 361, 401, 403, 404, 441; LitTrans 301, 303, 304; Music 361; PHS 640, 644; Poli Sci 244; Soc 244; Rel Stds 200, 400
<b>Capstone</b>	AAE/Econ 473; Anthro 917, 942; Comm Arts 610; Geog 500, 557, 930; Hist 457, 458, 600; LCA 600, 616, 617, 618, 671, 802; Music 515; PA 856; Poli Sci 639, 697; PHS 718; Rel Stds 600, 802; Soc 614, 630

*Asia*), crosslisted in 4 other departments and offered every fall (with 80-90 students); History 246 (*SE Asian Refugees of the Cold War*), crosslisted in 2 other departments and offered each spring (with 80-90 students); and History 319 (*Vietnam Wars*) taught each fall and summer (with nearly 250 students annually); all three have permanent TA assignments. There are, on average, 40 lecture courses and 8-10 seminars available to undergraduates each year (see App C).

**Courses for Graduate Students.** Substantial SE Asia course offerings are also available to graduate students: introductory courses (often overlapping with upper division undergraduate courses); and advanced courses, with the latter establishing close working relationships between core faculty and graduate students, particularly for seminar papers, theses, and dissertations. Beyond the core courses, are a wide variety of others with at least 25% content offered by core and consulting faculty. Table III.2 summarizes the available graduate courses.

**TABLE III.2. GRADUATE COURSES** (See App C)

<b>Introductory</b>	AAE/Econ 473; Anthro 330, 350; AsianAm 540; Comm Arts 470, 472; Dance 321; IB 365; Geog 358, 557; Hist 319, 428, 438, 448, 457, 458, 463; Jour 621; LCA 360, 361, 364, 376, 379, 401, 403, 404, 441; Music 361, 402; PoliSci 639, 697; Soc 614, 630; Theater 351
<b>Advanced</b>	Anthro 917, 942; Comm Arts 610; Geog 930; Hist 706, 755; LCA 600, 616, 617, 618, 671, 802; Music 515; PHS 718; Rel Stds 802

**Courses and Multidisciplinary Concentrations.** Both undergraduate and graduate offerings at UW provide considerable in-depth study in the fields of Anthropology, Geography, History, LCA, and Religious Studies, with each of these disciplines having consistently large numbers of undergraduate majors and doctoral students concentrating on SE Asia; at present there are 11 doctoral students in History, 10 in Anthropology, 7 in LCA/Religious Studies, and 6 in Geography. As the faculty change, new courses have been developed and others reoriented to create vigorous concentrations aimed at providing students with opportunities for multidisciplinary work on SE Asia. One of the best examples of this is UW's strong concentrations on the literatures and religions of SE Asia, a concentration based in LCA through 2 solid tracks for both undergraduate and graduate specialization: 1) a language and literature concentration on SE Asia (with an emphasis on Indonesia and Thailand, see LCA 236, 361, 401, 403, 404, 441, 616-18); and 2) a concentration on the religions of SE Asia (with an emphasis on Theravada Buddhism and Islam, see LCA/Rel Stds 200, 206, 273, 364, 370, 400, 600, 802). Though both concentrations have been linked to LCA faculty (Rafferty, Hansen, Gade, Barnard, Elbow, Zamar, Wulandari, and Dinh), they draw effectively from faculty in other departments, among them Cowell (on Malay poetry and Islamic literary traditions), Bowie (on the cultural foundations of Buddhism in Thailand & Laos), Thongchai and Wink (on the historical development of Buddhist institutions in SE Asia), and Baird (on the role of Buddhism in contemporary Cambodia, Laos, & Thailand). Moreover, these concentrations receive considerable support from several consulting faculty and affiliate scholars who work with core faculty (Bickner, Easum, Elder, Jordt, Jung, Gillogly, & Liwe, as well as Ashmun, see App B). Lastly, the study of these literary and religious traditions is greatly enhanced by instruction in critical doctrinal languages (Arabic, Pali, Sanskrit, and Classical Chinese).

**Instructional Assistants.** All large-enrollment courses, including several SE Asia content courses,

make effective use of TAs, in particular for discussion sections. Pedagogical training is provided and all new TAs are required to attend an intensive workshop each fall supervised by faculty and experienced TAs. In addition, TAs are closely monitored by departmental student-faculty committees, formally evaluated twice during each semester, observed by a faculty supervisor, and provided with short-term teaching workshops aimed at specific pedagogical concerns.

**B. Professional School Programs.** With its primary base in the social science and humanities programs in L&S, CSEAS is fully aware of the difficulties faced in efforts to incorporate CALS and professional school faculty and students into our area-focused training programs. Only 3 CSEAS core faculty have their primary appointments in these colleges (Coxhead in CALS, Gade in IES, & Sidel in Law), with 3 other core faculty closely affiliated with these schools (Baird in IES, Nobles in Global Health, & Olds in SoE). Nevertheless, a survey of the research, teaching, and study abroad programs (see II.D) that operate in many CALS and professional school departments clearly indicates that SE Asia has attracted strong interest and involvement. SE Asia, however, is not the only region of interest for these programs; their faculty are generally not committed to region but to focused research agendas that satisfy specific disciplinary objectives. As such, CALS and professional school programs do not develop long-term commitments to regions or areas. As a result, our approach to working with these critical programs on our campus is aimed at encouraging the multidisciplinary and interdisciplinary study of SE Asia by forging constellations of research, teaching, and study abroad with specific scholars and programs in each of these schools and colleges. Through these constellations, CSEAS attempts to find ways to collaborate with and enrich the SE Asia-based projects of our consulting faculty (see App B). The results of these efforts have been very rewarding.

Through CSEAS initiatives beginning in 1995 and through initiatives launched by the UW's CIBER, a number of significant programs have emerged in the Business School, the most noteworthy being the study tour, *Managing across Cultures* (focused on Vietnam, see II.D) and the SE Asia Faculty Development International Business program (with Hawaii's Business School) that has led over 100 American business professors on study tours of Indonesia, Malaysia,

Singapore, and Vietnam. Similar successes have been achieved since the early 1990s in the continuing effort of the UW Law School's East Asia Legal Studies Center (led by Irish & Thompson, see App B) to establish exchanges with law schools and legal firms in both Thailand and Vietnam; these programs have made it possible for faculty and students across the campus to develop critical contacts with legal scholars and practitioners in these 2 countries (see II.D).

The most attractive of these constellations and the 2 that are the focus of CSEAS's current initiatives to develop sustaining relationships are the SoMPH's multidisciplinary Global Health Institute (GHI) and the rapidly expanding programs of IES. Based on our close association with the late Judith Ladinsky, UW professor of Population and Health Sciences and the chair of the US Committee for Scientific Cooperation with Vietnam, CSEAS has been committed to issues of health research and disease prevention in SE Asia for over 30 years. In 2005, with the launching of what has become the GHI, an effective collaboration of SoMPH faculty across departments (PHS, Nursing, Pharmacy, Family Medicine, and others) not only established UW's first MPH degree program but also formally opened the school to the study of global health and infectious diseases. These initiatives have resulted in the expansion of research, teaching, and study abroad programs focused outside the U.S. Building upon their previous practice and research experiences in SE Asia, several of these faculty (Baumann, Conway, Haq, Kraus, & Solheim) have developed field courses (Thailand: PHS 640, 644) and inserted significant content on SE Asia into their on-going courses (for example, on Vietnam: PHS 718). CSEAS faculty (Bickner, Bowie, Chanprasert, Coxhead & Nobles) consult on these courses, work with students in these programs, and utilize these courses for their own students with interests in health issues. Moreover, these courses are already integrated into the BA, MA, and certificate programs in SE Asian Studies.

UW's commitment to environmental studies began in 1970, with the establishment of IES. By the 1980s, several CSEAS faculty (Compton, Doeppers, & Middleton, see App B), among others, were at the forefront of early efforts to develop a more global perspective for the institute. By the start of the new century, it was also clear that the study of global eco-systems and environmental change would require the deployment of scholars from a wide range of disciplinary

approaches. In 2002, IES was reorganized as the Gaylord Nelson Institute with a renewed and expanded mission, 4 interdisciplinary research centers, newly reconstituted undergraduate and graduate degree (MS & PhD) and certificate programs, and a vigorous plan to link faculty and students in L&S and CALS departments to purposeful endeavors that reach from the lakes and forests of Wisconsin to the rubber plantations of northern Laos (Baird), to the crane habitats of the Mekong Basin (Tran), to the rivers and fishing communities of northwestern Thailand (McIntyre), to the long-closed eco-zones of northern Myanmar (Allendorf & Compton), to the forests of Java and Sumatra (Gade & Gibbs), and to emerging urban landscapes of towns and cities across mainland SE Asia (Schneider & Ozdogan) (for all, see App B). The potential of IES collaborations has been most recently realized through a major grant awarded by NASA in 2013 to J. Fox at Hawaii's East-West Center, "Forest, Agricultural, and Urban Transition in Mainland SE Asia: Synthesizing Knowledge and Developing Theory." Among the project's co-investigators are CSEAS core faculty I. Baird (Geography) and consulting faculty A. Schneider (IES) (see App B). Graduate students of both UW professors will be integrated into this project, some through its GIS and remote-sensing initiatives (Schneider) and others through agricultural, land/soil, and human geography analysis (Baird). Overall, the IES research and study array has since 2000 produced 35 MA/MS and 20 PhD degrees involving SE Asia, with most of these graduates establishing careers in government (state & federal) and in the private sector.

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

**A. Language Offerings and Teaching Personnel.** UW offers 5 SE Asia languages each semester: Filipino, Hmong, Indonesian, Thai, and Vietnamese; all are FLAS languages and are administered by LCA. Instructional levels and hours per week are listed below (for enrollments, see App C).

<i>Language</i>	<i>1st Yr/Hours</i>	<i>2nd Yr/Hours</i>	<i>3rd Yr/Hours</i>	<i>4th Yr/Hours</i>
Filipino	4	4	3 (tutorial)	-
Hmong	4	4	3	-
Indonesian	4	4	3	3 (content)
Thai	4	4	3	3 (content)
Vietnamese	4	4	3	-

In addition to 4 hours a week in class, all 1st- and 2nd-year instruction includes 2-3 hours a week in

language laboratories and informal language tables where students interact with native speakers. Advanced (4th-year) Indonesian and Thai are taught as content courses in literature and linguistics (LCA 401, 671, 617/618). All BA and MA graduates in SE Asian Studies are required to complete 4 semesters in a SE Asian language, with 95% of the MA recipients reaching advanced proficiency, which is also the case for all UW doctoral students conducting research in SE Asia.

SE Asian language instruction is under the overall supervision of E. Rafferty, a tenured faculty and chair of LCA, with teaching methodology and materials development coordinated by E. Barnard as part of an innovative program to upgrade and monitor teaching quality. Instructional level courses are handled by trained and experienced instructors, all of whom are native speakers: Filipino: S. Zamar (teaching assistant); Hmong: C. Lee (lecturer); Indonesian: D. Mawene and A. Wulandari (teaching assistants); Thai: K. Chanprasert (lecturer); and Vietnamese: H. Dinh (lecturer). Since 2010, UW funds have fully covered the salaries for Thai and Hmong instruction, as well as 25% for Indonesian, with Vietnamese, Filipino and the remainder of Indonesian supported by Title VI funds. See App. B for staff profiles; see Bgt. 1.2 for Title VI requests for 2014-18.

In the past 3 years, driven both by the federal budget crisis and by the availability of new and efficient technologies, CSEAS and LCA, in close collaboration with SEASSI, have moved toward developing and implementing distance instruction in 2 of our academic-year languages, Thai and Vietnamese. In 2013-14, based on models developed at SEASSI (see section B below) and with funding from the Royal Thai Embassy, a language swap was instituted with UC Berkeley. UW (Chaprasert) offered advanced Thai (through TelePresence technology) to 3 Berkeley students, and Berkeley (Smith) offered 2 levels of Khmer (through iPads) to UW graduate students preparing for field work in Cambodia. Based on student evaluations, post-testing scores, and Barnard's observations of the instruction, it has been concluded that the program was highly successful and it will be repeated in the coming academic year. A similar swap has been established with Northern Illinois University (NIU) for 2014-15, with UW (Hong) offering Vietnamese (through TelePresence technology) to students at NIU and two UW graduate students receiving instruction in Burmese from NIU. The success of these distance initiatives at SEASSI and during the academic year has

convinced CSEAS and LCA to move toward the launching of more ambitious implementation of distance instruction in Thai and Vietnamese, as well as Filipino, Hmong, and Indonesian in the coming years. Preliminary surveys clearly indicate that there is a sizeable constituency for distance instruction in SE Asian languages. At present, CSEAS and LCA are negotiating with UW administrators to develop a revenue-generating system to offer our excellent language instructional programs to students and faculty across the country, as well as to secondary schools and community colleges. It is our intention to begin this broader program by Spring 2015.

**Content Courses in SE Asian Languages.** Despite impediments to offering content courses in SE Asian LCTLs, this objective is met in two ways: 1) in advanced-level language courses that are content-focused (including LCA 300 & 401); and 2) by incorporating SE Asian language materials into readings for qualified students in seminars by Baird (Geog 930: Thai & Lao); Bowie (Anthro 940: Thai); Gade (LCA/Rel Stds 802: Indonesian); Hansen (LCA/Rel Stds 802: Thai & Khmer); McCoy (Hist 755: Filipino, Indonesian, & Vietnamese); Rafferty (LCA 441: Indonesian); and Thongchai (Hist 755: Thai, Lao & Vietnamese) (see App C).

**B. Summer Intensive and Advanced Overseas Language Training.**

**SEASSI.** Since its establishment in 1983, SEASSI has come to play a central role in SE Asian studies nationally by providing performance-based language instruction to 4,222 students (with 612 completing advanced levels), by serving as the focal point for implementing pedagogical innovations, by providing a venue for developing language materials and proficiency guidelines, by keeping American language specialists in contact with language developments in SE Asia, and by establishing critical linkages among students, faculty, and scholars in the SE Asian field of study. SEASSI alumni represent a substantial portion of the post-1983 generation of specialists on SE Asia by holding key faculty posts at American universities, as well as serving in a wide range of US government agencies and non-government organizations. Significantly, SEASSI is attracting an increasing number of undergraduates (since 2000, they comprise 25-30% of the participants).

As a strong supporter of SEASSI from the beginning, CSEAS has provided critical leadership in its development and has hosted the institute in 1994-95 and since 2000. At present

SEASSI is a UW summer program. CSEAS administrators (Wilson as the primary coordinator & Cullinane as director) devote considerable energy to the successful planning and operation of the institute, and UW's administration (L&S, DIS, & LCA) continue to provide critical institutional support, in particular tuition waivers, credit offerings, and use of major facilities. UW language faculty continue to play a major part in teaching and coordinating instruction at SEASSI (Barnard & Wulandari for Indonesian; Zamar for Filipino; C. Lee for Hmong; Peyasantiwong & Chanprasert for Thai; and Hong for Vietnamese), with R. Bickner serving as SEASSI Language Director since 2000. In addition, CSEAS remains in close consultation throughout the year with the coordinators for Indonesian (Liwe), Khmer (Smith), Lao (Inthaly), and Vietnamese (B. Tran) (see App B). All SEASSI language coordinators and nearly all of the instructors are fully integrated into active networks that include COTSEAL, NCOLCTL, and their individual language groups. SEASSI generally hosts the COTSEAL summer workshop, which routinely benefits from the participation of experienced SEASSI language-teaching staff.

CSEAS has made a determined effort to maintain SEASSI's seminal contribution to the field, despite the decline in the support by other NRCs since 2009 (both in terms of administrative funds & summer FLAS awards) (see App C for 2012-13 enrollments). In addition to working to build a solid financial base for the institute, CSEAS remains committed to SEASSI's high quality instruction through a communicative classroom approach that integrates a range of pedagogical activities and materials, including relevant computer-aided and internet-based resources (see section C below). In the past 4 institutes (since 2011), SEASSI has pioneered distance instruction (to 24 students) utilizing 2 effective technologies: 1) a special UW classroom with Cisco C40 TelePresence Codec, high definition screen and multi-directional noise-cancelling microphone (in 2013 used for 1st-Year Thai with 2 distance students); and 2) individual iPads that bring the distance students directly into the SEASSI classrooms (in 2013 used for 1st-year Filipino, 1st- & 2nd-year Khmer, & 1st- & 2nd-year Vietnamese). Based on pre- and post-examinations and on student evaluations, these distance programs have proved to be highly successful and are being implemented for even larger numbers of students and in other languages at SEASSI 2014. It is

noteworthy to observe that the success of distance instruction at SEASSI has encouraged UW (as explained above) to work toward the full-implementation of these technologies into our academic-year program, not only to expand our offerings but also to develop a revenue-collecting mechanism to fund the improvement and expansion of SE Asian language instruction at UW.

**Advanced Overseas Language Training.** The reduced funding for Fulbright GPA programs since 2011 has had a devastating impact on SE Asian language instruction by eliminating 4 of the 5 programs that have been part of our field's overall language instruction for over a decade. At present, only the Advanced Indonesian Abroad (AIA) program continues in operation, with the Filipino, Khmer, Thai, and Vietnamese programs having been terminated or seriously disrupted by these budget cuts. In addition to the loss of these 4 overseas programs for advanced language instruction, the field has also lost 3 critical language groups that played significant roles in coordinating the development of pedagogical innovations and relevant materials for instruction in Filipino (CAF), Thai (CAST), and Vietnamese (GUAVA); only COTI continues to function as a national group of teachers committed to the development of Indonesian language instruction in the US. CSEAS and UW's Indonesian language faculty remain deeply involved in the COTI & AIA program (now based in Salatiga), with UW students participating in the program (1 in 2013 & 2 in 2014), all of whom completed 3 years of training at UW. UW's key language specialists (Rafferty, Barnard, & Liwe) are fully aware of the crises facing SE Asian language instruction in the US. Rafferty, in particular, is at the forefront of an effort to establish a National Language Resource Center (NLRC) for SE Asia; in this effort she has received strong support from several other SE Asia NCRs, in particular Cornell and UC Berkeley. Based on interactions among language specialists from these institutions over the past year, there has developed a strong belief that there is a need to restore the language-specific groups and to reestablish, even expand, the advanced language programs overseas. It is also critical that these consortia develop a much closer articulation with SEASSI and with the pedagogical directions advocated by COTSEAL and NCOLCTL. These objectives will be greatly facilitated by a SE Asia NLRC, as proposed by Rafferty (see below).

**C. Performance-Based Language Instruction.** SE Asian language instruction at UW, both

academic year and at SEASSI, is performance-based and aimed at developing proficiency in all 4 skill areas: oral production, listening, reading, and writing. Based on the best available national proficiency guidelines, performance tests are administered at the start and end of each semester to evaluate student progress and to insure that UW's SE Asia language instruction (housed in LCA) is fully integrated into national efforts to establish performance-based instruction. Barnard, Cowell, Rafferty, and Zamar are ACTFL-certified proficiency testers and, along with Chanprasert, Liwe, Peyasantiwong, Wulandari, and Dinh, have been active in the relevant language consortia (CAF, CAST, COTI, and GUAVA), where they have been closely involved in efforts to assess and develop pedagogical materials and to design proficiency testing guidelines and effective teaching materials for Filipino, Indonesian, Vietnamese, and Thai. Barnard and Rafferty, in particular, have worked closely with colleagues in COTSEAL, NCOLCTL, SEASSI, Hawaii's NLRC, and UW's Language Institute (LI) on a wide range of pedagogical issues, including language learning frameworks and performance testing. Rafferty is clearly at the forefront of the development of performance-based materials (including textbooks) and oral proficiency guidelines for Indonesian, having been awarded 6 major grants since 1997 (totaling over \$1.3 million: 5 IRS and 1 NSEP), with several of the projects closely coordinated with Barnard and colleagues at other NRCs and with COTI (for details see App B). Despite his retirement, Bickner (see App B) remains deeply involved in providing his expertise to oversee SEASSI language instruction and to collaborate with each language coordinator in guaranteeing best practices. The SE Asian language instructional program has also been greatly enhanced by the increasing efforts of UW's LI to work with teachers of LCTLs to improve materials development and the implementation of effective proficiency testing, with several of these initiatives involving both Rafferty (as chair of LCA) and Barnard (as the coordinator of LCA language instruction). Despite the decline in funding for IRS and TICFIA projects, previous UW research in SE Asian languages has resulted in the development of significant resources for SE Asia language learning, including the recently published speaking, reading & grammar textbooks for Indonesian (see Rafferty & Bernard in App B), and the remarkable set of digital dictionaries (SEA Lang Lib), targeting 26 SE Asian languages, developed by D.

Cooper (see App B) and freely accessible to the public.

As noted above, E. Rafferty is currently taking the lead nationally to establish a SE Asia NLRC and will be submitting a proposal to the US Department of Education for the next funding cycle. This NLRC is committed to professionalizing the field of SE Asian language teaching by developing more effective projects that can only be achieved through increased and targeted collaboration among SE Asian language teachers at NRCs and SEASSI and in association with COTSEAL, NCOLCTL, and the reinvigorated language-specific groups on the model of COTI (Title VI support is requested for this initiative, see Bgt 8.5). In addition, we propose 2 other major projects to professionalize SE Asian language teaching in the U.S. (see below).

**D. Professionalizing SE Asian Language Teaching**. In the next 4 years, CSEAS will concentrate on 2 major projects in the national interest; these projects are intended to stand alone but will be coordinated within the initiatives of the proposed SE Asia NLRC; it is also anticipated that these projects will receive support and funding from our NRC colleagues. Significantly, these projects correspond closely to those planned by Rafferty and Barnard in the previous NRC cycle (2010-14); the funding cuts of 2011, however, permitted only 2 of these projects to be completed: the production of oral proficiency guidelines (OPG) for Filipino and Indonesian. The current initiatives represent an effort to pursue these earlier goals by focusing on Thai and Vietnamese. A third project will be carried out in collaboration with COTSEAL and the SE Asia center at UC Berkeley. As previously emphasized, all these projects will be pursued within ACTFL-approved guidelines; the first 2 will be supervised by Rafferty and Barnard in collaboration with experienced language teachers in the 2 target languages; the third will be supervised by Barnard and F. Smith (see below).

**1. Oral Proficiency Guidelines for Thai and Vietnamese.** The objective of each of these projects is the same: to develop and publish oral proficiency guidelines (OPG) from novice through superior levels for both languages (Thai & Vietnamese) by convening 3 focused workshops in Madison. In Fall 2014, 2 Thai and Vietnamese instructors will meet with Rafferty and Barnard to prepare these team leaders for their roles in the projects. At the 2-day Spring 2015 workshop the pedagogical foundations of the projects will be presented, the interview and rating procedures will be

demonstrated, and the tasks to be completed over the next 6 months by the participants and team leaders will be reviewed. During Summer and Fall 2015, the participants will conduct oral proficiency interviews of 5-6 students and send them to the team leaders, who will code the data and then distribute the interviews for rating to both groups. In the following Spring (2016) the same groups will re-convene to finalize ratings of the interviews and then write up the descriptors for all ACTFL levels (novice through superior). These descriptors will form the basis of the Thai and Vietnamese OPGs, which will be prepared for publication and circulation. The OPGs for both languages will be implemented at SEASSI 2016 and during the 2016-17 academic year when proficiency testing will be conducted. Title VI support is requested to cover the lodging and per diem of participants in the Thai and Vietnamese OPG workshops, as well as the airfare for one of the project's team leaders (see Bgt 8.3.a-b). A PMF (Goal #4) for this project is included in App. D.

**2. COTSEAL Workshop.** In collaboration with COTSEAL, CSEAS will send E. Barnard as the trainer to a 2-day workshop organized by F. Smith, COTSEAL President, at UC Berkeley; the workshop will involve over 20 SE Asia language teachers from various California colleges and from each SE Asia NRC; the workshop will provide teacher training in the preparation of lesson plans and classroom management, as well as best practices for teaching heritage students. Title VI support is requested for Barnard's travel (see Bgt 3.2).

## **V. STRENGTH OF LIBRARY**

The SE Asia collection at UW is among the top 5 in the US and is embedded in the nation's 11th largest library system, with total holdings in 2011-12 (the latest year of Association of Research Libraries rankings) of 8.5 million volumes in 40 specialized libraries. The Library is ranked 25<sup>th</sup> overall by the Association of Research Libraries, with more than \$24,000,000 in annual expenditures on collection and staffing. The Library's resources are easily accessible through a widely used electronic catalog (over 47 million inquires annually) and through an efficient interlibrary loan service (3rd-ranked nationally), enhanced by extensive and open access digital resources available online to the public. The SE Asia collection is managed by Larry Ashmun, the fulltime Distinguished SE Asia Librarian, who also serves as a member of CSEAS's Faculty

Executive Committee (see App B).

**A. Staff, Acquisitions, and Cataloguing Support.** The SE Asia collection is strongly supported by UW, completely covering the librarian's salary, his student staff, all acquisition and cataloguing personnel assigned to SE Asia materials, and a current (2013-14) base acquisition fund of over \$60,000 (see Table I.1); Library support for the SE Asia collection has remained constant despite recent budgetary cuts. In addition, the Library regularly supports the acquisition and processing of special collections (see below). Although overall UW support for the SE Asia collection is substantial and includes comprehensive acquisition of Western-language materials, the costs for Library of Congress (LC) participation and for the purchase of specific vernacular materials from SE Asia escalates annually. Continued Title VI support is requested for specific acquisitions, including specialized vernacular materials from SE Asian nations not well-covered by LC (targeting Myanmar, Cambodia, & Laos) (see Bgt 5.1).

**B. Existing Collection.** The SE Asian library holdings consist of over 175,000 monographs (with about 35% in SE Asian languages), over 14,000 serials (with 36% in SE Asian languages), over 4,500 microform titles, over 2,500 video cassettes and DVDs comprising the SE Asia Video Archives (feature films, theater performances, & TV footage); and over 1,500 music cassettes, records, and CDs, nearly all available in digital format. The overall collection is especially strong for Indonesia, Philippines, and Thailand, with additional strengths for Malaysia, Singapore, and Vietnam, and increasing support for Cambodia, Laos, and Myanmar; UW maintains the country's largest collection of materials pertaining to the Hmong.

Ashmun, with the assistance of CSEAS, continues to aggressively expand our archival collections relevant to the study of SE Asia, among them being the extensive collection of the U.S. Committee for Scientific Cooperation with Vietnam (1984-2013) acquired from the estate of the late Public Health Professor, Judith Ladinsky, the radio archive (broadcast reels, digital audio tapes, and numerous documents) of the UN Transitional Authority in Cambodia (UNTAC), and the collection of Fr. Ives Bertrais (French missionary in Laos and Thailand, 1946-2000), consisting of diaries, journals, photographs and copious correspondence (over 3,000 letters) with Hmong

parishioners in the Romanize Popular Alphabet, the script that he and 2 other missionaries devised in the mid-1950s. In order to make these and other collections electronically accessible to researchers, the UW Library Digital Collections Center has launched a major digitizing effort, with the SE Asia materials linked to **Southeast Asian Images and Texts (SEAiT)**, a digital museum initiated in 1997 by CSEAS (supervised by A. McCoy) featuring Philippine images fully described and analyzed. Over the years, SEAiT has expanded to include images of Laos in the 1950s (from the collections of anthropologist J. Halpern) and over 500 images of the Philippines from the UW-Ateneo de Manila (Ford-funded) environmental history project; more recently UW has digitized images of northern Thailand (1960s & 1970s) from the slide collection of UW anthropologist K. Bowie, and, in collaboration with Arizona State University, has digitized and incorporated a large collection of images of Laos from the William W. Sage collection. At present, CSEAS (with the assistance of a grant from the Luce Foundation) is in the final stages of digitizing the photographs, historical films, and video-taped interviews compiled for the award-winning documentary, *In Our Image* (on Philippine-American relations, 1898-1986) produced by Andrew Pearson; these materials will be made available through a web-based archive incorporated into SEAiT.

**C. Services: Cooperative Activities and On-Line Capabilities.** As indicated above, the UW Library is committed to cooperative collection development and cataloguing and is a leader in designing and utilizing electronic systems to improve accessibility to resource materials. The electronic catalog (UW Libraries Web Site) provides a fully-integrated, internet-accessible system that performs a wide range of functions from searching to interlibrary loan orders (through Libraries Worldwide), as well as accessing full-text sources (Electronic Text & Multimedia Collections). Microcomputer laboratories located throughout campus permit users to access over 1,000 electronic journals and 250 electronic resources (bibliographies, magazines & newspapers). Through CIC, the 12 major Midwest libraries share resources through the Virtual Electronic Library, the "seamless interface" of their online catalogs, permitting faculty & students, as well as public libraries, to have direct access to the UW's online catalog and circulation system.

In addition, Ashmun plays a major role in disseminating information about SE Asia

holdings and how to access online resources, in particular to enhance teaching and to support faculty/student research. Classroom services have been streamlined through *Library/Reserves* (electronically accessible course readings) and *Learn@UW* (an on-line site for a wide range of course-related materials, including video & photo images). Ashmun himself fills over 500 formal reference requests each year, prepares and circulates guides on recent acquisitions and special collections, conducts bibliographic orientations for students in SE Asian courses and for participants at SEASSI, and presents 3-5 campus lectures each semester on access systems; in addition, he presents at CSEAS K-16 outreach workshops, making teachers aware of the valuable resources in UW's collection and explaining the electronic access systems. In all his reference activities, Ashmun utilizes UW's comprehensive *SE Asia Guide*, which is also linked to the CSEAS website; significantly, this is the only guide featured on the LC-Jakarta's *Links to Other SE Asia Materials Web Sites* (<locjkt.or.id.>). Ashmun also invests considerable effort in cooperative projects. He is actively involved in the national activities of LC, CORMOSEA, CRL, and ARL, as well as in the regional collection development activities of CIC. Since, 2009, on behalf of CORMOSEA, Ashmun has worked on 2 LC projects focused on the Romanization of mainland SE Asian scripts, one for Khmer and another for continuing problems relating to Thai.

For over 45 years the UW Library has supported the CRL in acquiring substantial SE Asian materials (especially newspapers & foreign dissertations) in coordination with the SE Asian Microform project of CORMOSEA; all CRL titles are searchable on UW's electronic catalog and accessible through interlibrary loan. In 2005, Ashmun served as consultant for CRL's Thai National Collection to make it more accessible to researchers; he has also served as SE Asia consultant for 3 UW-based TICFIA-funded collaborative projects (1999-2005) to identify and make accessible major Asian on-line resources for the research and curricular needs of academic institutions and business, media, and government professionals: Digital Asia Library and the Portal to Asian Internet Resources. The dedicated work of Ashmun contributes significantly to making the UW Library one of the richest and most accessible collections of resources on SE Asia anywhere in the world.

## VI. QUALITY OF STAFF RESOURCES

**A. Core Faculty, Teaching Staff, and Consulting Faculty.** SE Asian studies at UW is built around 85 scholars affiliated with CSEAS: 33 **core faculty and teaching staff** (including the SE Asia Librarian) and 52 **consulting faculty and affiliated scholars** (see App B).

**Core Faculty and Teaching Staff.** Core faculty teach SE Asia content courses, supervise degree work, advise undergraduate and graduate students studying SE Asia, and research and publish on SE Asia, while the core teaching staff serve as critical language and area instructors. SE Asian studies is centered around the 33 core faculty and teaching staff, with 29 in L&S, 1 in CALS, 1 in SoE, 1 in Law, and 1 in IES (14 tenured, 5 tenure-track, 3 faculty associates, 3 visiting professors, 3 lecturers, 4 teaching assistants, and 1 senior librarian). All core faculty and teaching staff hold advanced academic degrees (26 with PhDs) and all (except the TAs) have major research and field study in SE Asia, teach core language and area courses, and serve as advisors for BA and MA degree programs on SE Asia, as well as for more advanced graduate students in their departments. The appended bio-profiles (App B) testify to the high quality of UW's core SE Asia faculty, 2 of whom hold chaired positions (A. McCoy & M. Sidel), 2 have been recipients of prestigious SE Asia prizes offered by AAS (Thongchai, the Benda; & McCoy, the Kahin), 4 have served in leadership positions in AAS (Thongchai as AAS President; Hansen as Chair of SEAC; Bowie & Zhou as MCAA President); 6 have served or are currently serving as departmental chairs (Cowell, Coxhead, Gade, Gunther, Olds, and Rafferty); and Rafferty granted the Presidential Friend of Indonesia award in 2014; all have received major grants for field research in SE Asia (see below).

**Consulting Faculty and Affiliated Scholars.** SE Asian studies at UW is enriched by 36 consulting faculty who, within a variety of departments in L&S, CALS, and professional schools, constitute a significant support group for the study of SE Asia at UW. The consulting faculty, which include 9 emeritus professors, all serve as student advisors on SE Asian research, most collaborate in research and teaching with core faculty, and several offer courses with at least 25% SE Asia content. We also work with 16 affiliated scholars from neighboring universities, all of whom are major specialists on the region who regularly give presentations at UW, participate with core faculty on research

projects, and are frequently involved with CSEAS, its programs, and its students. The contributions of these faculty and scholars are highlighted throughout this proposal (see also App. B).

Core faculty, teaching staff and the librarian determine the primary direction of the program by forming concentrations of language, discipline, resources, and area expertise in research, teaching, and advising, with important contributions being made by consulting faculty and affiliated scholars. These scholars form 4 strong country concentrations, as outlined in Table VI.1.

**TABLE VI.1. COUNTRY CONCENTRATIONS OF CORE & CONSULTING FACULTY**

<b>Indonesia/Malaysia</b>	Core: Ashmun, Barnard, Choy, Cowell, Coxhead, Gade, Gan, Gunther, Jung, Laronga, Mawene, M. McCoy, Nobles, Olds, Rafferty, Wilson, Wink, Wulandari; Consulting: Anderson, Gibbs, Idris, Liwe, Tanumihardjo, Thompson
<b>Thailand/Laos/ Cambodia</b>	Core: Ashmun, Baird, Bowie, Chanprasert, Coxhead, Gade, Hansen, C. Lee, Lowman, Macken, Thongchai, Yukti, Zhou; Consulting: Bickner, Compton, Conway, Cooper, Easum, Gillogly, Haq, Inthaly, Kamata, Kraus, M. Lee, McIntyre, Middleton, Niemi, Ogden, Peyasantiwong, Roll, Schneider, Shapiro, Smith, A.Yang
<b>Philippines</b>	Core: Ashmun, Coxhead, Cullinane, A. McCoy, M. McCoy, Zamar; Consulting: Doeppers, Middleton
<b>Vietnam</b>	Core: Ashmun, Coxhead, Kim, A. McCoy, Dinh, Thongchai, Yukti; Consulting: Baumann, Bradley, Dunham, Friedman, Gillogly, Kamata, Schneider, B. Tran, T. Tran

In response to Hmong American students and an increasing intellectual interest in the study of the interaction between highland communities and lowland states and societies in SE Asia, CSEAS faculty has developed significant expertise on the study of the Hmong in Thailand and Laos (Ashmun, Baird, Bowie, Cullinane, C. Lee, Macken, A. McCoy, Uttal, A. Yang, Yukti, Zhou); with funding from the Luce Foundation, CSEAS has established a Hmong/Highland Studies Consortium between UW (co-chaired by Baird) and the University of Minnesota (co-chaired by M. Lee) focused on research and resource preservation. At present, the consortium has incorporated scholars from nearly all the institutions in the UW System (in particular, Gillogly & Ogden) and in the greater Twin Cities area of Minnesota, many of whom collaborate with UW faculty and staff in lectures (some 10-15 annually) and have participated in our 2 international conferences (Madison in 2011 & Minneapolis in 2013). The consortium has already had an impact on UW’s curriculum (see Asian Am 240, 540; Geog 134, 358, 475, 557, 930), on our plans for new study abroad programs (see II.D), and on the number of graduate students concentrating on the study of the highlands of SE Asia and southern China (at present 2 doctoral students in Anthro, 3 in Geog, 2 in IES, & 4 MAs in

SE Asian Studies). In addition, Myanmar’s opening to the world, has led to a rapidly developing interest in a wide range of research projects in this country; this momentum is driven largely by Bowie, Coxhead, Hansen, Thongchai & Zhou, with several consulting faculty already pursuing research and exchange programs with Myanmar (among them Allendorf, Compton, & Johnson).

In addition to these country and area concentrations, the program supports 7 major multidisciplinary approaches to SE Asia, each with major faculty involvement; see Table VI.2.

**TABLE VI.2. DISCIPLINARY CONSTELLATIONS OF CORE & CONSULTING FACULTY**

<b>History</b>	Core: Chan, Cullinane, Hansen, Kim, Lowman, A. McCoy, Thongchai, Wink; Consulting: Bradley, Cheng, Doeppers, Easum, Gan, Jew, M. Lee, Liwe
<b>Politics &amp; International Affairs</b>	Core: Baird, Coxhead, Cullinane, Kamata, A. McCoy, M. McCoy, Sidel, Thongchai; Consulting: Elder, Fair, Friedman, Idris, Jew, Jung, Zimmerman
<b>Economic Development</b>	Core: Baird, Bowie, Coxhead, A. McCoy, Olds, Sidel, Zhou; Consulting: Barham, Doeppers, Dunham, Kamata, Shapiro, Seidman, Thompson, Tuli
<b>Ethnography &amp; Social Change</b>	Core: Baird, Bowie, Gade, Hansen, Laronga, Nobles, Thongchai, Yukti, Zhou; Consulting: Cheng, Gillogly, M.N. Lee, Miyasaki, Seidman
<b>Visual &amp; Performing Arts</b>	Core: Choy, Gade, Laronga; Consulting: Anderson, Furumoto, Wilson
<b>Literature</b>	Core: Bowie, Cowell, Gade, Hansen, Rafferty, Wulandari, Zamar; Consulting: Bickner, Elder, Liwe, Ogdan
<b>Religion</b>	Core: Bowie, Cowell, Gade, Jung, Hansen, Thongchai, Wink; Consulting: Bickner, Elder, Jordt

Three other major UW multidisciplinary concentrations focused on SE Asia are described elsewhere: environmental studies and global health (see III.B) and language pedagogy and linguistics (see IV.C-D). Several additional concentrations are evident in the published research, teaching, and student advising of core and consulting faculty; among the more salient of these being: archaeology and early SE Asia history (Kim, Thongchai & Wink, with Easum); SE Asia media studies (Gunther & M. McCoy, with Fair & Ogdan); globalization and emerging markets in ASEAN (Coxhead & Olds, with Dunham, Kawata, Tuli & Zimmerman).

**Professional Development: Research and Overseas Experience.** The CSEAS core faculty have made frequent use of the ample opportunities for professional development available for research overseas. The UW Graduate School, II and DIS, Center for Humanities, GHI, and IES, as well as individual departments, provide substantial funds on an annual basis for field research, participation in conferences and workshops, and the pursuit of institutional links abroad (see Table I.1 for UW commitments in 2013-14). Moreover, CSEAS core faculty remain successful in obtaining external

grants and consultancies for research and travel to SE Asia. Since 2000 every member of the core faculty has traveled to SE Asia, some with UW support, others with external support, and many with both. Among the more significant examples of the external funding sources for core SE Asia faculty research and consultancies since 2000 are ACLS (Lowman & Zhou), AusAID (Coxhead), CIBER (Coxhead & Olds), CIEE (Cullinane), CKS (Gade & Hansen), Eisenhower Foundation (Bowie), Ford Foundation (Coxhead, Gunther, A. McCoy & Sidel), Freeman Foundation (Gade), Fulbright/CIES (Ashmun, Bowie, Cullinane, Gade, A. McCoy), Fulbright/GPA (Cowell), Fulbright-Hays (Kim), Fulbright/IE (Laronga), Guggenheim (Thongchai), International Institute of Islamic Thought & Civilization (Cowell), Luce Foundation (Baird, Coxhead, Kim & Lowman), McKnight (Baird), Mellon Foundation (Zhou), NASA (Baird), National Institute of Child Health & Development (Nobles), National Institute for Food & Agriculture (Coxhead), National University of Singapore (Barnard), NEH (Gade & Hansen), NIH (Macken), NSF (Kim, Nobles & Olds), Open Society (Baird & Bowie), SSRC (Bowie, Hansen, Olds & Thongchai), Thailand Research Fund (Gunther), UNDP (Sidel), USAID (Coxhead & Sidel), US Department of State (Sidel), USEd/IRS (Bickner, Macken, & Rafferty), USEd/TICFIA (Bicker & Rafferty), Wilson Foundation (Kim), and World Universities Network (Olds, McCoy & Zhou) (see also VI.C below & App B). At present, there are only two American Overseas Research Centers in SE Asia, the Center for Khmer Studies (CKS), established in 2009, and the American Institute for Indonesian Studies (AIFIS) established in 2012. CSEAS faculty have been active in both, with Hansen serving as a board member of CKS and Gade serving in the same capacity for AIFIS. These links have been further developed by the affiliations of 4 UW graduate students conducting research in Cambodia and Indonesia with CKS and AIFIS; Hansen's Summer 2014 service learning program in Cambodia is also affiliated with CKS (see II.D). Overseas institutional affiliations of CSEAS core faculty are also provided in the bio-profiles in App. B.

**B. Administration of CSEAS.** The Center is administered by a director (a tenured faculty for a 3-year term), an associate director, an assistant to the director, and an outreach coordinator, who are supported by 3-4 graduate student assistants; Title VI funds are used only for partial support of the

outreach coordinator and one student assistant (see Bgt 1.1 & 1.3). The current director, Hansen, a professor of History (formerly LCA), has extensive teaching and research experience in SE Asia, has served as Chair of SEAC (AAS), and is currently SE review editor for the *Journal of Asian Studies* (JAS). The associate director, Cullinane, with a PhD in SE Asian history, has administered SE Asia programs for 35 years, has over 40 years of research, publishing, and teaching experience on SE Asia, has directed SEASSI 16 times since 1984, has served as an elected member of SEAC, chaired the Philippine Studies Group of AAS (1984-89), and (with Hansen) is the SE Asia review editor for the JAS. The assistant to the director, Wilson, has 24 years of administrative experience, including coordinator of SEASSI (1994-95, 2000-present), holds a MA in Education, is an accomplished performer of Javanese vocal music, and in 2004 was the recipient of UW's Academic Staff Excellence Award. The outreach coordinator, M. McCoy, was appointed in 2011; she has a PhD in Communications and a State of Wisconsin teaching credential, has conducted research in Indonesia and the Philippines, speaks and reads Indonesian, and teaches one SE Asia content course in Communication Arts each semester. See App. B for additional bio-data on the CSEAS staff.

**Faculty Oversight.** The CSEAS staff is supervised by a director and 7 faculty committees. All core faculty and teaching staff make up the Faculty Committee (33 members), which meets monthly during the academic year. Tenured core faculty make up the main decision-making body, the Executive Committee (16 members). The Fellowships and the Education Committees (5 members each) are rotating committees, with the former selecting all recipients of FLAS and CSEAS fellowships, and the latter handling admissions and curriculum matters pertaining to CSEAS's BA, MA, and certificate programs. Library, Outreach, and Publications Committees (4-5 members each) oversee these areas of programming and meet periodically throughout the academic year.

**Faculty Supervision and Advising.** All faculty members engage in supervision and advising of students in their departments. Academic advising for CSEAS's BA, MA, and certificate programs is shared by Cullinane (25-30%) and relevant faculty. As students develop disciplinary and country interests and concentrations, core faculty serve as their academic advisors and supervise research and preparation for their oral defense projects, each devoting 5-15% of their regular academic duties

to advising CSEAS students.

**Equal Access of Under-represented Groups.** CSEAS complies fully with Section 427 (GEPA) in faculty-staff employment, in student access, and in the allocation of FLAS fellowship. Relevant GEPA data is reported in our statement on Section 427 of GEPA, appended to this application.

**C. Faculty Development Initiative.** Despite existing faculty strengths, CSEAS, as noted (see section I) is committed to the hire of a new SE Asia specialist in the Department of Political Science in the next grant cycle and has requested Title VI support to assist us in this effort (see Bgt 1.4). Until this post has been filled, these funds will be used to hire visiting professors (ideally E. Jung & E. Zimmerman, see App C) to teach the capstone courses (PS 639 & PS 697).

**VII. OUTREACH ACTIVITIES** (for additional Impact data see IX.A & Table IX.1 & IX.2)

CSEAS continues its commitment to a comprehensive outreach program supervised by a 5-person faculty committee, implemented by an outreach specialist, and emphasizing best practices and impact outcomes. Since Fall 2011, CSEAS Outreach Coordinator has been Mary McCoy, who has a PhD in Communications (dissertation on Indonesia), a Wisconsin Secondary Teaching Credential, and advanced proficiency in Indonesian (see App B). Under her supervision, SE Asia outreach initiatives span a wide range of activities, including in-service training workshops for K-16, regular briefings for local media, government, and business, and over 50 academic and cultural events, on and off campus, throughout the year. CSEAS organizes its outreach programs in 2 ways: independently through activities organized by McCoy, and collaboratively through activities sponsored by WIOC, with McCoy serving as a permanent member of the consortium.

**Wisconsin International Outreach Consortium (WIOC).** Launched in 1993 as a consortium (including 8 UW-Madison NRCs, 2 UW-Milwaukee NRCs, UW's CIBER, & MATC), WIOC coordinates major outreach activities in the upper Midwest, with emphasis on K-16 teacher-training. Since 2002, WIOC has developed a formal organizational structure, administratively lodged in DIS, resulting in increased coordination of area outreach activities involving the Wisconsin Department of Public Instruction (WDPI, especially its Council for Social Studies), Wisconsin's community and technical college system, UW's School of Education, and a growing number of community-based

organizations. WIOC hosted 2 national conferences of NRC outreach coordinators (2002 & 2006). A summary of SE Asia-WIOC activities since 2010 is provided below.

**A. Services to K-12 Teachers and Schools.** On-going CSEAS outreach to K-12 teachers takes many forms: faculty and staff responses to direct requests from teachers and schools (for materials, performances, and classroom visits); conducting consultancies with individual schools and districts; executing larger initiatives in collaboration with WDPI; and in-service teacher training workshops, over half being planned and implemented with WIOC and all providing content and curriculum materials, UW Education credits, and plans for post-workshop evaluations.

**1. Recent and On-Going Initiatives.** Since 2010, CSEAS has participated in 9 of the 16 K-12 in-service teacher training workshops organized by WIOC, with M. McCoy having taken the lead in the Madison-based 2012 workshop *Exploring Humanitarian Law: Preserving Human Rights & Dignity in Conflict*, co-sponsored with the American Red Cross (with 29 teachers). In collaboration with social studies teachers and community leaders, M. McCoy also organized a highly successful workshop in 2013 on *Hmong in Contemporary & Historical Perspective*, convened at 2 Wisconsin locations (Madison & Appleton) and involving 71 participants (55 were enrolled for credit in C&I 675). In addition, in the past two years she has worked closely with teachers from 2 nearby schools to develop new courses: on Hmong history (for Manona Grove HS) and a geography course with major SE Asia content (for Glacial Drumlin Middle School). As always, these larger initiatives have been supplemented by numerous classroom visits by CSEAS faculty and staff, among the most popular during 2013-14 being M.J. Wilson's *wayang kulit* demonstrations to 8 K-9 classrooms (contacting over 240 students & 20 teachers), and K. Bowie's recent slide presentation to the Toki Middle School tour of Madison's Thai Pavilion (involving over 30 students and 3 teachers).

**2. New Initiatives to Meet Title VI Priorities.** CSEAS will continue our existing programs, including 2 SE Asia-focused K-12 teacher workshops: Year 1, on Hmong history and culture to meet the on-going and unmet demand by teachers for resources on this critical topic in their schools; and Year 3: on socially engaged religion in SE Asia and Latin America, in collaboration with UW's Latin American center; the workshop will concentrate on Buddhism, Islam, and Christianity in both

world areas. We will also continue our collaboration with WIOC, including participation in outreach to K-12 schools and students through World Languages Day, World Cinema Day, and the International Children's Literature Celebration. In addition, in the next grant cycle, CSEAS will launch 2 major initiatives in collaboration with WIOC, each aimed at meeting Title VI competitive priorities. We request Title VI support for the annual projects of CSEAS and WIOC (Bgt 8.2.a & 8.2.b.1) and the new priority initiatives (see Bgt 3.4 & 8.2.b.2), which are as follows.

**Global Connections: K-12 Pre-Service & In-Service Teacher Training in Partnership with Title III- & Title V-Eligible Colleges.** CSEAS will join WIOC colleagues in a new initiative that will target 3 critical audiences: a) education faculty at 4 partner MSIs in Wisconsin; b) education majors at the same institutions (for pre-service training); and c) K-12 teachers in the regions served by each of these institutions (for in-service training). CSEAS faculty and WIOC staff will collaborate with education and international studies faculty at the 4 regional colleges to deliver internationally-focused workshops to regional K-12 teachers and to students in K-12 teacher education programs at the host institutions. These professional development workshops, each with its own instructional theme, have been planned in agreement with the regional colleges and will be instituted as follows: Year 1, Current Events in the Classroom, co-hosted with UW-La Crosse; Year 2, Teaching about Genocide & Crimes against Humanity, co-hosted with Carthage College; Year 3, Teaching about Trafficking: Humans, Drugs, & Arms, co-hosted with UW-Eau Claire; and Year 4, Developing a Global Studies Curriculum, co-hosted with Alverno College. Specific classroom projects will be designed at fall workshops, tested in classroom situations later in the school year, and assessed and refined in follow-up workshops in spring, with the participation of curriculum specialist and experienced teachers each fall. See the letter of agreement with UW-Eau Claire in App. E and a PMF (Goal #2) for this project in App. D.

**K-12 Teacher Training in the Rural Wisconsin Schools.** CSEAS, in collaboration with WIOC colleagues, will target a WDPI list of under-resourced rural school districts, most in the state's north and west, and will deliver 3 one-day events each year (2014-18) in elementary, middle, and secondary schools in 4 separate regions. Each event will have 3 components: 1) world region

content (3 introductory multi-media presentations on selected countries); 2) experiential perspectives (2 presentations on growing up or living in another country); and 3) performance (cross-cultural dance, music, or storytelling). WDPI has agreed to serve as our formal collaborator for this project and the selection of schools will be decided in consultation with the education faculty of colleges (all MSI institutions) within each region (including CMN, St. Norbert College, & UW-Eau Claire); in this way it is intended that the content for each event will fit local needs for curriculum development. CSEAS faculty, staff, and experienced graduate students will serve as SE Asia presenters for this program.

**B. Services to Postsecondary Teachers and Institutions.** CSEAS and its faculty serve their colleagues at postsecondary institutions in many significant ways. Through a range of programs aimed at both 2- and 4-year colleges and universities, CSEAS has joined with WIOC colleagues to develop international curriculum in courses and certificate programs, and to sponsor and co-sponsor symposia and content-focused workshops and institutes to bring UW's international expertise to partner institutions through both new and on-going initiatives.

**1. Recent and On-Going Initiatives.** CSEAS has formed close relationships with SE Asia specialists at institutions within the upper Midwest, manifested most recently by a more formal network of affiliated scholars who participate in our program by teaching and presenting lectures at UW and at CSEAS-sponsored conferences, shared supervision over MA and PhD students, and participation in CSEAS outreach activities; at present this network includes 8 affiliated faculty (Bradley, Easum, Gan, Gillogly, Jordt, Jung, M. Lee, & Ogden, see App B). Beyond this network, we have had a long relationship with our SE Asia colleagues at Northern Illinois University (NIU) in collaborative research (for example, Hansen & J. Ledgerwood on Cambodia) and in SEASSI (through NIU's Burmese instructors); the most sustaining of these programs is the UW-NIU Council on Thai Studies (COTS), now over 30 years old. In addition to providing an organization for shared research and programming related to Thailand, COTS sponsors an annual Thai studies conference that has received international recognition and participation. UW faculty (Ashmun, Baird, Bowie, & Thongchai) play major roles in COTS, with Bowie hosting the next COTS

conference in Madison in October 2014. In addition, UW and NIU will launch a distance language swap (2014-15): with UW sending Thai to NIU and receiving Burmese from NIU. Since 2009, UW has had a major Hmong/Highland Studies Consortium with the University of Minnesota, currently co-directed by UW's I. Baird and CSEAS affiliated scholar, Mai Na Lee (see App B). Initially funded by the Luce Foundation, this consortium has built a major network of scholars across the Midwest and has convened two international conferences (2011 and 2013, with over 200 participants), with a third planned in Spring 2015 in Madison. Under Baird's direction, CSEAS has also hosted the 4th Lao Studies Conference in collaboration with the San Francisco-based Center for Lao Studies in May 2013, with over 200 participants. CSEAS also takes considerable pride in the quality of our publication series, *New Perspectives in SE Asian Studies*, with the UW Press, which is managed by 5 core faculty members (Baird, Bowie, Hansen, A. McCoy, & Thongchai); since 2005, the series has produced 16 major monographs that include the re-issuing of 3 seminal studies long out-of-print and including Bowie's translations of stories by Thai writer, Samruan Singh, *Voices from the Thai Countryside*, which has sold over 3,000 copies and is widely used as a textbook in Asian literature courses throughout the US. Moreover, the CSEAS website provides critical links to a number of significant resources developed by UW faculty of significance to scholars and postsecondary teachers everywhere, including SEAiT, SEALang, *Warung Sinema* (on Indonesian films) and *Ayo Membaca!* (lessons for reading Indonesian).

**2. New Initiatives to Meet Title VI Priorities.** In combination with on-going initiatives, CSEAS has launched 3 new initiatives in collaboration with WIOC and UW NRC partners; Title VI funds are requested to support these projects (see Bgt 1.3.b, 3.3-4; 8.2.c; 8.4), which are as follows.

**Partnership with the College of the Menominee Nation (CMN): Developing an Indigenous Studies Certificate.** CSEAS, in collaboration with UW colleagues, has developed a curriculum partnership with CMN, 1 of 2 MSIs located in Wisconsin, to assist in the development and implementation of a new certificate program in Indigenous Studies (see attached letter of agreement). The partnership was launched at a meeting with key administrators and faculty on the CMN campus and will concentrate on CSEAS faculty and staff working with CMN colleagues to

expand and enrich the international, or global, aspects of this new certificate program. The overall objective of the partnership is to establish a sustainable relationship between UW's area programs and CMN faculty and academic programs; this relationship will be grounded in regular visits by UW faculty and graduate students to participate in lectures and workshops involving CMN certificate students. Year 1 will concentrate on working with CMN faculty to design a certificate program with significant international and intercultural content through joint curriculum planning sessions. In addition, CMN faculty and selected students will be invited in Spring 2015 to an international conference in Madison (funded by the Open Society) on indigenous peoples of SE Asia; this conference will be convened by CSEAS core faculty I. Baird, will be open to participants from North America and other world areas, and will concentrate on issues related to indigenous peoples rights and access to land and resources. In Years 2 and 3, the UW area programs will sponsor at least 1 faculty member and a certificate student at CMN to participate in the UN Permanent Forum on Indigenous Issues in New York City (April 2016 & 2017); the responses to this participation will be integrated into the certificate's curriculum for each year. In Year 4, with external funding, CSEAS will arrange for a 3-week (May-June 2018) study tour involving selected CMN faculty and students and led by I. Baird to northern Thailand to meet with representatives of highland communities, including Thai scholars affiliated with the University of Chiang Mai's Department of Ethnic Studies and Development. At the end of the first 4 years, the program will be accessed by all those involved and plans will be made for future initiatives. Planning for this partnership with CMN has been intense and collaborative. In addition to colleagues from the centers for African and Latin American studies, we have benefitted from the close (and continuing) involvement of Prof. C. Conrad of UW's SoE, a specialist in the challenges of MSIs and affiliated with the Center for Minority Serving Institutions based at the University of Pennsylvania. See the letter of agreement with CMN in App. E and a PMF (Goal #3) for this project in App. D.

**Pre-service Teacher Training: UW School of Education (SoE).** CSEAS will launch 2 initiatives with UW's SoE, both aimed at pre-service training for prospective social studies teachers and school councilors. These 2 initiatives, which emerged from meetings and agreements with

administrators in the Curriculum and Instruction (C&I) Department in the SoE, are the following.

(1) A special “educational curriculum” discussion section will be established for the SE Asia gateway course (History 246: *SE Asian Refugees of the Cold War*) offered every spring by M. Cullinane. Offered each spring (2015-18), this section will be exclusively for potential applicants to C&I’s teacher-training program (up to 20 1st & 2nd-year undergraduates). The course, which satisfies UW’s “ethnic studies” requirement, is intended to provide education students with critical content (cultures & historical backgrounds) of targeted minority communities in Wisconsin (especially the Hmong). The completion of this course has 2 objectives: a) to strengthen the applications of these undergraduates to C&I’s teacher-training program; and b) to provide graduates of the teacher-education program with critical content that will improve their opportunities for employment in Wisconsin and Minnesota, where K-12 curriculum already emphasizes knowledge of these minority communities.

(2) A First-year Interest Group (FIG), a cluster of 20 incoming-undergraduates enrolled in 3 linked courses, will be established for prospective applicants to C&I’s teacher-training program; it will be offered every fall semester (2015-17). The FIG, entitled *International Studies & the K-12 Classroom* will be based in C&I, with the core course taught by M. Hawkins, a strong advocate of international education in the SoE and a faculty associate of UW’s African center. This course will be linked to 2 other courses, both with up to 25% SE Asia content: Geography 340 (*World Regions in Global Context*), taught by SE Asia core faculty, K. Olds, and Anthropology 104 (*Cultural Anthropology & Human Diversity*), taught by several cultural anthropologists. Area content will be supplemented by the participation of regional specialists (both internationally-trained teaching assistants and faculty) in the discussion sections of all 3 courses. Hawkins and the other faculty will present a well-integrated curriculum that strategically deploys area specialists throughout the semester; midway through each semester we will invite 6 experienced K-12 social studies teachers to preside over a Saturday colloquium to share their knowledge and experience with the FIG students and link the students to actual classrooms pedagogy. The completion of this course sequence, like the first initiative, has 2 objectives: a) to strengthen the applications of these undergraduates to C&I’s teacher-training program; and b) to

provide graduates of the teacher-education program with critical content that will improve their opportunities for employment by being able to demonstrate a more internationally-focused training. A PMF (Goal #1) for this project is included in App. D.

**Community College Passport Program with MATC.** The Madison Area Technical College (MATC), recently renamed Madison College, only a few miles from the UW campus, is the largest community college (over 40,000 students) in Wisconsin and the leading 2-year feeder institution to UW. For more than a decade, WIOC and all the NRC programs at UW have engaged in a wide range of outreach programs with MATC, including a CSEAS-MATC joint initiative in 2007 to develop a major NEH-funded curriculum development program in Hmong studies. The present initiative is aimed at assisting MATC to establish and develop a 15-credit interdisciplinary Global Studies Certificate program. Aware of the limited number of internationally-focused courses available at MATC, representatives of the 2 institutions, over the past several months, have created the Community College Passport Program, which makes available a wide range of UW international courses to students pursuing MATC's global certificate. By streamlining the administrative procedures for MATC students to access UW courses, most of the SE Asia gateway courses (see III.A.2, especially Hist 244, 246, 319; Anthro 330) will become part of MATC's global studies curriculum. This passport program will be launched in Fall 2015 through an international resource fair featuring international specialists of both institutions. As a sustainable initiative, this program will assist MATC in expanding its global certificate as well as increasing the pool of MATC students likely to matriculate to UW to complete BA degrees with international concentrations. The WIOC-MATC collaboration will also be strengthened by regular participation of CSEAS faculty in MATC's annual International Institute, which each year attracts between 50-80 faculty participants from community colleges affiliated with the Wisconsin Technical College System. Regular involvement in these institutes will assist in building strong institutional links with MATC as well as facilitating our ability to establish similar links with community college faculty across Wisconsin. See the letter of agreement with MATC in App. E and a PMF (Goal #3) for this project in App. D.

**C. Services to Campus, General Public, Business, and Media.** CSEAS remains active in offering effective outreach to our campus and community, and contributes regularly and efficiently to meet the fluctuating needs of local, national, and international media.

**1. Recent and On-Going Initiatives.** Regular outreach to campus and the general public is carried out through the Friday Forum lecture series (50-80 in attendance weekly) and numerous events (workshops, seminars, colloquia, and performances, including 2-3 Javanese gamelan and dance concerts a year). CSEAS maintains an interactive website (seasia.wisc.edu), providing information on events and activities, degree programs, fellowship and career opportunities, course offerings, faculty research, library and online resources; among the most innovative of these is the *Inside Islam* site (established in 2010), which provides the general public, as well as students and media, with easily assessable information about Islamic societies across the globe, including segments contributed by CSEAS core faculty (Gade & Cowell). The 2 most heavily attended CSEAS-sponsored events of the 2013-14 year were the highly publicized visits to campus of the prominent Yale scholar, James C. Scott, and the Oscar-winning director, Oliver Stone (with Peter Kuznick) to promote their new book, *The Untold History of the United States* (2014). Each gave 3 lectures that focused on the SE Asia content of their recent books, drawing over 800 people, including students, faculty, media, and the general public.

Outreach to the business community has been carried out in cooperation with CIBER, as well as by relevant core faculty, who are frequently consulted on economic and political conditions in SE Asia (mainly Coxhead & Dunham). In collaboration with CIBER, CSEAS has participated in major briefings of trade delegations to SE Asia by Wisconsin commercial officers (most recently to Vietnam) and in meetings with delegations from SE Asia (most recently from Vietnam and Indonesia). In the past two years, Coxhead, Bowie, and M. McCoy have participated in programs promoting business opportunities in ASEAN countries, including conferences averaging 50-100 participants convened by the Madison International Trade Association (MITA), the US-ASEAN Business Council, the Wisconsin Economic Development Corporation (WEDC), and the Wisconsin Department of Agriculture, Trade & Consumer Protection. In June 2014, M. McCoy and E. Jung

(see App B), attended the Indonesia-US Business Forum in Milwaukee, co-sponsored by WEDC and the Indonesian Consulate General of Chicago, where they found considerable support for the new CSEAS initiative, the Cultural Orientation Toolkit (see below).

High impact outreach to media is carried out largely by individual core faculty who are contacted regularly by a wide range of media organizations, as well as government offices, pursuing information on and analysis of conditions in SE Asia. Since 2001, A. McCoy has been invited by the US Department of State to participate in 4 ambassadorial briefings for the Philippines; moreover, he is a regular contributor to print and online journals with readerships in excess of a million worldwide and gives over 20 broadcast interviews annually on local, national, and international radio and television on security issues in SE Asia. Thongchai regularly gives media interviews and has written several media-focused articles aimed at offering a better understanding of Thailand's political crises, including 2 influential *Al Jazeera* articles (12/26/13 & 5/17/14) and over a dozen television and radio interviews since the May 2014 coup in Thailand. K. Olds (on trends in global education), M. Cullinane (on typhoon Yolanda in the Philippines), K. Bowie (on the political crisis in Thailand), and I. Coxhead (on China's economic incursions into SE Asia), and other core faculty participate regularly in media briefings and interviews, and as informants on SE Asia.

**2. New Initiatives.** CSEAS will continue its successful programs that target campus and the general public; moreover, we will continue to pursue our responsive engagement with all varieties of media, confident that our core faculty and staff are fully prepared to serve as effective interpreters and analysts of the changing social, political, economic, and environmental conditions in SE Asia. We will continue our collaboration with WIOC in the highly successful outreach initiatives in partnership with Madison's Urban League, including the popular South Madison International Community Night (every spring semester). To expand our outreach to business, CSEAS is developing a new Cultural Orientation Toolkit initiative that we hope to implement in 2015. This initiative will offer presentations and one-on-one sessions by CSEAS-trained consultants to impart critical cultural content to prepare representatives of regional businesses for effective intercultural interaction that will facilitate their professional activities in SE Asia. In Year 1, we will train a team

of 3 consultants focused on Indonesia and Malaysia in collaboration with CSEAS-alumnus (PhD, Anthropology), Kevin Browne, founder of Madison-based company, InterSource Research & Consulting; once trained, the team will offer consulting services to businesses in the upper Midwest. In the final 3 years of the grant cycle, CSEAS will expand this program to include Thailand and Vietnam. Based on preliminary surveys, including at the recent US-Indonesia Business Forum, there is a considerable interest in a service of this kind among local American businesses.

## **VIII. PROGRAM PLANNING AND BUDGET**

For nearly 35 years, CSEAS has used Title VI funds to supplement and leverage UW support to develop our SE Asia program in the national interest. Title VI funds have reinforced UW's strong commitment, maximizing its cost-effectiveness.

**A. Quality and Relevance.** This application process has given us an opportunity to evaluate and develop plans for keeping CSEAS vitally engaged in our field. The activities described throughout this proposal will strengthen an already-strong SE Asia center. For efficiency, we have described our plans in each of the relative sections of this proposal. We have noted points of continuity and change and provided budget references throughout the text, as well as reference to relevant project activities in the budget itself.

**B. Development Plan.** Table VIII.1 (below) provides a timeline for our new initiatives. These plans, combined with the careful maintenance of time-tested activities described elsewhere, demonstrate efficient use of personnel and resources to yield a strengthened center by 2018.

**C. Cost Effectiveness.** UW's permanent commitment to personnel and resources is outlined in Section I, indicating that overhead facilities and services provided by UW far exceed the 8% indirect charges allowable by the Department of Education. Our detailed budget presents a plan for a cost-effective set of activities directly pertinent to our mission of serving the university, community, region, and nation as a NRC; it also outlines the activities that will be deployed to address competitive and invitational priorities. The proposed budgets follow federal guidelines, are realistic in terms of cost estimates (after close scrutiny by responsible university officials), are adequate for our proposed activities, are feasible for immediate implementation in terms of existing

resources, skills and staff, and are characterized by a positive ratio of benefits to costs.

**TABLE VIII.1. TIMELINE OF NEW SE ASIA INITIATIVES**

Activity	2014-15	2015-16	2016-17	2017-18
Implement distance instruction in SE Asia languages  Sec IV.A Bgt 1.2.d	Upgrade Thai & Vietnamese for distance instruction; offer Thai to UCB; Vietnamese to NIU; recruit other institutions	Continue distance programs with UCB & NIU in Thai & Vietnamese, add other institutions	Continue distance programs in Thai & Vietnamese; expand offerings to include Indonesia, Filipino, & Hmong	Continue distance programs in Thai & Vietnamese; & further develop offerings in Indonesia, Filipino, & Hmong
Thai & Vietnamese OPG projects  Sec IV.D Bgt 8.3	Fall: 2 team leaders consult with Barnard & Rafferty; Spring: 8 teachers meet for preliminary OPGs design; Summer: data collecting & coding	Spring: 8 teachers meet for revising & finalizing OPGs for publication; Summer: OPGs implemented & tested at SEASSI	OGPs implemented and tested in academic-year programs at all NRCs	Published OPGs fully implemented as standards for teaching & testing at SEASSI & academic-year programs
Partnership with CMN: Global Indigenous Studies Certificate  Sec VII.B.2 Bgt 3.3, 8.4	Collaborate with CMN faculty to design certificate; sponsor CMN faculty & students to attend Madison conference on Indigenous Peoples of SE Asia	Participate in implementation of certificate through presentations at CMN; sponsor CMN faculty & students to attend UN Permanent Forum on Indigenous Issues	Participate in implementation of certificate through presentations at CMN; sponsor CMN faculty & students to attend UN Permanent Forum on Indigenous Issues	Participate in implementation of certificate through presentations at CMN; bring selected CMN faculty & students on study tour to Thailand (Chiang Mai University)
Implement pre-service programs with UW School of Education  See VII.B.2 Bgt 1.3.b & 8.2.c	Spring: add teacher-training section for Hist 246; plan FIG for SoE	Fall: implement FIG on "International Studies & K-12 Classroom;" Spring: continue Hist 246 teacher-training section	Fall: implement FIG on "International Studies & K-12 Classroom;" Spring: continue Hist 246 teacher-training section	Fall: implement FIG on "International Studies & K-12 Classroom;" Spring: continue Hist 246 teacher-training section
K-12 Teacher Training in Partnerships with MSIs: Global Connections  Sec VII.A.2 Bgt 3.4 & 8.2.b	K-12 in-service for teachers & pre-service students at UW-La Crosse; theme: Current Events in the Classroom	K-12 in-service for teachers & pre-service students at Carthage College; theme: Teaching Genocide & Crimes against Humanity	K-12 in-service for teachers & pre-service students at UW-Eau Claire; theme: Teaching Trafficking: Humans, Drugs & Arms	K-12 in-service for teachers & pre-service students at Alverno College; theme: Developing a Global Studies Curriculum
K-12 Teacher Training in Rural Wisconsin Schools  See VII.A.2 Bgt 8.2.b	In consultation with WDPI, 18 K-12 teachers workshops will be planned for 2015-18 in rural school districts	Conduct 1-day multifaceted K-12 teachers workshops in 3 school districts in SW & NW Wisconsin	Conduct 1-day multifaceted K-12 teachers workshops in 3 school districts in NE & North-Central Wisconsin	Conduct 1-day multifaceted K-12 teachers workshops in 3 school districts in NE & S/SW Wisconsin

**D. Impact.** Section IX and other relevant sections of this application show that CSEAS has and will continue to have a significant impact on SE Asian studies through its commitment to area and language training programs for undergraduates, graduates, and professional students, and for in-service and pre-service training programs for K-16 teachers within our region. This innovative 2014-18 action plan points to UW's continued vitality in SE Asian studies.

## **IX. IMPACT AND EVALUATION**

Quantitative and qualitative evaluations of CSEAS are on-going processes. Entry and exit performance tests (using the best available guidelines) are administered in all SE Asia language courses, both to assess the language proficiency levels and to monitor quality of instruction. Student evaluations of course offerings are mandatory and widely publicized, with CSEAS core faculty regularly receiving marks above 4.0 on a 5-point scale. All faculty submit annual activity reports for merit-raise exercises and promotion reviews that include teaching evaluations, services on and off campus, advising, and scholarly production. The 7 faculty committees of CSEAS engage in on-going evaluation of every aspect of the program. In 2009, the BA and MA programs in SE Asian Studies underwent a thorough evaluation by a 5-member faculty committee appointed by the L&S Dean and involved a rigorous 50-page self-study and major interviews with faculty, staff, and students. The committee found the program "healthy and viable" and "carrying out its missions and meeting its goals effectively." Our next major review will be in 2018. CSEAS routinely gathers considerable data on all its various activities, most of which are available in our annual IRIS reports.

Four years ago, UW's area programs collaborated, pooling Title VI and UW funds, to create what we believe is the nation's premier model for Title VI impact and evaluation, the Standardized Wisconsin Evaluation Plan for Title VI Centers (SWEPT). Designed by UW sociology professor T. Gerber, a specialist in survey design (& former director of our Russian center), the plan resulted in the design and completion of a pair of large-scale surveys (processed through the UW Survey Center) to provide baseline data essential for making decisions about programming and measuring performance. The first of the surveys, completed in Fall 2011, was the Area Studies Alumni Survey (ASAS), which questioned a random sample of 3,200 UW area studies alumni—persons who had

graduated since 1990 having taken at least 15 credits in area studies and/or a LCTL. Of the 1,110 persons who responded, 111 were alumni of CSEAS. The second survey, completed in Spring 2013, was the Global Learning Outcomes at Wisconsin Survey (GLOWS), which surveyed all UW sophomores and seniors to assess their global competence and interactions with NRCs at UW. This was a web-based survey with an excellent response rate of 22.3% (3,130 usable questionnaires were completed). Data, findings, and evaluation plans that we have developed from these surveys are discussed below. We note these SWEPT surveys at the outset to orient the reader and to make it clear that our numbers and our evaluation plans are based on professionally designed, systematic, quantitative approaches and measures.

**A. Program Impact.** Inspired by the *Wisconsin Idea* of research, teaching, and public service, CSEAS serves its constituents as a source of first-rate SE Asia knowledge, training, and materials. Our impact is substantial. **Table IX.1 below** summarizes selected activities and impacts that we measure on a regular basis, some via SWEPT surveys and some independently of SWEPT.

**B. Equal Access of Underrepresented Groups.** CSEAS complies fully with Section 427 (GEPA) in faculty-staff employment, in student access, and in the allocation of FLAS fellowship. Relevant GEPA data is reported in our statement on Section 427 of GEPA, appended to this application.

**C. Evaluation Plan.** The 2 large surveys conducted under SWEPT have given us rich baseline data on alumni (ASAS) and on students enrolled at UW in Spring 2013 (GLOWS), paving the way for a 2014-18 evaluation plan that is less about building and more about expanding, refining, and deploying. Specifically in 2014-18 we will do the following. (1) Measure progress in selected key objectives using ASAS-1 and GLOWS-1 baseline data and findings of replicate surveys, ASAS-2 and GLOWS-2, to be completed in Fall 2017 and Spring 2016, respectively. (2) Extend SWEPT impact evaluation into outreach via a third survey, the Wisconsin Area Studies Outreach Survey (WASOS-1), which will systematically survey all outreach partners and constituents, ranging from K-12 schools to MSI partners. WASOS-1 data will provide assessment baselines in Outreach as ASAS-1 and GLOWS-1 have done for alumni and students. (3) Modify programs and target publicity and activities in order to achieve goals and objectives that SWEPT data are allowing us to

monitor and assess quantitatively. Title VI support is requested to partially fund these initiatives (see Bgt 8.1).

**Table IX.2 below** illustrates one component of our assessment plan. It is not intended to comprehensively document all goals for this grant period, but rather to demonstrate that our rich SWEPT data are allowing us to measure impact quantitatively and assess progress across a spectrum of activities. In other words, Table IX.2 is meant to be a window into the comprehensive evaluation system now in place. There are parallels between Table IX.2 and the NRC Performance Measure Forms (PMFs) appended to this application only because both derive from standard best practices in impact evaluation. Table IX.2 is built around SWEPT data. So as not be repetitive, we have completed PMFs for goals whose progress SWEPT is not yet able to measure, and which we will therefore measure in other ways until such time as SWEPT has reached its intended sweep, in particular in its application to various outreach projects (WASOS-1).

**D. FLAS Evaluation and Addressing National Needs.** In addition to evaluation data presented in Table IX.1 and the proposed data collection presented in Table IX.2, CSEAS is prepared to implement 2 other required activities relating to FLAS fellowships. (1) We will administer a biennial survey to determine and to report on the postgraduate employment, education, and/or training of all FLAS recipients; and 2) we will continue to implement instructor administered assessments (pre & post) of all FLAS recipients and enter these assessment ratings as a regular part of our IRIS reports.

**Addressing National Needs.** As indicated throughout this application and in Tables VIII.1, IX.1 and IX.2, CSEAS strives to address the national needs in a wide range of its program activities, in particular in teaching and professionalizing the teaching of SE Asian LCTLs, in the promotion of research and study of the SE Asian region of the world, and in providing students with the necessary area skills to find employment in relevant fields after graduation. As the application also indicates, CSEAS is regularly evaluating our programs in an effort to develop improvements that will allow us to be more effective in our delivery of programs that will meet the national needs.

**TABLE IX.1. SELECTED IMPACT ON UW, COMMUNITY, REGION, & NATION**

<b>Activity</b>	<b>Impact</b>	<b>Indices</b>
Performance-based instruction in SE Asian LCTLs to UW graduate & graduate students.  See Sec IV; App C	Increased number of UW students obtaining critical skills in SE Asian LCTLs for professional, government, & academic careers.	Since 2000, 1,901 UW students enrolled in SE Asian languages in academic year (1,475) & SEASSI (426), with 30% at advanced level; since 2000, UW-administered SEASSI trained 1,829 students, with 341 at the advanced level (in 7 strategic languages of SE Asia, plus Hmong). SWEPT/ASAS: 59% overall (65% of those affiliated) reported that SE Asia language training was “very” to “extremely” useful after graduation.
High quality training of undergraduates (BA degree) & graduate students (MA & PhD degrees).  See Sec III; App C	Increased number of UW-trained alumni develop knowledge of SE Asia for professional, government & academic careers.	Since 2000, CSEAS has granted 324 BA & 78 MA degrees in SE Asian Studies, & 81 PhDs to students conducting research in SE Asia; since its start in 2009, 33 SE Asia certificates have been awarded; in 2012-14 over 3000 undergraduates & 303 graduate students were enrolled in SE Asia courses; over 60 undergraduates annually study abroad. SWEPT/ASAS: 45% overall (59% of those affiliated) reported that SE Asia non-language training was “very” to “extremely” useful in their careers.
FLAS fellowships awarded to encourage future leaders to reach advanced proficiency in strategic LCTLs. See Sec IV & X	Well-trained SE Asia specialists take priority LCTLs to advanced levels before commencing careers.	In 2010-14, 235 FLAS fellowships awarded (30 academic year; 205 SEASSI), 60 at advanced levels (19 academic year; 41 SEASSI), with 29 of these being UW students. SWEPT/ASAS: reported that 28% of FLAS recipients found full time employment in government & business; 67% in education.
Training students for SE Asia-oriented jobs where SE Asia skills are significant.	SE Asia graduates placed in careers in the field for which they were trained.	SWEPT/ASAS: 78% reported using of SE Asian area expertise in their jobs; 60% reported using SE Asian language in their jobs; with 36% in government, business & military, & 49% in education.
Outreach programs for K-12 teachers and students; outreach to post-secondary teachers, including in community colleges and MSIs.  See Sec VII	K-12 students informed about SE Asia; K-12 teachers enhance curricula with better SE Asia knowledge, post-secondary teachers given access to UW’s SE Asia resources.	2010-14 outreach data involving SE Asia: WIOC’s annual events: 9 presentations (reached 3628 students); 3 WIOC-WDPI social studies conferences (1228 teachers); 34 WIOC-CSEAS K-14 teacher workshops/school visits (1224 teachers); 2010-14 CSEAS events: 97 lectures (especially Friday Forum) (4,243 attended); 33 conferences/symposia (1,050 attended); 23 concerts/performance (2863 attended); 44 film showings (1,223 attended).
CSEAS faculty took lead in development of OPGs for Filipino & Indonesian. See IV.C-D	Major contribution to development of national standards for 2 SE Asian strategic languages.	OPGs for Filipino & Indonesian implemented at SEASSI (2013) & NRC academic-year language programs (2013-14) for pre- & post-oral proficiency for Filipino & Indonesian; used as national standards for these languages.
CSEAS & SE Asia Library develop & make accessible resources & information on SE Asia. See Sec V & VII	Provide valuable online resources for students, teachers, researchers, & general public.	CSEAS resources consulted: 1/2010-6/2014: CSEAS website (2,060,112); SEASSI website (2,441,443); <i>Warung Sinema</i> (1,931,764); 1/2013-6/2014: <i>Ayo Membaca</i> (125,333); 7/2010-5/2014: SEAiT (207,965); SE Asia Video Archive (31,161), 2008-6/2014: <i>Inside Islam</i> (1,005,285); SE Asia Subject Guide (World Cat: over 300,000 annually); SE Asia librarian fields over 500 inquiries annually

**TABLE IX.2. CSEAS EVALUATION PLAN USING SWEPT SURVEYS, 2014-18**

<b>Goal</b>	<b>Metric</b>	<b>Baseline</b>	<b>Baseline Data Source and Date</b>	<b>Target</b>	<b>Target Assessment Data Source and Date</b>
Increase awareness of CSEAS programs: undergraduate students	Percent of current under-graduates reporting increase in awareness of CSEAS	Current undergraduates: 51%	GLOWS 1, 2013 (undergraduates)	Undergraduates: 75%	GLOWS 2, 2016 (undergraduates)
Increase awareness of CSEAS FLAS fellowships: undergraduate students	Percent of current under- graduates reporting knowledge of FLAS availability	Current undergraduates: less than 20%	GLOWS 1, 2013 (undergraduates)	Undergraduates: 50%	GLOWS 2, 2016 (undergraduates)
Increase participation of undergraduates in CSEAS activities (Friday Forum & cultural events)	Percent of undergraduates reporting participation in “at least one” CSEAS program	Current sophomores: 4-11% Current seniors: 14- 29%	GLOWS 1, 2013	Sophomores: 20% Seniors: 40%	GLOWS 2, 2016
Improve training of undergraduates in SE Asian languages at advance levels for jobs	Percent of alumni reporting that CSEAS provided very & effective language skills that were useful after graduation	Area studies graduate alumni: 24%-34%	ASAS 1, 2011	Area studies graduate alumni: 50%	ASAS 2, 2017
Increase role of CSEAS in the undergraduate experience of those with “at least some interest” in SE Asia	Percent of undergraduate who have participated in a CSEAS activity rating CSEAS’s role in education as “extremely” or “very” central	Current undergraduates: 4%-10%	GLOWS 1, 2013	Current undergraduates: 30%	GLOWS 2, 2016
Increase percent of graduates employed in government or the military	Percent of CSEAS alumni reporting ever having had a job in government or military	All CSEAS alumni: 20%	ASAS 1, 2011	All CSEAS alumni: 30%	ASAS 2, 2017

## **X. FLAS SELECTION CRITERIA AND PROCEDURES**

CSEAS supports 5 FLAS languages during the academic year and an additional 3 during the summer at SEASSI; 7 of these are strategic languages (Burmese, Filipino, Indonesian, Khmer, Lao, Thai, & Vietnamese) and the 8th (Hmong) is a major language of the highlands of SE Asia and the largest Asian heritage language in the Wisconsin-Minnesota area. During the current NRC cycle (2010-14), UW has received 7 graduate and 2 undergraduate FLAS awards each academic year, and 7 awards each summer (for SEASSI). All academic-year graduate student awards (28 from 33 offers) were selected from an annual pool of applicants numbering 40 to 50 high-quality applicants; only 2 of 8 undergraduate awards were made with the unspent academic-year funds transferred and awarded to students participating in SEASSI. CSEAS continues to make awards to graduate students in a variety of fields of study (including professional school programs), with an effort to reach underrepresented groups and students at the advanced level (19 of 33 offers). During the 4 summers of 2010-13, 205 FLAS awards were offered for students at SEASSI, with FLAS recipients making up between 40-50% of students attending the summer institute. In the current proposal, CSEAS is requesting the same number of academic-year awards (7 for graduate & 2 undergraduate students), but based on the large demand, both from UW and students from across the US, for summer instruction at SEASSI, we are requesting that our FLAS allocation for summer be increased from 7 to 10 awards (see FLAS Bgt).

Academic year FLAS awards at UW are administered by the DIS Fellowships Office, which maintains financial records and assists in advertising; evaluation and selection of awardees are the responsibility of the CSEAS Fellowship Committee. Since 2010 application is via a secure online system, with the records being accessible to CSEAS evaluators; applications are available in October, with an early February deadline, and notifications made in early March. Fellowships are advertised widely on the CSEAS website, in all departments (in L&S and Professional Schools), and by the CIA (for undergraduates) and the Graduate School (for MA and PhD applicants); all applicants to CSEAS's MA program are routinely encouraged to apply. Data from SWEPT (see Table IX.2) indicate that less than 20% of undergraduates surveyed (2013) were aware of the

availability of undergraduate FLAS fellowships from CSEAS; these data have convinced us to increase our efforts to publicize this opportunity in undergraduates at UW.

The CSEAS Fellowship Committee is a rotating body consisting of 5 core faculty from different disciplines and country specialties in order to insure broad representation. Each committee member will rank the applicants based on the following criteria: 40% on academic record (transcripts, GRE scores, & 3 recommendations); 40% on the appropriateness of language study as outlined in the statement (with preference for how the applicant will achieve advanced proficiency & if the applicant has indicated a preference for a career in government service); 10% on the degree to which the applicant can demonstrate financial need; and 10% for the applicant coming from an under-representative group. Recipients cannot be native speakers or fluent in the language studied, and all are required to take, in addition to language, at least one area course each semester during the award period. Financial need will be determined by the student's expected family contribution (EFC) as determined by the Free Application for Federal Studies Aid (FAFSA). Applicants will be advised to complete the online FAFSA and to report their EFC score on their application form; the EFC will later be confirmed by UW Office of Student Financial Aid. Applicants will also be encouraged to indicate their being from an under-represented group. During summers (for SEASSI), UW FLAS applicants, as well as at-large (non-NRC) applicants, will be assessed according to the above procedures. UW students applying for summer FLAS awards will be ranked by the CSEAS Fellowships Committee, while at-large applicants for FLAS awards to SEASSI will be ranked by a 3-person SEASSI fellowship committee composed of recognized SE Asian scholars not currently employed by institutions with SE Asia NRC grants.

#### **XI. MEETING COMPETITIVE PRIORITIES**

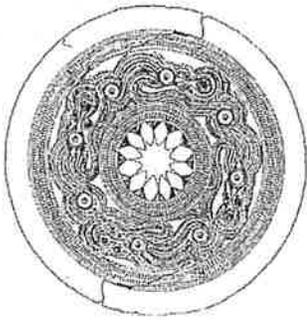
The CSEAS plan for the next 4-year grant period will meet all the priorities (both for NRC and FLAS). The **NRC Absolute Priority** is met in several areas of this application, particularly by teacher training in SE Asian languages (the 2 OPGs projects for Thai & Vietnamese & COTSEAL workshop; see Sec IV) and by teacher training in SE Asian area studies, as represented in many on-going and new initiatives for K-16 in-service and K-12 pre-service training (see Sec VII). The **NRC**

**Invitational Priority** will be met through consolidating our long-standing institutional linkage with Chiang Mai University through building a new study abroad program and joint student/faculty research on highland societies in mainland SE Asia. CMU has already joined the Hmong/Highland Studies Consortium of UW-U of Minnesota in pursuing these objectives.

**NRC Competitive Preference Priority 1.** This priority will be met by the development of 3 innovative and sustainable collaborations with post-secondary Minority Serving Institutions: 1) the indigenous peoples partnership with the College of the Menominee Nation, a formal MSI in northern Wisconsin (see Sec VII.B.2); 2) the Passport Program with MATC, the largest community college in Wisconsin (see Sec VII.B.2 ); and 3) the Global Connections K-12 in-service and pre-service initiative with 4 Title III and Title IV colleges in Wisconsin (VII.A.2).

**NRC Competitive Preference Priority 2.** This priority will be met by 2 new pre-service teacher-training initiatives with UW's School of Education (see VII.B.2), and 2 other multifaceted in-service and pre-service teacher training programs in collaboration with the departments of education at 4 Wisconsin institutions (see VII.A.2).

CSEAS will also meet the **FLAS Competitive Preference Priority 1** by prioritizing financial need for FLAS fellowship applicants, as indicated by the "expected family contribution" (EFC) of FAFSA (see Sec X). The **FLAS Competitive Preference Priority 2** will be met by awarding at least 25% of our allocated FLAS fellowships to students studying strategic SE Asian languages (Filipino, Indonesian, Thai, & Vietnamese, during the academic year, and Burmese, Khmer, & Lao at SEASSI each summer). The **FLAS Invitational Priority** will be met through regular academic-year and summer instruction in the same strategic languages of SE Asia.



# **APPENDIX A**

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## **PROJECT BUDGET**



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

OMB Control Number: 1894-0008  
Expiration Date: 06/30/2017

Name of Institution/Organization

Board of Regents of the University of Wisconsin System

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	142,466	143,515	144,574	145,644		576,200
2. Fringe Benefits	42,491	43,540	44,604	45,680		176,315
3. Travel	2,960	3,940	3,160	4,260		14,340
4. Equipment	0	0	0	0		0
5. Supplies	8,000	8,000	8,000	8,000		32,000
6. Contractual	0	0	0	0		0
7. Construction	0	0	0	0		0
8. Other	31,000	30,000	22,600	19,400		103,000
9. Total Direct Costs (lines 1-8)	226,917	228,995	222,938	222,984		901,835
10. Indirect Costs*	18,153	18,320	17,835	17,839		72,147
11. Training Stipends	336,000	336,000	336,000	336,000		1,344,000
12. Total Costs (lines 9-11)	581,071	583,315	576,773	576,823		2,317,982

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

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

- (1) Do you have an Indirect Cost Rate Agreement approved by the Federal government?  Yes  No
- (2) If yes, please provide the following information:

Period Covered by the Indirect Cost Rate Agreement: From: 7/1/2013 To: 6/30/2017 (mm/dd/yyyy)

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

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

## Section C

### Budget Narrative Center for Southeast Asian Studies University of Wisconsin-Madison

#### National Resources Center for Southeast Asian Studies

The overall structure of the budget varies only slightly from year to year.

- 1. Personnel:** Salaries are calculated with a 1% annual increase. Hourly wage rates are level across all 4 years. The percent of effort of each of the personnel lines is level across all 4 years.
- 2. Fringe Benefits:** Standard UW-Madison fringe benefit rates (noted on each year's detailed budget) are calculated with a 0.5% annual increase.
- 3. Travel:** The \$2,000 per year (2 domestic trips) is intended to defray costs of administrative and outreach travel by CSEAS Director, CSEAS Associate Director, and CSEAS Outreach Coordinator to relevant annual meetings convened by the US Department of Education and for the Association for Asian Studies annual meetings, where NRC business is frequently conducted. Additional budget requests in travel are directly related to UW staff and faculty participation in major outreach initiatives, including Erlin Barnard's participation in the COTSEAL meeting in (Year 2), the outreach trips to the College of the Menominee Nation (CMN) as part of our partnership with that institution (all 4 years), and the outreach trips to 4 collaborating institutions (all 4 years). Only one request is international travel and this is intended to defray the cost of sending a UW-Madison faculty member to Thailand as part of a study tour in collaboration with CMN.
- 4. Equipment:** No equipment expenses are included.
- 5. Supplies:** Budget line items are self-explanatory.
- 6. Contractual:** No contractual expenses are included.
- 7. Construction:** No construction expenses are included.
- 8. Other:** Specific explanations of each line are given in each year's detailed budget. The expenses for several of the projects outlines in this section vary from year to year, according to the needs of each activity. All travel requests in this budget category are for non-UW-Madison personnel and pertain to the traveler's participation in various programs that will take place at the UW-Madison campus.
- 9. Total Direct Costs:** Total NRC Direct Costs for the period 8/15/2014 through 8/14/2018 are \$901,835.
- 10. Indirect Costs:** Indirect costs of \$72,147 are 8% of the direct costs.

**11. Training Costs:** not applicable for the NRC budget.

**12. Total Costs:** Total proposed NRC costs are \$973,982.

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

#### **Center for Southeast Asian Studies University of Wisconsin-Madison**

The structure of the budget does not vary from year to year.

Notes:

**1-10.** No expenses are included.

**11. Training Stipends:** As outlined in the budget, our academic year FLAS request consists of 7 graduate and 2 undergraduate FLAS awards per year. As the host of SEASSI for all 4 years of the grant period, we request 10 summer FLAS awards for each of the 4 summers.

**12. Total Cost:** Total proposed FLAS costs are \$1,344,000.

U.S. Department of Education, International Research and Studies Program  
 CFDA 84.015A  
 National Resource Center for Southeast Asia  
 Submitted by: Univ. of Wisconsin-Madison Center for Southeast Asian Studies  
 P.I.: Anne Hansen, Director, Center for Southeast Asian Studies

Four-Year Overview

	Year 1 9/15/2014 - 9/14/2015	Year 2 9/15/2015 - 9/14/2016	Year 3 9/15/2016 - 9/14/2017	Year 4 9/15/2017 - 9/14/2018	Total
<b>1. Personnel</b>					<b>\$576,200</b>
<b>1.1. Administrative (see section VI. B)</b>					
1.1.a) Office Assistant (student hourly), 17 hours/week, \$10/hour	\$9,450	\$9,450	\$9,450	\$9,450	
<b>1.2. Language Instruction (see section IV. A)</b>					
1.2.a) Teaching Assistant for Filipino (Zamar) (9 mo appt)	\$17,195	\$17,367	\$17,540	\$17,716	
1.2.b) Teaching Assistant for Indonesian (Tjong) (9 mo appt)	\$17,195	\$17,366	\$17,540	\$17,716	
1.2.c) Lecturer for Vietnamese (Dinh) (9 mo appt)	\$36,569	\$36,935	\$37,304	\$37,677	
1.2.d) Lecturer for Thai (Chanprasert) (9 mo appt)	\$12,486	\$12,611	\$12,737	\$12,864	
<b>1.3. Outreach Personnel (see section VI.B &amp; VII)</b>					
1.3.a) Outreach Coordinator (12 mo appt)	\$21,422	\$21,636	\$21,853	\$22,071	
1.3.b) Student Asst. for Teacher Workshop (\$10/hour, 10 hours/week, academic year)	\$3,150	\$3,150	\$3,150	\$3,150	
<b>1.4 Area Studies Courses (see section VI.D)</b>					
1.4.a) Asst./Visiting Professor of Political Science	\$25,000	\$25,000	\$25,000	\$25,000	
<b>2. Fringe</b>					<b>\$176,315</b>
Academic Staff	\$33,417	\$34,145	\$34,882	\$35,629	
Teaching Assistants	\$8,494	\$8,753	\$9,016	\$9,283	
Student Hourly	\$580	\$643	\$707	\$769	
<b>3. Travel, Domestic and International</b>					<b>\$14,320</b>
<b>3.1. Domestic: Administrative and Outreach</b>					
3.1.a) 2 domestic trips @ \$1000	\$2,000	\$2,000	\$2,000	\$2,000	
<b>3.2 Domestic: Language Pedagogy Projects (see section IV.D)</b>					
3.2.a) COTSEAL Workshop					
3.2.a.1) Fall 2015, airfare, Dr. Erin Barnard to UC-Berkeley	\$0	\$425	\$0	\$0	
3.2.a.2) Fall 2015, lodging and per diem for Dr. Barnard @ \$225/day	\$0	\$675	\$0	\$0	
<b>3.3 Domestic &amp; International: Partnership with College of the Menominee Nation (CMN) (see section VII.B.2)</b>					
3.3.a) Years 1 through 4: UW-Faculty travel to CMN campus	\$280	\$280	\$280	\$280	
3.3.a.1) mileage, 2 trips/year @ \$140/trip	\$80	\$80	\$80	\$80	
3.3.a.2) per diem, \$40/day, 2 faculty	\$0	\$0	\$0	\$0	
3.3.b) Year 4 UW-Madison faculty to travel w/CMN reps to Chiang Mai, Thailand	\$0	\$0	\$0	\$1,500	
3.3.b.1) airfare	\$0	\$0	\$0	\$1,500	
<b>3.4 Domestic: Community College Pre-Service (UW LaCrosse, Carthage, UW Eau Claire, Alverno) (see section VII.A.2)</b>					
3.4.a) Two UW-Madison faculty, mileage to UW La Crosse, \$150/trip	\$300	\$240	\$400	\$200	
3.4.b) CSEAS Outreach Coord., mileage to UW La Crosse, 2 trips @ \$150/trip	\$300	\$240	\$400	\$200	

	\$0	\$0	\$0	\$0	\$0	\$0
<b>4. Equipment</b>						<b>\$0</b>
<b>5. Supplies</b>						<b>\$32,000</b>
5.1 Library Acquisitions: General Collection (see section V. A) SE Asian Vernacular Collection (V.A)	\$7,000	\$7,000	\$7,000	\$7,000	\$7,000	\$7,000
5.2. Office Supplies and Copying (see section VII.A.1-2) In-Service Teacher Training Workshops	\$1,000	\$1,000	\$1,000	\$1,000	\$1,000	\$1,000
<b>6. Contractual</b>	\$0	\$0	\$0	\$0	\$0	<b>\$0</b>
<b>7. Construction</b>	\$0	\$0	\$0	\$0	\$0	<b>\$0</b>
<b>8. Other</b>						<b>\$103,000</b>
8.1. Impact Evaluation: SWEPT/GLOWS (see section X) 8.1.a) Consultant fee to implement evaluation plan, \$5000 per year	\$5,000	\$5,000	\$5,000	\$5,000	\$5,000	\$5,000
8.2 Outreach Projects (see section VII.A&B) 8.2.a) K-12 Teacher Training Workshops 8.2.a.1) workshop participant support, 20 participants @ \$50/person x 2 days 8.2.b) WIOC Initiatives 8.2.b.1) WIOC Annual Projects 8.2.b.2) WIOC Priority Projects 8.2.c) Education School First-Year Interest Group (FIG) 8.2.c.1) Consultant fees for 2 of 6 K-12 teacher consultants @ \$200/consultant	\$2,000	\$2,000	\$2,000	\$2,000	\$2,000	\$2,000
8.3 Language Pedagogy Projects (see section IV.D) 8.3.a) Thai OPG Project 8.3.a.1) airfare for one project team leader from Hawaii 8.3.a.2) lodging and per diem for one team leader in Madison 8.3.a.3) lodging and per diem in Madison 8.3.a.3.a) Spring 2015: 1 team leader and 6 teachers @ \$400 per person 8.3.a.3.b) Spring 2016: 1 team leader and 6 teachers @ \$400 per person 8.3.b) Vietnamese OPG Project 8.3.b.1) airfares for project team leaders 8.3.b.1.a) Fall 2014 airfares for 2 team leaders @ \$500 per person 8.3.b.1.b) Spring 2015 airfares for 2 team leaders @ \$500 per person 8.3.b.1.c) Spring 2016 airfares for 2 team leaders @ \$500 per person 8.3.b.2) lodging and per diem in Madison 8.3.b.2.a) Fall 2014 team leader meeting, \$400 per person 8.3.b.2.b) Spring 2015: 2 team leaders and 7 project participants @ \$400 per person 8.3.b.2.c) Spring 2016: 2 team leaders and 7 project participants @ \$400 per person	\$1,000	\$400	\$0	\$2,800	\$0	\$1,000
8.4 Partnership with College of the Menominee Nation (CMN) (see section VII.B.2) 8.4.a) Spring 2015: bring three CMN reps to UWV-Madison 8.4.a.1) mileage 8.4.a.2) lodging and per diem, 3 project participants @ \$140/day, 3 days 8.4.b.c) Spring 2016 & 2017: two CMN reps to NYC	\$140	\$0	\$0	\$0	\$0	\$1,260

8.4.b.c.1) airfare @ \$400/per person	\$0	\$800	\$800	\$0
8.4.b.c.2) lodging and per diem, 2 project participants, 4 days @ \$300/day per person	\$0	\$2,400	\$2,400	\$0
<b>8.3. Administrative Support for Language Consortia (see section IV.B)</b>				
8.3.a) For SEASSI	\$5,000	\$5,000	\$5,000	\$5,000
8.3.b) For Indonesian (COTI)	\$1,000	\$1,000	\$1,000	\$1,000
8.3.c) For Vietnamese (GUAVA)	\$1,000	\$1,000	\$1,000	\$1,000
8.3.d) For Filipino (CAF)	\$1,000	\$1,000	\$1,000	\$1,000
8.3.e) For Thai (CAST)	\$1,000	\$1,000	\$1,000	\$1,000
8.3.f) For Khmer (CASK)	\$1,000	\$1,000	\$1,000	\$1,000
<b>9. Total Direct Costs</b>	<b>\$226,917</b>	<b>\$228,995</b>	<b>\$222,938</b>	<b>\$222,984</b>
<b>10. Indirect Costs</b>				
Indirect Costs, 8% of Federal MTDC	\$18,153	\$18,320	\$17,835	\$17,839
<b>11. Training Stipends (see FLAS Budget)</b>				
<b>12. TOTAL NRC</b>	<b>\$245,071</b>	<b>\$247,315</b>	<b>\$240,773</b>	<b>\$240,823</b>
				<b>\$973,982</b>
				<b>\$901,835</b>
				<b>\$72,147</b>

U.S. Department of Education, International Research and Studies Program					
CFDA 84.015A					
National Resource Center for Southeast Asia					
Submitted by: Univ. of Wisconsin-Madison Center for Southeast Asian Studies					
P.I.: Anne Hansen, Director, Center for Southeast Asian Studies					
Budget, Year 1, August 15, 2014 - August 14, 2015					
		base	pct	Federal	Totals Schedule A \$142,466
<b>1. Personnel</b>					
<b>1.1. Administrative (see section VI. B)</b>					
	1.1.a) Office Assistant (student hourly), 17 hours/week, \$10/hour	\$9,450	hourly	\$9,450	
<b>1.2. Language Instruction (see section IV. A)</b>					
	1.2.a) Teaching Assistant for Filipino (Zamar) (9 mo appt)	\$34,389	50.0%	\$17,195	
	1.2.b) Teaching Assistant for Indonesian (Tjong) (9 mo appt)	\$34,389	50.0%	\$17,195	
	1.2.c) Lecturer for Vietnamese (Dinh) (9 mo appt)	\$48,759	75.0%	\$36,569	
	1.2.d) Lecturer for Thai (Chanprasert) (9 mo appt)	\$49,943	25.0%	\$12,486	
<b>1.3. Outreach Personnel (see section VI.B &amp; VII)</b>					
	1.3.a) Outreach Coordinator (12 mo appt)	\$51,005	42.0%	\$21,422	
	1.3.b) Student Asst. for Teacher Workshop (\$10/hour, 10 hours/week, academic year)	\$3,150	hourly	\$3,150	
<b>1.4 Area Studies Courses (see section VI.D)</b>					
	1.4.a) Asst./Visiting Professor of Political Science			\$25,000	
<b>2. Fringe</b>					\$42,491
	Academic Staff		35.0%	\$33,417	
	Teaching Assistants		24.7%	\$8,494	
	Student Hourly		4.6%	\$580	
<b>3. Travel, Domestic and International</b>					\$2,960
<b>3.1. Domestic: Administrative and Outreach</b>					
	3.1.a) 2 domestic trips @ \$1000			\$2,000	
<b>3.2 Domestic: Language Pedagogy Projects (see section IV.D)</b>					
	3.2.a) COTSEAL Workshop				
	3.2.a.1) Fall 2015, airfare, Dr. Erlin Barnard to UC-Berkeley			\$0	
	3.2.a.2) Fall 2015, lodging and per diem for Dr. Barnard @ \$225/day			\$0	
<b>3.3 Domestic &amp; International: Partnership with College of the Menominee Nation (CMN) (see section VII.B.2)</b>					
	3.3.a) Domestic: Years 1 through 4: UW-Faculty travel to CMN campus				
	3.3.a.1) mileage, 2 trips/year @ \$140/trip			\$280	
	3.3.a.2) per diem, \$40/day, 2 faculty			\$80	
	3.3.b) International: Year 4 UW-Madison faculty to travel w/CMN reps to Chiang Mai, Thailand				
	3.3.b.1) airfare			\$0	
<b>3.4 Domestic: Community College Pre-Service (UW LaCrosse, Carthage, UW Eau Claire, Alverno) (see section VII.A.2)</b>					
	3.4.a) Two UW-Madison faculty, mileage to UW La Crosse, \$150/trip			\$300	
	3.4.b) CSEAS Outreach Coord., mileage to UW La Crosse, 2 trips @ \$150/trip			\$300	
<b>4. Equipment</b>					\$0
<b>5. Supplies</b>					\$8,000
<b>5.1 Library Acquisitions: General Collection (see section V. A)</b>					
	SE Asian Vernacular Collection (V.A)			\$7,000	
<b>5.2. Office Supplies and Copying (see section VII.A.1-2)</b>					
	In-Service Teacher Training Workshops			\$1,000	
<b>6. Contractual</b>					\$0
<b>7. Construction</b>					\$0
<b>8. Other</b>					\$31,000
<b>8.1. Impact Evaluation: SWEPT/GLOWS (see section X)</b>					
	8.1.a) Consultant fee to implement evaluation plan, \$5000 per year			\$5,000	
<b>8.2 Outreach Projects (see section VII.A&amp;B)</b>					
	8.2.a) K-12 Teacher Training Workshops				
	8.2.a.1) workshop participant support, 20 participants @ \$50/person x 2 days			\$2,000	
	8.2.b) WIOC Initiatives				
	8.2.b.1) WIOC Annual Projects			\$1,000	
	8.2.b.2) WIOC Priority Projects			\$1,000	
	8.2.c) Education School First-Year Interest Group (FIG)				
	8.2.c.1) Consultant fees for 2 of 6 K-12 teacher consultants @ \$200/consultant			\$0	
<b>8.3 Language Pedagogy Projects (see section IV.D)</b>					
	8.3.a) Thai OPG Project				
	8.3.a.1) airfare for one project team leader from Hawaii			\$1,000	
	8.3.a.2) lodging and per diem for one team leader in Madison			\$400	
	8.3.a.3) lodging and per diem in Madison				
	8.3.a.3.a) Spring 2015: 1 team leader and 6 teachers @ \$400 per person			\$2,800	
	8.3.a.3.b) Spring 2016: 1 team leader and 6 teachers @ \$400 per person			\$0	
	8.3.b) Vietnamese OPG Project				
	8.3.b.1) airfares for project team leaders				

	8.3.b.1.a) Fall 2014 airfares for 2 team leaders @ \$500 per person			\$1,000	
	8.3.b.1.b) Spring 2015 airfares for 2 team leaders @ \$500 per person			\$1,000	
	8.3.b.1.c) Spring 2016 airfares for 2 team leaders @ \$500 per person			\$0	
	8.3.b.2) lodging and per diem in Madison				
	8.3.b.2.a) Fall 2014 team leader meeting, \$400 per person			\$800	
	8.3.b.2.b) Spring 2015: 2 team leaders and 7 project participants @ \$400 per person			\$3,600	
	8.3.b.2.c) Spring 2016: 2 team leaders and 7 project participants @ \$400 per person			\$0	
	<b>8.4 Partnership with College of the Menominee Nation (CMN) (see section VII.B.2)</b>				
	8.4.a) Spring 2015: bring three CMN reps to UW-Madison				
	8.4.a.1) mileage			\$140	
	8.4.a.2) lodging and per diem, 3 project participants @ \$140/day, 3 days			\$1,260	
	8.4.b.c) Spring 2016 & 2017: two CMN reps to NYC				
	8.4.b.c.1) airfare @ \$400/per person			\$0	
	8.4.b.c.2) lodging and per diem, 2 project participants, 4 days @ \$300/day per person			\$0	
	<b>8.5. Administrative Support for Language Consortia (see section IV.B)</b>				
	8.5.a) For SEASSI			\$5,000	
	8.5.b) For Indonesian (COTI)			\$1,000	
	8.5.c) For Vietnamese (GUAVA)			\$1,000	
	8.5.d) For Filipino (CAF)			\$1,000	
	8.5.e) For Thai (CAST)			\$1,000	
	8.5.f) For Khmer (CASK)			\$1,000	
	<b>9. Total Direct Costs</b>			\$226,917	\$226,917
	<b>10. Indirect Costs</b>				\$18,153
	Indirect Costs, 8% of Federal MTDC	\$226,917	8.00%	\$18,153	
	<b>11. Training Stipends (see FLAS Budget)</b>			\$0	\$0
	<b>12. TOTAL</b>			\$245,071	\$245,071

U.S. Department of Education, International Research and Studies Program							
CFDA 84.015A							
National Resource Center for Southeast Asia							
Submitted by: Univ. of Wisconsin-Madison Center for Southeast Asian Studies							
P.I.: Anne Hansen, Director, Center for Southeast Asian Studies							
Budget, Year 2, August 15, 2015 - August 14, 2016							
				base	pct	Federal	Totals
							Schedule A
<b>1. Personnel</b>							\$143,515
<b>1.1. Administrative (see section VI. B)</b>							
1.1.a) Office Assistant (student hourly), 17 hours/week, \$10/hour				\$9,450	hourly	\$9,450	
<b>1.2. Language Instruction (see section IV. A)</b>							
1.2.a) Teaching Assistant for Filipino (Zamar) (9 mo appt)				\$34,733	50.0%	\$17,367	
1.2.b) Teaching Assistant for Indonesian (Mawene) (9 mo appt)				\$34,733	50.0%	\$17,366	
1.2.c) Lecturer for Vietnamese (Dinh) (9 mo appt)				\$49,247	75.0%	\$36,935	
1.2.d) Lecturer for Thai (Chanprasert) (9 mo appt)				\$50,443	25.0%	\$12,611	
<b>1.3. Outreach Personnel (see section VI.B &amp; VII)</b>							
1.3.a) Outreach Coordinator (12 mo appt)				\$51,515	42.0%	\$21,636	
1.3.b) Student Assistant for Teacher Workshop (\$10/hour, 10 hours/wk)				\$3,150	hourly	\$3,150	
<b>1.4 Area Studies Courses (see section VI.D)</b>							
1.4.a) Asst./Visiting Professor of Political Science						\$25,000	
<b>2. Fringe</b>							\$43,540
Academic Staff					35.5%	\$34,145	
Teaching Assistants					25.2%	\$8,753	
Student Hourly					5.1%	\$643	
<b>3. Travel, Domestic and International</b>							\$3,940
<b>3.1. Domestic: Administrative and Outreach</b>							
3.1.a) 2 domestic trips @ \$1000						\$2,000	
<b>3.2 Domestic: Language Pedagogy Projects (see section IV.D)</b>							
3.2.a) COTSEAL Workshop							
3.2.a.1) Fall 2015, airfare, Dr. Erlin Barnard to UC-Berkeley						\$425	
3.2.a.2) Fall 2015, lodging and per diem for Dr. Barnard @ \$225/day						\$675	
<b>3.3 Domestic &amp; International: Partnership with College of the Menominee Nation (CMN) (see section VII.B.2)</b>							
3.3.a) Years 1 through 4: UW-Faculty travel to CMN campus							
3.3.a.1) mileage, 2 trips/year @ \$140/trip						\$280	
3.3.a.2) per diem, \$40/day, 2 faculty						\$80	
3.3.b) Year 4 UW-Madison faculty to travel w/CMN reps to Chiang Mai, Thailand							
3.3.b.1) airfare						\$0	
<b>3.4 Domestic: Community College Pre-Service (UW LaCrosse, Carthage, UW Eau Claire, Alverno) (see section VII.A.2)</b>							
3.4.a) Two UW-Madison faculty, mileage to UW La Crosse, \$150/trip						\$240	
3.4.b) CSEAS Outreach Coord., mileage to UW La Crosse, 2 trips @ \$150/trip						\$240	
<b>4. Equipment</b>						\$0	\$0
<b>5. Supplies</b>							\$8,000
<b>5.1 Library Acquisitions: General Collection (see section V. A)</b>							
SE Asian Vernacular Collection (V.A)						\$7,000	
<b>5.2. Office Supplies and Copying (see section VII.A.1-2)</b>							
In-Service Teacher Training Workshops						\$1,000	
<b>6. Contractual</b>						\$0	\$0
<b>7. Construction</b>						\$0	\$0
<b>8. Other</b>							\$30,000
<b>8.1. Impact Evaluation: SWEPT/GLOWS (see section X)</b>							
8.1.a) Consultant fee to implement evaluation plan, \$5000 per year						\$5,000	
<b>8.2 Outreach Projects (see section VII.A&amp;B)</b>							
8.2.a) K-12 Teacher Training Workshops							
8.2.a.1) workshop participant support, 20 participants @ \$50/person x 2 days						\$2,000	
8.2.b) WIOC Initiatives							
8.2.b.1) WIOC Annual Projects						\$1,000	
8.2.b.2) WIOC Priority Projects						\$1,000	
8.2.c) Education School First-Year Interest Group (FIG)							
8.2.c.1) Consultant fees for 2 of 6 K-12 teacher consultants @ \$200/consultant						\$400	
<b>8.3 Language Pedagogy Projects (see section IV.D)</b>							
8.3.a) Thai OPG Project							
8.3.a.1) airfare for one project team leader from Hawaii						\$0	

	8.3.a.2) lodging and per diem for one team leader in Madison				\$0	
	8.3.a.3) lodging and per diem in Madison				\$0	
	8.3.a.3.a) Spring 2015: 1 team leader and 6 teachers @ \$400 per person				\$0	
	8.3.a.3.b) Spring 2016: 1 team leader and 6 teachers @ \$400 per person				\$2,800	
	<b>8.3.b) Vietnamese OPG Project</b>					
	8.3.b.1) airfares for project team leaders					
	8.3.b.1.a) Fall 2014 airfares for 2 team leaders @ \$500 per person				\$0	
	8.3.b.1.b) Spring 2015 airfares for 2 team leaders @ \$500 per person				\$0	
	8.3.b.1.c) Spring 2016 airfares for 2 team leaders @ \$500 per person				\$1,000	
	8.3.b.2) lodging and per diem in Madison					
	8.3.b.2.a) Fall 2014 team leader meeting, \$400 per person				\$0	
	8.3.b.2.b) Spring 2015: 2 team leaders and 7 project participants @ \$400 per person				\$0	
	8.3.b.2.c) Spring 2016: 2 team leaders and 7 project participants @ \$400 per person				\$3,600	
	<b>8.4 Partnership with College of the Menominee Nation (CMN) (see section VII.B.2)</b>					
	8.4.a) Spring 2015: bring three CMN reps to UW-Madison					
	8.4.a.1) mileage				\$0	
	8.4.a.2) lodging and per diem, 3 project participants @ \$140/day, 3 days				\$0	
	8.4.b.c) Spring 2016 & 2017: two CMN reps to NYC					
	8.4.b.c.1) airfare @ \$400/per person				\$800	
	8.4.b.c.2) lodging and per diem, 2 project participants, 4 days @ \$300/day per person				\$2,400	
	<b>8.5. Administrative Support for Language Consortia (see section IV.B)</b>					
	8.3.a.) For SEASSI				\$5,000	
	8.3.b) For Indonesian (COTI)				\$1,000	
	8.3.c) For Vietnamese (GUAVA)				\$1,000	
	8.3.d) For Filipino (CAF)				\$1,000	
	8.3.e) For Thai (CAST)				\$1,000	
	8.3.f) For Khmer (CASK)				\$1,000	
	<b>9. Total Direct Costs</b>				\$228,995	\$228,995
	<b>10. Indirect Costs</b>					\$18,320
	Indirect Costs, 8% of Federal MTDC	\$228,995	8.00%		\$18,320	
	<b>11. Training Stipends (see FLAS Budget)</b>					
	<b>12. TOTAL</b>				\$247,315	\$247,315

U.S. Department of Education, International Research and Studies Program							
CFDA 84.016A							
National Resource Center for Southeast Asia							
Submitted by: Univ. of Wisconsin-Madison Center for Southeast Asian Studies							
P.I.: Anne Hansen, Director, Center for Southeast Asian Studies							
Budget, Year 3, August 15, 2016 - August 14, 2017							
				base	pct	Federal	Totals
							Schedule A
<b>1. Personnel</b>							\$144,574
<b>1.1. Administrative (see section VI. B)</b>							
1.1.a) Office Assistant (student hourly), 17 hours/week, \$10/hour				\$9,450	hourly	\$9,450	
<b>1.2. Language Instruction (see section IV. A)</b>							
1.2.a) Teaching Assistant for Filipino (Zamar) (9 mo appt)				\$35,081	50.0%	\$17,540	
1.2.b) Teaching Assistant for Indonesian (Mawene) (9 mo appt)				\$35,080	50.0%	\$17,540	
1.2.c) Lecturer for Vietnamese (Dinh) (9 mo appt)				\$49,739	75.0%	\$37,304	
1.2.d) Lecturer for Thai (Chanprasert) (9 mo appt)				\$50,947	25.0%	\$12,737	
<b>1.3. Outreach Personnel (see section VI.B &amp; VII)</b>							
1.3.a) Outreach Coordinator (12 mo appt)				\$52,030	42.0%	\$21,853	
1.3.b) Student Assistant for Teacher Workshop (\$10/hour, 10 hours/week, academic year)				\$3,150	hourly	\$3,150	
<b>1.4 Area Studies Courses (see section VI.D)</b>							
1.4.a) Asst./Visiting Professor of Political Science						\$25,000	
<b>2. Fringe</b>							\$44,604
Academic Staff					36.0%	\$34,882	
Teaching Assistants					25.7%	\$9,016	
Student Hourly					5.6%	\$707	
<b>3. Travel, Domestic and International</b>							\$3,160
<b>3.1. Domestic: Administrative and Outreach</b>							
3.1.a) 2 domestic trips @ \$1000						\$2,000	
<b>3.2 Domestic: Language Pedagogy Projects (see section IV.D)</b>							
3.2.a) COTSEAL Workshop							
3.2.a.1) Fall 2015, airfare, Dr. Erin Barnard to UC-Berkeley						\$0	
3.2.a.2) Fall 2015, lodging and per diem for Dr. Barnard @ \$225/day						\$0	
<b>3.3 Domestic &amp; International: Partnership with College of the Menominee Nation (CMN) (see section VII.B.2)</b>							
3.3.a) Years 1 through 4: UW-Faculty travel to CMN campus							
3.3.a.1) mileage, 2 trips/year @ \$140/trip						\$280	
3.3.a.2) per diem, \$40/day, 2 faculty						\$80	
3.3.b) Year 4 UW-Madison faculty to travel w/CMN reps to Chiang Mai, Thailand. International travel.							
3.3.b.1) airfare						\$0	
<b>3.4 Domestic: Community College Pre-Service (UW LaCrosse, Carthage, UW Eau Claire, Alverno) (see section VII.A.2)</b>							
3.4.a) Two UW-Madison faculty, mileage to UW La Crosse, \$150/trip						\$400	
3.4.b) CSEAS Outreach Coord., mileage to UW La Crosse, 2 trips @ \$150/trip						\$400	
<b>4. Equipment</b>						\$0	\$0
<b>5. Supplies</b>							\$8,000
<b>5.1 Library Acquisitions: General Collection (see section V. A)</b>							
SE Asian Vernacular Collection (V.A)						\$7,000	
<b>5.2. Office Supplies and Copying (see section VII.A.1-2)</b>							
In-Service Teacher Training Workshops						\$1,000	
<b>6. Contractual</b>						\$0	\$0
<b>7. Construction</b>						\$0	\$0
<b>8. Other</b>							\$22,600
<b>8.1. Impact Evaluation: SWEPT/GLOWS (see section X)</b>							
8.1.a) Consultant fee to implement evaluation plan, \$5000 per year						\$5,000	
<b>8.2 Outreach Projects (see section VII.A&amp;B)</b>							
8.2.a) K-12 Teacher Training Workshops							
8.2.a.1) workshop participant support, 20 participants @ \$50/person x 2 days						\$2,000	
8.2.b) WIOC Initiatives							
8.2.b.1) WIOC Annual Projects						\$1,000	
8.2.b.2) WIOC Priority Projects						\$1,000	
8.2.c) Education School First-Year Interest Group (FIG)							
8.2.c.1) Consultant fees for 2 of 6 K-12 teacher consultants @ \$200/consultant						\$400	
<b>8.3 Language Pedagogy Projects (see section IV.D)</b>							
8.3.a) Thai OPG Project							
8.3.a.1) airfare for one project team leader from Hawaii						\$0	
8.3.a.2) lodging and per diem for one team leader in Madison						\$0	
8.3.a.3) lodging and per diem in Madison							
8.3.a.3.a) Spring 2015: 1 team leader and 6 teachers @ \$400 per person						\$0	
8.3.a.3.b) Spring 2016: 1 team leader and 6 teachers @ \$400 per person						\$0	
8.3.b) Vietnamese OPG Project							
8.3.b.1) airfares for project team leaders							
8.3.b.1.a) Fall 2014 airfares for 2 team leaders @ \$500 per person						\$0	
8.3.b.1.b) Spring 2015 airfares for 2 team leaders @ \$500 per person						\$0	
8.3.b.1.c) Spring 2016 airfares for 2 team leaders @ \$500 per person						\$0	
8.3.b.2) lodging and per diem in Madison							
8.3.b.2.a) Fall 2014 team leader meeting, \$400 per person						\$0	
8.3.b.2.b) Spring 2015: 2 team leaders and 7 project participants @ \$400 per person						\$0	

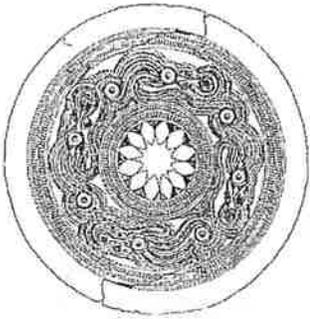
	8.3.b.2.c) Spring 2016: 2 team leaders and 7 project participants @ \$400 per person			\$0	
<b>8.4 Partnership with College of the Menominee Nation (CMN) (see section VII.B.2)</b>					
	8.4.a) Spring 2015: bring three CMN reps to UW-Madison				
	8.4.a.1) mileage			\$0	
	8.4.a.2) lodging and per diem, 3 project participants @ \$140/day, 3 days			\$0	
	8.4.b.c) Spring 2016 & 2017: two CMN reps to NYC				
	8.4.b.c.1) airfare @ \$400/per person			\$800	
	8.4.b.c.2) lodging and per diem, 2 project participants, 4 days @ \$300/day per person			\$2,400	
<b>8.3. Administrative Support for Language Consortia (see section IV.B)</b>					
	8.3.a.) For SEASSI			\$5,000	
	8.3.b) For Indonesian (COTI)			\$1,000	
	8.3.c) For Vietnamese (GUAVA)			\$1,000	
	8.3.d) For Filipino (CAF)			\$1,000	
	8.3.e) For Thai (CAST)			\$1,000	
	8.3.f) For Khmer (CASK)			\$1,000	
<b>9. Total Direct Costs</b>				\$222,938	\$222,938
<b>10. Indirect Costs</b>					
	Indirect Costs, 8% of Federal MTDC	\$222,938	8.00%	\$17,835	\$17,835
<b>11. Training Stipends (see FLAS Budget)</b>					
<b>12. TOTAL</b>				\$240,773	\$240,773

U.S. Department of Education, International Research and Studies Program					
CFDA 84.015A					
National Resource Center for Southeast Asia					
Submitted by: Univ. of Wisconsin-Madison Center for Southeast Asian Studies					
P.I.: Anne Hansen, Director, Center for Southeast Asian Studies					
Budget, Year 4, August 15, 2017 - August 14, 2018					
		base	pct	Federal	Totals Schedule A
<b>1. Personnel</b>					<b>\$145,644</b>
1.1. Administrative (see section VI. B)					
	1.1.b) Office Assistant (student hourly), 17 hours/week, \$10/hour	\$9,450	hourly	\$9,450	
1.2. Language Instruction (see section IV. A)					
	1.2.a) Teaching Assistant for Filipino (Zamar) (9 mo appt)	\$35,432	50.0%	\$17,716	
	1.2.b) Teaching Assistant for Indonesian (Mawene) (9 mo appt)	\$35,431	50.0%	\$17,716	
	1.2.c) Lecturer for Vietnamese (Dinh) (9 mo appt)	\$50,236	75.0%	\$37,677	
	1.2.d) Lecturer for Thai (Chanprasert) (9 mo appt)	\$51,457	25.0%	\$12,864	
1.3. Outreach Personnel (see section VI.B & VII)					
	1.3.a) Outreach Coordinator (McCoy) (12 mo appt)	\$52,551	42.0%	\$22,071	
	1.3.b) Student Assistant for Teacher Workshop (\$10/hour, 10 hours/week, academic year)	\$3,150	hourly	\$3,150	
1.4 Area Studies Courses (see section VI.D)					
	1.4.a) Asst./Visiting Professor of Political Science			\$25,000	
<b>2. Fringe</b>					<b>\$45,680</b>
	Academic Staff		36.5%	\$35,629	
	Teaching Assistants		26.2%	\$9,283	
	Student Hourly		6.1%	\$769	
<b>3. Travel, Domestic and International</b>					<b>\$4,260</b>
3.1. Domestic: Administrative and Outreach					
	3.1.a) 2 domestic trips @ \$1000			\$2,000	
3.2 Domestic: Language Pedagogy Projects (see section IV.D)					
	3.2.a) COTSEAL Workshop				
	3.2.a.1) Fall 2015, airfare, Dr. Erlin Barnard to UC-Berkeley			\$0	
	3.2.a.2) Fall 2015, lodging and per diem for Dr. Barnard @ \$225/day			\$0	
3.3 Domestic & International: Partnership with College of the Menominee Nation (CMN) (see section VII.B.2)					
	3.3.a) Years 1 through 4: UW-Faculty travel to CMN campus				
	3.3.a.1) mileage, 2 trips/year @ \$140/trip			\$280	
	3.3.a.2) per diem, \$40/day, 2 faculty			\$80	
	3.3.b) Year 4 UW-Madison faculty to travel w/CMN reps to Chiang Mai, Thailand				
	3.3.b.1) airfare			\$1,500	
3.4 Domestic: Community College Pre-Service (UW LaCrosse, Carthage, UW Eau Claire, Alverno) (see section VII.A.2)					
	3.4.a) Two UW-Madison faculty, mileage to UW La Crosse, \$150/trip			\$200	
	3.4.b) CSEAS Outreach Coord., mileage to UW La Crosse, 2 trips @ \$150/trip			\$200	
<b>4. Equipment</b>				\$0	\$0
<b>5. Supplies</b>					<b>\$8,000</b>
5.1 Library Acquisitions: General Collection (see section V. A)					
	SE Asian Vemacular Collection (V.A)			\$7,000	
5.2. Office Supplies and Copying (see section VII.A.1-2)					
	In-Service Teacher Training Workshops			\$1,000	
<b>6. Contractual</b>				\$0	\$0
<b>7. Construction</b>				\$0	\$0
<b>8. Other</b>					<b>\$19,400</b>
8.1. Impact Evaluation: SWEPT/GLOWS (see section X)					
	8.1.a) Consultant fee to implement evaluation plan, \$5000 per year			\$5,000	
8.2 Outreach Projects (see section VII.A.&B)					
	8.2.a) K-12 Teacher Training Workshops				
	8.2.a.1) workshop participant support, 20 participants @ \$50/person x 2 days			\$2,000	
	8.2.b) WIOC Initiatives				
	8.2.b.1) WIOC Annual Projects			\$1,000	
	8.2.b.2) WIOC Priority Projects			\$1,000	
	8.2.c) Education School First-Year Interest Group (FIG)				
	8.2.c.1) Consultant fees for 2 of 6 K-12 teacher consultants @ \$200/consultant			\$400	
8.3 Language Pedagogy Projects (see section IV.D)					
	8.3.a) Thai OPG Project				
	8.3.a.1) airfare for one project team leader from Hawaii			\$0	
	8.3.a.2) lodging and per diem for one team leader in Madison			\$0	
	8.3.a.3) lodging and per diem in Madison				
	8.3.a.3.a) Spring 2015: 1 team leader and 6 teachers @ \$400 per person			\$0	
	8.3.a.3.b) Spring 2016: 1 team leader and 6 teachers @ \$400 per person			\$0	
	8.3.b) Vietnamese OPG Project				
	8.3.b.1) airfares for project team leaders				
	8.3.b.1.a) Fall 2014 airfares for 2 team leaders @ \$500 per person			\$0	
	8.3.b.1.b) Spring 2015 airfares for 2 team leaders @ \$500 per person			\$0	
	8.3.b.1.c) Spring 2016 airfares for 2 team leaders @ \$500 per person			\$0	
	8.3.b.2) lodging and per diem in Madison				
	8.3.b.2.a) Fall 2014 team leader meeting, \$400 per person			\$0	
	8.3.b.2.b) Spring 2015: 2 team leaders and 7 project participants @ \$400 per person			\$0	
	8.3.b.2.c) Spring 2016: 2 team leaders and 7 project participants @ \$400 per person			\$0	
8.4 Partnership with College of the Menominee Nation (CMN) (see section VII.B.2)					

	8.4.a) Spring 2015: bring three CMN reps to UW-Madison					
	8.4.a.1) mileage				\$0	
	8.4.a.2) lodging and per diem, 3 project participants @ \$140/day, 3 days				\$0	
	8.4.b.c) Spring 2016 & 2017: two CMN reps to NYC					
	8.4.b.c.1) airfare @ \$400/per person				\$0	
	8.4.b.c.2) lodging and per diem, 2 project participants, 4 days @ \$300/day per person				\$0	
	<b>8.3. Administrative Support for Language Consortia (see section IV.B)</b>					
	8.3.a.) For SEASSI				\$5,000	
	8.3.b) For Indonesian (COTI)				\$1,000	
	8.3.c) For Vietnamese (GUAVA)				\$1,000	
	8.3.d) For Filipino (CAF)				\$1,000	
	8.3.e) For Thai (CAST)				\$1,000	
	8.3.f) For Khmer (CASK)				\$1,000	
<b>9.</b>	<b>Total Direct Costs</b>				\$222,984	\$222,984
<b>10.</b>	<b>Indirect Costs</b>					\$17,839
	Indirect Costs, 8% of Federal MTDC	\$222,984	8.00%		\$17,839	
<b>11.</b>	<b>Training Stipends (see FLAS Budget)</b>					
<b>12.</b>	<b>TOTAL</b>				\$240,823	\$240,823

U.S. Department of Education, International Research and Studies Program  
 CFDA 84.015B  
 Foreign Language and Area Studies Fellowships  
 Submitted by: Univ. of Wisconsin-Madison Center for Southeast Asian Studies  
 P.I.: Anne Hansen  
 Budget Summary, August 15, 2014 - August 14, 2018

Section A	Year 1	Year 2	Year 3	Year 4	Total
1. Personnel	\$0	\$0	\$0	\$0	\$0
2. Fringe	\$0	\$0	\$0	\$0	\$0
3. Travel	\$0	\$0	\$0	\$0	\$0
4. Equipment	\$0	\$0	\$0	\$0	\$0
5. Supplies	\$0	\$0	\$0	\$0	\$0
6. Contractual	\$0	\$0	\$0	\$0	\$0
7. Construction	\$0	\$0	\$0	\$0	\$0
8. Other	\$0	\$0	\$0	\$0	\$0
9. Total Direct Costs	\$0	\$0	\$0	\$0	\$0
10. Indirect Costs	\$0	\$0	\$0	\$0	\$0
11. Training Stipends	\$0	\$0	\$0	\$0	\$1,344,000
11a) Academic Year Graduate Fellowships					
7 Institutional Payments @ \$18,000	\$126,000	\$126,000	\$126,000	\$126,000	
7 Subsistence Allowances @ \$15,000	\$105,000	\$105,000	\$105,000	\$105,000	
11b) Academic Year Undergraduate Fellowships					
2 Institutional Payments @ \$10,000	\$20,000	\$20,000	\$20,000	\$20,000	
2 Subsistence Allowances @ \$5,000	\$10,000	\$10,000	\$10,000	\$10,000	
11c) Summer FLAS Fellowships					
10 Institutional Payments @ \$5000	\$50,000	\$50,000	\$50,000	\$50,000	
10 Subsistence Allowances	\$25,000	\$25,000	\$25,000	\$25,000	
11d) Summer SEASSI FLAS Fellowships					
12. Total Costs	\$336,000	\$336,000	\$336,000	\$336,000	\$1,344,000



## **APPENDIX B**

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### **Biographical Profiles of Faculty/Staff & Consulting Personnel**

## **BIOGRAPHICAL PROFILES ON FACULTY/STAFF AND CONSULTING PERSONNEL CENTER FOR SOUTHEAST ASIA STUDIES, UNIVERSITY OF WISCONSIN-MADISON**

### **1. CORE FACULTY AND TEACHING STAFF (see Section VI.A)**

**Core Faculty** (24) teach major SE Asia content courses, advise and supervise degree work for undergraduate majors and graduate students in SE Asian studies, and conduct much of their primary research and writing on SE Asia; included here is the SE Asia librarian, who plays a critical role in advising students and working with faculty on research projects and course development. **Core Teaching Staff** (9) serve as critical SE Asian language instructors (both lecturers & teaching assistants) and as visiting professors (2012-14) engaged in teaching SE Asia content courses; all play a significant role in broadening the intellectual environment for the study of SE Asia at our university.

### **2. CONSULTING FACULTY AND AFFILIATED SCHOLARS (see Section VI.A)**

**Consulting Faculty** (36) constitute an important support group for SE Asian studies; as UW faculty member, all advise and/or serve on MA and PhD theses committees of our students, and most teach courses with SE Asia content (at least 25%) in their disciplines and/or conduct collaborative research with our core faculty; included here are critical emeritus professors who continue to work with students, collaborate on faculty research projects, and actively participate in CSEAS activities. **Affiliated Scholars** (16) represent major SE Asian specialists at universities within our region who frequently interact with our students and faculty, present lectures on campus, and serve as external members of MA and PhD thesis committees and/or advise on student research projects; among the affiliated scholars are 5 SEASSI language coordinators, each of whom has made and continues to make major contributions to our program throughout the year.

### **3. CSEAS ADMINISTRATIVE STAFF (see Section VI.B)**

**PLEASE NOTE:** Foreign Language Competence is evaluated according to the following scale:

- 5 = fluent
- 4 = excellent
- 3 = good
- 2 = fair
- 1 = poor

## 1. CORE FACULTY AND TEACHING STAFF

### CSEAS DIRECTOR

**HANSEN, ANNE** (100% SE Asia concentration)

CSEAS Director, 2014-17

Professor (tenured), Department of History and Religious Studies (since 2014)

Previously, Professor, Languages & Cultures of Asia and Religious Studies (2008-14)

MA (1993) and PhD (1999), Harvard U; M Div (1988), Harvard Divinity School; BA (1983), Philosophy, St Olaf College

**LANGUAGES:** Khmer - 4; Thai - 4; Pali - 4; French – 4

### RESEARCH/TEACHING SPECIALIZATIONS:

Specialist in history and development of Theravada Buddhism in South and Southeast Asia; Pali and Khmer Buddhist literature, narrative, and ethics; Buddhism and modernity; modern religious movements in SE Asia; Theravadin visual culture in SE Asia; current research on Buddhist reform movements in colonial Cambodia and “painting ethics” in Theravada Buddhism in SE Asia; teaches courses in LCA, Religious Studies and History with emphasis on SE Asian religions, in particular Buddhism (Rel Stds/LCA 273 364); with Faculty Development Grant, developed and is implementing (Summer 2014) an intensive service-learning course (Rel Stds 400) for undergraduates in Cambodia focused on the study of Buddhist practices of care; works closely with undergraduate and graduate students on wide range of studies of SE Asian religions and religious cultures, currently supervising 5 doctoral dissertation committees.

### FIELD AND PROFESSIONAL EXPERIENCE:

Resided and conducted research in Thailand and Cambodia, 1996, 2000-01, 2009, with regular trips to field during summers, since 2010; archival research in the French colonial archives, 1996-97; NEH grant for Cambodian Buddhist textual studies, 2000-03; ; served as reviewer for US Department of Education (2003) & for Fulbright Group Projects Abroad (2002-03); International Advisory Board, *J of SE Asian Studies*, since 2006; Editorial Board, *Udaya: J of Khmer Studies*, since 2008; Editorial Board, SE Asia Series, UW Press, since 2009; Chair, Thai-Lao-Cambodia Studies Group (AAS), 2001-04; member of AAS Board of Directors and Chair of SE Asia Council, 2006-08; SE Asia Review Editor, *J of Asian Studies*, since 2014; member Board of Directors & Advisory Council, Center for Khmer Studies (Cambodia), since 2010; member Benda Prize Committee (AAS), 2013-18; co-chair of recently organized (2013) international Theravada Civilization Project Group.

### SELECTED RECENT PUBLICATIONS:

\*\* “Buddhism in Modern Southeast Asia” In: *The Routledge Handbook on Southeast Asia*, ed. by N.G. Owen (Routledge Press, 2013).

\*\* “Modernism and Morality in Colonial Cambodia” In *People of Virtue: Reconfiguring Religion, Power and Moral Order in Cambodia*, ed. by A. Kent and D. Chandler (NIAS Press, 2008).

\*\* Editor (with J. Ledgerwood): *At the Edge of the Forest: Essays on Cambodia, History and Narrative in Honor of David Chandler* (Cornell U, SE Asia Program, 2008); includes her essay: “Gaps in the World: Harm and Violence in Khmer Buddhist Narrative.”

\*\* *How to Behave: Buddhism and Modernity in Colonial Cambodia, 1860-1930* (U of Hawai’i Press, 2007).

\*\* “Khmer Identity and Theravada Buddhism” In *History, Buddhism, and New Religious Movements in Cambodia*, ed. by J. Marston and E. Guthrie (U of Hawai’i Press, 2004).

\*\* “The Image of an Orphan: Cambodian Narrative Sites for Buddhist Ethical Reflection” *J of Asian Studies*, 62(3), 2003.

**ASHMUN, LARRY F.** (100% SE Asia concentration)

Distinguished Senior Librarian, SE Asia Bibliographer, University Library (permanent academic staff, since 2001)

MA (1982), Information/Library Science, Northern Illinois U; BA (1968), Philosophy, Beloit College

**LANGUAGES:** Thai - 5; Lao - 4; Indonesian - 3; Vietnamese - 2; Hmong - 2

**CAREER SPECIALIZATIONS:** Library and information science, information technology, with specialization on SE Asia; previous employment: Echols Collection, Cornell U Library and Hart Collection, NIU Library; K-12 Asian curriculum specialist, Asia Society (TeachAsia Project, 1996-2000); editorial consultant for educational text, *Laos* (Cobblestone Publishing, 2000); SE Asia consultant for UW Library's 2 access grants from US Department of Education TICFIA (Digital Asia Library and Portal to Asian Internet Resources); curator for 2 major UW collections: Fr. Ives Bertrais Hmong Collection & Joel Halpern Laotian Digital Slide Collection; supervises UW's SEAIT digital initiative; works closely with faculty & students on research & course-related projects; convenes summer library workshops for SEASSI students & for CSEAS's K-12 teacher-training programs.

**FIELD AND PROFESSIONAL EXPERIENCE:** Residence and employment in Thailand: 1969-72 (Peace Corps) & 1972-80, 1990-96, 2000-01; research and consultation in Laos, 1990-91; traveled widely in other parts of SE Asia, especially Cambodia, Burma, Indonesia; freelance field agent for Library of Congress (Thailand) & archivist at Payap U; CRL consultant for Thai National Collection; strong affiliations with Payap, Chiang Mai, and Thammasat Universities; active member of CORMOSEA, SEAM, & Thai, Lao, Cambodia Study Committee of the AAS; CIES Fulbright Fellow to U of Thammasat Libraries (2012).

**SELECTED PUBLICATIONS:**

\*\* South East Asian Images & Texts: Project at the University of Wisconsin-Madison" *Trans-Asia Photography Review* 3(1), Fall 2012 (online resource)

\*\* *Strategies for K-12 Professional Development: The TeachAsia Experience* (co-edited with J. Johnson). NY: The Asia Society, Education Division, 2001.

\*\* *Resettlement of Indochinese Refugees in the United States: A Selective and Annotated Bibliography*. DeKalb: NIU, Center for SE Asian Studies, 1983.

**BAIRD, IAN.** (75-100% SE Asia concentration)

Assistant Professor (tenure-track), Department of Geography (since 2010)

MA (2003) and PhD (2008), Geography, U of British Columbia; BA, Geography (2000), U of Victoria

**LANGUAGES:** Thai - 5; Lao - 5; Brao - 5 (spoken only); Khmer - 2 (spoken only)

**RESEARCH/TEACHING SPECIALIZATIONS:** Research focus on political ecology & upland agricultural practices in the highlands of SE Asia, with extensive work in Thailand, Laos, and Cambodia (especially among the Brao); also research on resistance & rebellions in Laos, before and after 1975, with emphasis on the Hmong, Khmu, & Lao; strong institutional links with Chiang Mai & Ubon in Thailand & Lao National U; co-investigator for NASA-funded project (2013-), "Forest, Agricultural, and Urban Transitions in Mainland SE Asia: Synthesizing Knowledge and Developing Theory;" teaches core SE Asia courses on political ecology of SE Asia & on environment, development, & society in the Asia-Pacific region (Geog 134, 358 & 557); works with graduate students in several departments; supervising 5 doctoral committees on SE Asia.

**FIELD AND PROFESSIONAL EXPERIENCE:** Over 26 years of research & residence in Thailand, Laos, and Cambodia, with extensive experience with NGOs in agricultural, environmental, & fisheries development work in Laos & Cambodia; since 1999, principal involvement in Global Association for People & the Environment (GAPE, a NGO based in Pakse, Lao PDR & Victoria, BC); Co-Director, UW's Hmong Studies Program (consortium with U Minnesota, since 2010) & convener of Hmong in Comparative Perspective conference (UW, 2011); board member, Center for Lao Studies & editorial board of *J of Lao Studies*; convener of 4th International Lao Studies Conference (UW, 2012); research affiliate with UW's IES.

**SELECTED RECENT PUBLICATIONS:**

\*\* "Degraded Forest, Degraded Land, and the Development of Industrial Tree Plantations in Laos" *Singapore J of Tropical Geography*, 35, 2014.

\*\* "Political Memories of Conflict, Economic Land Concessions, and Political Landscapes in the Lao People's Democratic Republic." *Geoforum*, 52, 2014.

\*\* "The Cult of Phaya Narin Songkhrum: Spirit Mediums and Shifting Socio-Cultural Boundaries in Northeastern Thailand." *J of Southeast Asian Studies*, 45(1), 2014.

\*\* "Indigenous Peoples' and Land: Comparing Communal Land Titling and its Implications in Cambodia and Laos. *Asia Pacific Viewpoint*, 54(3), 2013.

\*\* "Millenarian Movements in Southern Laos and Northeastern Siam (Thailand) at the Turn of the Twentieth Century" *South East Asia Research*, 21(3) 2013.

\*\* *Dipterocarpus Wood Resin Tenure, Management and Trade: Practices of the Brao in Northeast Cambodia* (Verlag, 2009).

\*\* *People, Livelihoods and Development in the Xekong River Basin of Laos* (with B. Shoemaker) (White Lotus, 2008).

**BARNARD, ERLIN SUSANTI** (75-100% SE Asian concentration)

Faculty Associate, Department of Languages and Cultures of Asia (permanent academic staff, since 2003)

PhD (2004), Leeds Metropolitan U (UK), Second Language Acquisition; MA (1989), 2nd Language Study, U of Hawaii; Sarjana (1986), TESL, Institute of Teacher Training and Education, Malang, Indonesia

**LANGUAGES:** Native speaker of Indonesian; Javanese - 4; Chinese - 3

**RESEARCH/TEACHING SPECIALIZATIONS:** Second-language acquisition & instructional pedagogy; over 20 years of collaborative experience in designing & implementing teaching materials for Indonesian and of teaching & coordinating language instructional programs; co-author of *Nah, Baca! Authentic Indonesian Readings* (2 vols, NLRC, Hawaii, 1997); Pedagogy Coordinator for all SE Asia language instruction in LCA (Filipino, Hmong, Indonesian, Thai, & Vietnamese).

**FIELD AND PROFESSIONAL EXPERIENCE:** Native of Indonesia, with regular contact; Lecturer in Indonesian, Indo-Pacific Languages and Literatures, U of Hawaii, 1986-94; Instructor, Advanced Indonesian Abroad, Summers 1985-1986 & at SEASSI, 1987-89; Convener, Indonesian Program, National U of Singapore, 1994-2002; Program Director, Office of Continuing Education, National U of Singapore, 1996-2000; Coordinator Indonesian & Javanese at SEASSI 2000; Testing Specialist, SE Asian Ministers of Education Organization, Singapore, 1999-2002; UW Chancellor's Award for Excellence in Service, 2012.

**SELECTED RECENT PUBLICATIONS:**

\*\* *Let's Speak Indonesia: Ayo Berbahasa Indonesia!* (with E. Rafferty), 2 vols. (U of Hawaii Press, 2014; beginning & intermediate oral proficiency text).

\*\* *Ayo Membaca! Indonesian Reading Lessons* (with E. Rafferty) (CSEAS, UW-Madison, 2013: <seasia.wisc.edu>).

\*\* "Improving Reading Proficiency via Interactive Online Lessons" (with E. Rafferty). *Electronic J of Foreign Language Teaching* (National U of Singapore) 9(1), 2012.

\*\* "Fundamentals of Language Teaching Methods" *National Online LCTL Teacher Training Initiative* (UW-Madison, Language Institute, 2009; web-based resource).

\*\* "Introduction to the U.S. Educational System for Language Instructors" (with D. Murphy, et al.). *National Online LCTL Teacher Training Initiative* (UW-Madison, Language Institute, 2009; web-based resource).

**BOWIE, KATHERINE A.** (75-100% SE Asia concentration)

Professor (tenured), Department of Anthropology (since 1988)

Director, Center for Southeast Asian Studies, 2001-02; 2011-14

MA (1981) and PhD (1988), Anthropology, U of Chicago; BA (1972, Honors), Stanford U

**LANGUAGES:** Thai - 4; German, French - 3; Latin, Sanskrit - 2

**RESEARCH/TEACHING SPECIALIZATIONS:** Specializes in peasant history, political economy, social movements, & Buddhism in Thailand & Laos; translator of short stories of Samruan Singh, *Voices from the Thai Countryside* (2002 edition), a widely used text for Asian and Third World literature classes; major monograph, *Rituals of National Loyalty: An Anthology of the State and the Village Scout Movement in Thailand* (Columbia, 1997); teaches core courses in Anthropology (330 & 650, including 104, with considerable SE Asia content); since 2010, worked with over 20 MA & PhD students as thesis & dissertation chair in SE Asian Studies, Anthropology, History, Geography, & Development Studies.

**FIELD AND PROFESSIONAL EXPERIENCE:** Over 30 years of regular contact & more than a decade of actual residence in Thailand; strong institutional linkages with Chiang Mai, Khon Kaen, & Thammasat Universities; leading organizer of Council on Thai Studies, since 1995; Benda Prize Selection Committee, AAS (2001-04); active officer in Midwest Conference on Asian Affairs (Vice President, 2009-10; President, 2010-11); IIE Fulbright National Screening Committee (2007-10); AAS Program Committee (2007-09); member of recently organized (2013) international Theravada Civilization Project; currently Senior Editor, SE Asia series, UW Press.

**SELECTED RECENT PUBLICATIONS:**

\*\* *The Politics of Humor: The Vicissitudes of the Vessantara Jataka in Thailand* (forthcoming, UW Press, 2015).

\*\* "The Saint with Indra's Sword: Khruubaa Srivichai and Buddhist Millenarianism in Northern Thailand" *Comparative Studies in Society & History*, 56(3), 2014.

\*\* "Buddhism and Militarism in Northern Thailand: Solving the Puzzle of the Saint Khruubaa Srivichai" *J of Asian Studies*, 73(3) 2014.

\*\* "Women's Suffrage in Thailand: A Southeast Asian Historiographical Challenge," *Comparative Studies in Society & History*, 52(4), 2010.

\*\* "Vote Buying and Village Outrage in an Election in Northern Thailand: Recent Legal Reforms in Historical Context" *J of Asian Studies*, 67(2), 2008.

\*\* "Standing in the Shadows: Of Matrilocality and the Role of Women in a Village Election in Northern Thailand" *American Ethnologist*, 35(1) 2008.

**CHAN, SHELLY** (25-50% SE Asia concentration)

Assistant Professor (tenure-track), Department of History (since 2011)

MA (2005) and PhD (2009), History, U California-Santa Cruz; MA (2003), History, and BA (1999), History & Political Science, U British Columbia

**LANGUAGES:** Chinese - 5

**RESEARCH/TEACHING SPECIALIZATIONS:** Historian of modern China, with emphasis on Chinese migration and diasporas (especially as reflected in “moments” of global connections) in the Asia-Pacific region; research on Asian transnational & global processes; current book project, “Moments of Diaspora,” focused on Chinese mass emigrations in the late 19th & first half of the 20th centuries and its impact on China and the Chinese diaspora resulting from encounters with circuits of colonialism, capitalism, & imperial intrusions, including SE Asia; current research on changing patterns of overseas Chinese interaction with post-1949 China, with emphasis on how diaspora is reproduced through museums, forms of popular culture, and other “projects” related to global, regional, and local processes in China and its diasporic spaces; teaches courses on modern China, images of Chinese since Marco Polo, and Chinese migrations since 1500 (Hist 276, with the latter having 25% SE Asia content) and the graduate seminar on Diaspora & Transnationalism (Hist 706); as research in SE Asia progresses, will develop new courses with SE Asia content.

**FIELD AND PROFESSIONAL EXPERIENCE:** Assistant Professor, Pacific & Asian Studies, Victoria University, 2009-11; considerable research in Chinese archives, especially in Guangzhou & Hong Kong; preliminary research begun in Singapore (2013-14); since 2013, research funded by ACLS-Luce China Studies Postdoctoral Fellowship & UW Graduate School; Resident Fellow, Institute for Research in the Humanities, UW, Fall 2014.

**SELECTED RECENT PUBLICATIONS:**

\*\* “The Case for Diaspora: A Temporal Approach to Chinese Communities in Global Context” *J of Asian Studies*, 73, 2014.

\*\* “The Disobedient Diaspora: Overseas Chinese Students in Mao’s China, 1958-1966” *The J of Chinese Overseas*, 11/2014.

\*\* “Rethinking the ‘Left Behind’ in Chinese Migrations: A Case of Liberating Wives in Emigrant South China in the 1950s” In: *Proletarian and Gendered Mass Migrations: A Global Perspective on Continuities and Discontinuities from the Nineteenth to the Twenty-first Centuries*, ed. by D. Hoeder & A. Kaur (Brill, 2013).

\*\* *A Maidservant of the Revolution: He Xiangning & Chinese Feminist Nationalism in the 1920s-1930s* (Chinese U of Hong Kong: Institute of Asia-Pacific Studies, no. 185, 2007).

**CHANPRASERT ELBOW, KANNIKAR** (100% SE Asia concentration)

Senior Lecturer in Thai, Department of Languages and Cultures of Asia (permanent academic staff since 2004)

MA (1989), Public Policy & Administration, UW-Madison; BA (1979), English, Silpakorn U (Nakorn Pathom, Thailand)

**LANGUAGES:** Native speaker of Thai; Lao - 4; French – 4.

**TEACHING AND PROFESSIONAL EXPERIENCE:** Native of Thailand, with regular contact over past 25 years; Thai instructor & administrator, US Peace Corps-Thailand, 1980-87; Program Director, Language and Cross-Cultural Training, Bangkok, 1985-87; Teaching Associate in Thai, U of Washington, Seattle, 1989-90; Lecturer in Thai at UW during academic year and summers (for CYIT program), 1992-93; Associate Advisor, CSEAS, 1995-97; Instructor of Thai at SEASSI since 2003; handles all 3 levels of Thai at UW (LCA) since 2004; consultant on IRS grant, “Reading Thai,” under R. Bickner, 2006-09; since 2011, trained and experienced in all distance technologies for Thai instruction; taught distance instruction in advanced Thai for students at UC Berkeley during 2013-14 & will continue in 2014-15; at forefront of CSEAS & LCA academic-year distance language initiatives for the next 4 years, under supervision of Barnard; since 2011, has served as primary consultant for the orientation of students participating in the International Research Experience for Students program of UW’s Department of Bacteriology, directed by Jon Roll (see below), which takes UW-Madison students of microbiology to Bangkok to conduct joint research with Thai students and researchers at Mahidol and Chulalongkorn Universities.

**CHOY, PEGGY** (50-75% SE Asia concentration)

Assistant Professor (tenure-track), Dance Program, School of Education (since 2009)

Assistant Professor, Asian American Studies Program (since 2009)

MFA (2006), UW-Milwaukee; MS (1983), Urban/Regional Planning, UW-Madison, 1983; MA (1982), SE Asian Studies, U of Michigan; BA (1970), Anthropology, Reed College

**LANGUAGES:** Indonesian - 4, Javanese - 3; Korean - 2

**RESEARCH/TEACHING SPECIALIZATIONS:** Specialist on Indonesian forms of artistic expression in the performing arts, especially dance; techniques & genres of Java and Bali performance; also active in Korean & modern dance performance; for 20 years (until 2009) served as CSEAS Outreach Coordinator and instructor of Javanese Performance (Dance 321) & other dances courses; principal investigator & choreographer of *Women of the Scared Earth* (performance and workshop), 2006-07; recipient of the Virginia H. Horne grant for "Women and Performance in Cross-Cultural Perspective," 2008-09; since 1983, directed & choreographed annual Javanese dance performance in collaboration with UW Javanese Gamelan Ensemble; recipient of numerous dance and teaching awards and honors.

**FIELD AND PROFESSIONAL EXPERIENCE:** Studied dance and performing arts of Indonesia; frequent trips to Indonesia in the past 30 years; long-standing association with Indonesia performing artists, especially in central Java and Jakarta; regularly invited to perform in US and overseas, including Penang, Malaysia, and Jakarta, Indonesia (at Utan Kayu) in May 2001; conducted Javanese dance workshops & performances at Kintari Foundation, Prague (2012); since 2009, directs the Peggy Choy Dance Company as choreographer and performer.

**SELECTED RECENT PUBLICATIONS:**

\*\* "Anatomy of a Dancer: Place, Lineage and Liberation" *Amerasia Journal*, 26(2), 2000; reprinted *Asian Settled Colonialism*, ed by C. Fujikane & J. Okamura (Hawaii Press, 2008).

\*\* "Dancing Outside the American Dream: History and Politics of Asian Dance in American" *Movement Research Performance Journal*, 1992; reprinted in *Legacy of Liberation*, ed by Fred Ho, et al (Edinburgh: AK Press, 2000)..

\*\* "Ramayana Ballet: Perspectives on a Tourist Genre" *Asian Theater J.*, 1988.

\*\* "Harmonious Feeling (Ki Nartosabdho and Condong Raos)" and "Unity of the Pendhowo Dance-Drama Company." In *Theater Companies of the World*, Greenwood, 1986.

\*\* "Texts through Time: The Golek Dance of Java." In *Aesthetic Tradition and Cultural Transition in Java and Bali*, CSEAS, UW-Madison, 1984.

**COWELL, DUSTIN C.** (50-75% SE Asia concentration)

Professor of Arabic (tenured), Department of African Languages and Literatures (since 1976; Chair 2009-12)

PhD (1976), Comparative Literature, U of California San Diego; BA (1967), Spanish Literature, Pomona College

**LANGUAGES:** Malay/Indonesian - 5, Arabic - 5, Spanish & French - 5

**RESEARCH/TEACHING SPECIALIZATIONS:** Specialist on classical Arabic literature & language; since 1993, major concentration on Islam & Arabic language studies in Malaysia & Indonesia; research on teaching of Arabic in Islamic schools and on the study of Arabic-Malay/Indonesian Islamic texts; collaborative work with Rafferty on the development of video and other pedagogical materials for intermediate/advanced Indonesian; director of UW's Arabic Immersion Program (since 2006); also faculty affiliate in LCA; works closely with student concentrating on Islam in SE Asia.

**FIELD AND PROFESSIONAL EXPERIENCE:** Visiting professor, International Institute of Islamic Thought and Civilization, Kuala Lumpur, 1994-96; conducted research & participated in conferences & workshops in Indonesia & Malaysia (1993-96, 1998-2006, 2013-14); strong links with Islamic studies programs at many Indonesian universities, especially in Java and Sulawesi; active member of Majlis Antarabangsa Bahasa Melayu (International Council for Malay), 2000-06; President of COTIM & principal investigator for 3 Fulbright GPA grants in support of Advanced Indonesian Abroad, 1998-2004 and served as its in-country program director at U Kebangsaan Malaysia (Kuala Lumpur, 1999) and at Universitas Sam Ratulangi (Manado, 2001-03).

**SELECTED RECENT PUBLICATIONS:**

\*\* [From Arabic] "Aesthetic Aspects of the Poetry of Urwa ibn al-Ward, Prince of the Brigands" In: Proceedings, International Seminar on "Living Phenomena of Arabic Language and Al-Quran," ed. by A. Malik (Yogyakarta: U of Ahmad Dahlan, 2014).

\*\* [From Indonesian] "Development of Foreign Language Teaching in North America: Experience in Teaching Malay" In *Pengajaran Bahasa Melayu untuk Perdatur Asing*, ed. by A.J.M. Salleh & R. Muhamad (Kuala Lumpur, Dewan Bahasa dan Pustaka, 2003).

\*\* "The Concept of Eloquence in Arabic Literary Theory as Presented by the 11th-century North African Poet-Critic Ibn Rashiq al Qayrawani" *Al-Shajarah* 2(2) 1997 (Kuala Lumpur: Dewan Bahasa dan Pustaka).

**COXHEAD, IAN A.** (75-100% SE Asia concentration)

Professor (tenured), Department of Agricultural and Applied Economics (since 1991; Chair since 2012)

Director, Center for Southeast Asian Studies, 2002-05

PhD (1990) and MA (1984), Economics, Australian National U; BA (1981, Honors), History, U of New South Wales

**LANGUAGES:** Tagalog - 3, Thai - 2, Vietnamese – 2; French - 2

**RESEARCH/TEACHING SPECIALIZATIONS:** Income distribution, economic & agricultural development, and interactions among trade, economic policy, and environment in SE Asia, with strong concentrations on Philippines, Thailand, Laos, Indonesia & Vietnam; current research on capacity building in Vietnam's transitional economy, with emphasis on agricultural & labor sectors; principal investigator for Luce Foundation grant for international conference (Bangkok, 2013) to prepare *Handbook on SE Asian Economics* (see below); teaches core course on SE Asia economic growth (AAE/Econ 473); Chair, UW's Development Studies Doctoral Program (2004-09); works with MA & PhD students concentrating on economies of SE Asia, including 10 PhD dissertations committees (AAE) since 2005.

**FIELD AND PROFESSIONAL EXPERIENCE:** Extensive fieldwork in Philippines, Thailand, Vietnam & Indonesia; strong institutional links (government, NGOs, and academic) across SE Asia; Visiting Professor, Thammasat (1996-97); USAID-funded research in Philippines (2002-06); since 2005, extensive research on Vietnam with links to ministries of labor & agriculture; major presenter in 2-day briefing of Indonesia's Ministry of Finance, 2014; member editorial board: *Philippine J of Development & Land Economics*; Associate Editor, SE Asia series, UW Press.

**SELECTED RECENT PUBLICATIONS:**

\*\* Editor: *Handbook of Southeast Asian Economics* (Routledge, 2014); including articles in volume: "Introduction: SE Asia's Long Transition," "Lucky Countries? Internal & External Sources of Growth in SE Asia" (with T. Phung), and "Education in SE Asia: Investments, Achievements, and Returns" (with D. Phan).

\*\* "Princelings & Paupers: State Employment and the Distribution of Human Capital Investments among Vietnamese Households" (with D. Phan), *Asian Development Review*, 30(2), 2013.

\*\* "Are Carbon Taxes Good for the Poor? A General Equilibrium Analysis for Vietnam" (with Anan W & Nguyen VC), *World Development*, 59(1), 2013.

\*\* "The Rise of China and India and the Commodity Boom: Economic and Environmental Implications for Low-Income Countries" (with S Jayasuriya), *The World Economy*, 33(4), 2010.

\*\* "Prospects for Skills-Based Exports in Resource-Rich Developing Economies: Indonesia in Comparative Perspective" (with M Li), *Bulletin of Indonesian Economic Studies*, 44(2), 2008.

\*\* *Land Use Changes in Tropical Watersheds* (with G Shively) (CAB International, 2005).

**CULLINANE, MICHAEL** (100% SE Asia concentration)

Associate Director (permanent academic staff), Center for SE Asian Studies & Title VI FLAS Coordinator (since 1991)

Associate Faculty, Department of History (since 1991)

PhD (1989), History, U of Michigan; MA (1969), SE Asian Studies, Ohio U; BA (1966), History, U of California Santa Barbara

**LANGUAGES:** Cebuano/Visayan - 4, Tagalog - 2, Spanish – 3 (reading)

**RESEARCH/TEACHING SPECIALIZATIONS:** Philippine social, political, & demographic history in the 19th & 20th centuries; over 30 years teaching experience & administering SE Asia programs; teaches two SE Asia gateway courses: Hist 244 (crosslisted in 5 departments) & Hist 246 (crosslisted in 3 departments); undergraduate & graduate advisor for SE Asian Studies programs (BA, MA, & certificate programs).

**FIELD AND PROFESSIONAL EXPERIENCE:** Philippines: over 30 years of regular contact; 8 years of research & residence, including Peace Corps (1966-68); Fulbright Senior Research Grant to Philippines (Summer 2008); traveled widely in other parts of SE Asia; strong institutional links with U of San Carlos (Cebu) & Ateneo de Manila U in Philippines; SEASSI Director (1984-85, 1994-95, since 2000); Chair, Philippine Studies Group (AAS, 1984-89); elected member SEA Council of AAS (1998-2001); evaluator CIEE-Hanoi Study Abroad Program (2002); Associate Editor, SE Asia Series, UW Press (since 2005); SE Asia Review Editor, *J of Asian Studies* (since 2014).

**SELECTED RECENT PUBLICATIONS:**

\*\* *Arenas of Conspiracy and Rebellion in the Late 19th-Century Philippines* (Ateneo de Manila U Press, 2014).

\*\* *The Battle for Cebu (1899-1900)* (Cebu: U of San Carlos Press, 2014).

\*\* "Bringing in the Brigands: Politics of Pacification in the Colonial Philippines, 1902-1907" *Philippine Studies*, 57, 2009.

\*\* *Spotlight on Southeast Asia: Connections and Cultures*, ed. by J. Wilcox (NY: American Forum for Global Education, 2003); (secondary teacher guide, compiled with: B. Andaya, R. O'Connor, P. Zinoman).

\*\* *Ilustrado Politics: Filipino Elite Response to American Rule, 1898-1908* (Ateneo de Manila U Press, 2002).

\*\* "The Master and Juan de la Cruz: Hilario C. Moncado, *Politiko* and Man of Mystery." In *Lives at the Margin*, ed. by A. McCoy (Ateneo de Manila U Press, 2000).

**DINH THI HONG** (100% SE Asia concentration)

Associate Lecturer in Vietnamese, Department of Languages and Cultures of Asia (since 2008)

BA (1988), English, U of Dalat; Certificate (2005), Teaching Vietnamese to Foreigners, Vietnamese Language Studies (Ho Chi Minh City).

**LANGUAGES:** Native speaker of Vietnamese - 5; French - 4.

**TEACHING AND PROFESSIONAL EXPERIENCE:** Native of Vietnam. Also holds certificates in teaching English (2004); taught English at Communication English College, Ho Chi Minh City, 2003-05 & at Nguyen Tat Thanh College, Ho Chi Minh City, 2006-07; taught Vietnamese to foreigners at Sai Gon Vietnamese Language Studies, Ho Chi Minh City, 2004-08; at UW, teaches 3 levels of Vietnamese during academic year & at SEASSI (2000 & since 201), including distance instruction utilizing both simultaneous streaming (from her classroom) & through the use of I-pads; works closely with Erlin Barnard to develop & implement performance-based materials & proficiency testing standards for Vietnamese language courses; has written & piloted speaking materials for beginning level courses; active in GUAVA consortium since 2008; member of VASI selection committee (up to 2011); based on SEASSI experience in distance instruction technologies, will offer distance Vietnamese instruction in 2014-15 academic year to students at NIU as part of UW-NIU collaborative program.

**GADE, ANNA** (75-100% SE Asia concentration)

Professor (tenured), Nelson Institute for Environmental Studies (since 2014) & Religious Studies (since 2010)

Previously: Professor, Department of Languages and Cultures of Asia (2010-14)

MA (1992) and PhD (1999), Religious Studies, U of Chicago Divinity School; BA, Mathematics, Swarthmore College

**LANGUAGES:** Indonesia - 4; Arabic - 4; Khmer - 3 (speaking); French - 4

**RESEARCH/TEACHING SPECIALIZATION:** Traditions of global Islam; Qur'an and Qur'anic recitation; trends in religious revitalization among Muslims of SE Asia (Indonesia, Malaysia & Cambodia); theory & method in academic study of religion; anthropological approaches to religion; current research focus on global, cultural, historical, and religious responses to environmental change; maintains website on "Green Islam in Indonesia," since 2011; teaches *Introduction to the Qur'an* (LCA/Rel Stds 206); *Islam: Religion & Culture* (LCA/Rel Stds 370) and *Islam in SE Asia* (LCA/Rel Stds 802); works with undergraduate and graduate students on Islam & religions of SE Asia; currently supervising 2 doctoral students.

**FIELD AND PROFESSIONAL EXPERIENCE:** Major research and residence in Indonesia: 1996-97; 2008-10, with annual research there since 2010; also in Cambodia: 2004-05, 2006; affiliations with Islamic institutions in Indonesia (Java) and the Khmer Studies Center (Cambodia); Associate Editor, *Journal of American Academy of Religion* (2006-10) and member of two of the Academy's steering committees (SE Asia Religions and Qur'an Study Group); Editorial Board, *Comparative Islamic Societies* (U Washington, 2003-); NEH Review Board, 2005; elected member of SE Asia Council, AAS, 2006-08; on editorial staff of SE Asia series, UW Press.

**SELECTED RECENT PUBLICATIONS:**

- \*\* "Islamic Law and the Environment in Indonesia: *Fatwa and Da'wa*" & [translator from Indonesian of] "Faiths from the Archipelago: Action for Environment & Climate Change," by F. Mangunjaya, et al. *Worldviews*, 12/2014.
- \*\* "Tradition and Sentiment in Indonesian Environmental Islam" *Worldviews*, 9/2012 (special issue on Islam and Ecology, ed. by A. Gade & D. Johnston).
- \*\* "Religious Biographies of the Prophet Muhammad in 21st-Century Indonesia" In: *Cambridge Companion to Muhammad*, ed. by J. Brockopp (Cambridge U Press, 2010).
- \*\* *The Qur'an: An Introduction* (Oxford: Oneworld Publications, 2010 in the Islamic Foundations Series).
- \*\* "Sunan Ampel of the Javanese Wali Songo" In *Tales of God's Friends: Islamic Hagiography in Translation*, ed. by J. Renard (U of California Press, 2009).
- \*\* *Perfection Makes Practice: Learning, Emotion and the Recited Qur'an in Indonesia*. (U of Hawaii Press, 2004).
- \*\* "Muslim Thought and Practice in Contemporary Indonesia" (with R.M. Feener). In: *Islam in Contemporary Societies*, ed. by R.M. Feener (ABC-CLIO, 2004).
- \*\* "Motivating Qur'anic Practice in Indonesia by 'Competing in Goodness'" *J of Ritual Studies*, 18, 2004.
- \*\* "Taste, Talent, and the Problem of Internalization: A Qur'anic Study in Religious Musicality from Southeast Asia" *History of Religions*, 41, 2002.

**GUNTHER, ALBERT C.** (25-50% SE Asia concentration)

Professor (tenured), Department of Journalism & Mass Communication (since 1998)

MS (1984) and PhD (1987), Communication Research, Stanford U; BA (1969), English, and MA (1972), Journalism, U of Wisconsin

**LANGUAGES:** Indonesian/Malaysian - 3, French and Spanish - 3

**RESEARCH/TEACHING SPECIALIZATIONS:** Specialist in mass media and public opinion, censorship & media credibility, and media risk, with global focus, including on Indonesia, Malaysia, Singapore, Thailand, & Vietnam; dissertation research on Indonesia; teaches courses in journalistic writing; consultant on USAID-Johns Hopkins-Government of Indonesia project (2001-04) to increase the use & acceptability of high quality family planning and reproductive health services in Indonesia; works with graduate students with interests SE Asia media and communications.

**FIELD AND PROFESSIONAL EXPERIENCE:** Residence and research in Indonesia, Malaysia, Singapore; visiting professor of journalism at Institut Teknologi MARA (Malaysia), 1972-74, and of mass communications at National U of Singapore, 1993-94; strong links with communications academics, journalists, and other media professionals in Thailand, Indonesian, Malaysia, and Singapore; participated in UW-sponsored international workshop in Penang (5/2000); collaborative research supported by Thailand Research Fund, on analysis of Thai television programming, 2000-01; member of editorial boards of *J of Communication*, *International J of Public Opinion Research*, *Indonesia Times* (Jakarta); article reviewer, *Asian J of Communication* (NTU, Singapore); teaching fellow, Hanoi Agricultural U (Spring 2010).

**SELECTED RECENT PUBLICATIONS:**

\*\* "Mapping Boundaries of the Hostile Media Effect" (with K. Schmitt) *J of Communications*, 54, 2004.

\*\* "Mixing of English and Thai in Thai Television Programs" (with P. Kanaovakun) *Manusya J of Humanities*, 6, 2003.

\*\* "The Influence of Presumed Influence" (with J.D. Storey) *J of Communication*, 52, 2003.

\*\* "Congenial Public, Contrary Press, and Biased Estimates of the Climate of Opinion" *Public Opinion Quarterly*, 65, 2001.

\*\* "Public Perceptions of Television Influence and Opinions about Censorship in Singapore" (with S.C.Y. Chia) *International J of Public Opinion Research*, 1996 (reprinted in *Children and Violence on the Screen*, ed. by U. Carlsson and C. von Feilitzen. Goteborg: Nordicom, 2000).

**KIM, NAM** (75-100% SE Asia concentration)

Assistant Professor in Archaeology (tenure-track), Department of Anthropology (since 2010)

MA (2005) & PhD (2010), Anthropology (Archaeology), U of Illinois-Chicago

MA, Political Science, NYU, 1998; BA, International Relations, U of Pennsylvania, 1996

**LANGUAGES:** Vietnamese - 4; French - 3 (reading); Korean - 3

**RESEARCH/TEACHING SPECIALIZATIONS:** Specialist on East & SE Asian archaeology, with primary research on Vietnam, with emphasis on sociopolitical complexity, state formation, exchange networks, leadership strategies, formation of ancient cities, & the anthropology of warfare; dissertation on "The Underpinnings of Sociopolitical Complexity and Civilization in the Red River Valley of Metal Age Vietnam."

**FIELD AND PROFESSIONAL EXPERIENCE:** Extensive field research in northern Vietnam (since 2005), especially at Co Loa (2007-10, 2012-13), Mexico, Guatemala, & North America; research in Vietnam funded by ACLS-Luce Foundation & NSF; maintains close collaboration with Vietnamese archaeologist and social scientists & has strong affiliations with Vietnamese institutions and organizations; Honorary Member of Vietnam Institute of Archaeology (Hanoi, since 2008); teaches courses on SE Asia archaeology (Anthro 310), and Introduction to Cultural Anthropology (with 25% SE Asia content), as well as graduate seminars (Anthro 942), with emphasis on SE Asia.

**SELECTED RECENT PUBLICATIONS:**

\*\* "Cultural Landscapes of War and Political Regeneration" *Asian Perspectives*, 2014.

\*\* "Vietnam's Archaeological World Heritage Sites" (with Trinh H.H.) *Encyclopedia of Global Archaeology*, ed by C. & J. Smith. 2014.

\*\* "Lasting Monuments and Durable Institutions: Labor Urbanism and Statehood in Northern Vietnam and Beyond," *J of Archaeological Research*, 21(3), 2013.

\*\* "Co Loa: An Investigation of Vietnam's Ancient Capital" (with Trinh H. Hiep) *Antiquity*, 84, 2010.

\*\* "Walls, Warfare, and Political Centralization: Recent Excavations at the Middle Wall and Ditch of the Co Loa Site in the Dong Anh District of Hanoi" [translation from Vietnamese] (with Lai V. Toi & Trinh H.Hiep). *Khao Co Hoc* (Hanoi), 3, 2010.

**LARONGA, STEVEN** (100% SE Asia concentration)

Director, Javanese Gamelan Ensemble, School of Music

MA (2008), Ethnomusicology, UW-Madison; BA (1998), Music, Wesleyan U

**LANGUAGES:** Indonesia – 4; Javanese – 4; Dutch – 3 (reading)

**RESEARCH/TEACHING SPECIALIZATIONS:** Doctoral Candidate in Ethnomusicology (completing dissertation in 2015), specializing in Javanese music and Indonesia culture and performing arts; studies at Gadjah Mada University (Yogyakarta), 2002-02; studied Javanese music at Institut Seni Indonesia (Surakarta), 1998-2000; Teaching Assistant for Javanese gamelan (Music 361), 2013-15; Javanese gamelan instructor for SEASSI, each summer 2009-13.

**LEE, CHOUA** (100% SE Asia concentration)

Associate Lecturer in Hmong, Department of Languages and Cultures of Asia (since 2007)

MA (2004), Education, Edgewood College; BA (2002), Computer Science, Lakeland College (Wisconsin)

**LANGUAGES:** Native speaker of Hmong – 5, Lao – 4.

**TEACHING AND PROFESSIONAL EXPERIENCE:** Native speaker of Hmong; TEFL Certificate from Wisconsin English Language Institute, 2006; ESL Teacher and Instructional Bilingual Assistant, Literacy Network (Madison), 2004-present; teaches 3 levels of Hmong language under the supervision of Barnard in LCA; Associate Research Specialist, Hmong Research Project, supervised by M. Macken and funded by IRS grant, 2003-05 (research on sound systems and literacy); trained in distance instruction technologies and under supervision of Barnard will offer distance instruction in Hmong in 2014-15 academic year as part of UW's expanded offerings.

**LOWMAN, IAN** (100% SE Asia concentration)

Visiting Assistant Professor, Languages & Cultures of Asia, UW-Madison, 2012-14

PhD (2011) & MA (2006), South & SE Asian Studies, U of California Berkeley; BA (2003), History, Brigham Young U

**LANGUAGES:** Khmer – 4; Sanskrit – 3; Pali – 3; French - 4

**RESEARCH/TEACHING SPECIALIZATIONS:** Visiting Professorship at UW (2012-14) under the auspices of the American Academy of Learned Societies as a New Faculty Fellow; served as Lecturer, South & Southeast Asian Studies, U California Berkeley, 2011-12; specializes in SE Asian history, with emphasis on early historical period, archaeology, and Theravada Buddhism, as well as historical influences on contemporary nationalisms, with a research emphasis on Cambodia; dissertation on “The Descendants of Kambu: The Political Imagination of Angkorian Cambodia;” at UW, taught several core courses: LCA 100, 364, 600 & Rel Stds 273; beginning Fall 2014, will be Visiting Assistant Professor at Kenyon College.

**FIELD AND PROFESSIONAL EXPERIENCE:** Conducted field research in Cambodia, 2007-08 with a Fulbrigh-Hays Doctoral Dissertation fellowship; recipient of Luce Foundation/ACLS grant for Archaeology & Early History, 2010-11; served as Review Editor, *J of Asian Studies* (AAS, 2013-14).

**SELECTED RECENT PUBLICATIONS:**

\*\* The Elephant Hunt of Jayavarman III: A Political Myth of Angkorian Cambodia” *Udaya: J of Khmer Studies* (2013).

\*\* “K.227 and the ‘Bharata Rahu’ Relief: Two Narratives from Banteay Chmar” In: *Connecting Empires and States: Selected Papers from the 13th International Conference of the European Association of Southeast Asian Archaeologists*, 2, 9/2012.

**MACKEN, MARLYS A.** (50-75% SE Asia concentration)

Professor (tenured), Department of Linguistics (since 1991)

PhD (1984), Linguistics, Stanford U; MA (1979), California State U-San Francisco; BA, U of California Davis

**LANGUAGES:** Hmong - 3

**RESEARCH/TEACHING SPECIALIZATIONS:** Conducts research on phonology and language acquisition, with concentration on Hmong, Lao, Khmer, and Vietnamese; Director, Hmong Research Project and Lab (1999-2013); NIH grant (2001-06) on acquisition and structure of spoken Hmong; IRS grant (2002-05) on the sound systems of Hmong, Lao, Khmer, and Vietnamese that produced interactive web-based CD courses for teaching these systems; Wisconsin Humanities Council grant (2002) on "Meeting the Challenges: the Complexity of the Hmong Identity;" grants from UW (HR Office) and city, county, and state agencies (2005-08) on "Hmong Literacy, Language and Jobs Project" to facilitate job training for recent Hmong immigrants (from Thailand); IRS grant (2007-09) on Tonal Languages of China and SE Asia (see resource below, linked to CSEAS website); taught First-Year Interest Group course on "Hmong Society and Culture" in Fall 2004; works with undergraduate and graduate students in linguistics on advanced degrees on SE Asian topics related to language and linguistics.

**FIELD AND PROFESSIONAL EXPERIENCE:** Since 2002, three major research trips to Thailand, Laos, Vietnam, and southern China; extensive fieldwork among Hmong, Lao, and Vietnamese speakers in the US, particularly in Wisconsin; Dane County Refugee Taskforce, 2004-07; Board of Directors, United Asian Services of Wisconsin, 2006-09; major leader in the formation of CSEAS Hmong Studies Program, since 1995.

**SELECTED RECENT PUBLICATIONS:**

\*\* Hmong Research Project; web-based data (since 2009): <[hmongrp.wisc.edu/index.php](http://hmongrp.wisc.edu/index.php)>

\*\* "Factors affecting the production of Vietnamese tones by speakers of American English" (with H. Nguyen). *Studies in Second Language Acquisition* 30(1), 2008.

\*\* *Sound Systems of Thai, Lao, Vietnamese, Burmese, Indonesian, Khmer, and Hmong*" (7 CD ROMs). Madison, 2005.

\*\* "Hmong complex initials" *Papers, 10th Annual Southeast Asian Linguistics Society Meeting* (M. Macken, issue editor). Arizona State U., 2002: 199-214.

**MAWENE, DIAN** (100% SE Asia concentration)

Teaching Assistant in Indonesian, Department of Languages and Cultures of Asia (since 2013)

BA (2008), Education, Satya Wicana Christian University (Salatiga, Indonesia)

**TEACHING AND PROFESSIONAL EXPERIENCE:** English language teacher in Indonesia, since 2006, including at English First (Nusantara, Megelang, 2010-11) and at Satya Wacana (Salatiga, 2012-13); Fulbright-funded Foreign Language Teaching Assistant at UW-Madison, 2011-12 and worked with Rafferty & Barnard on the production of the online Indonesian reading text, *Ayo Membaca!* (see Rafferty & Barnard); Indonesian language instructor at 2013 Advanced Indonesian Abroad (COTI); since Fall 2013 is a graduate student at UW-Madison in Educational Policy Studies; teaches in UW's academic-year Indonesian program and will teach at SEASSI 2014; trained in distance instruction technologies and under supervision of Barnard will offer distance instruction in Indonesian in 2014-15 academic year as part of UW's expanded offerings.

**MCCOY, ALFRED W.** (75-100% SE Asia concentration)

John R.M. Smail Professor, Department of History (since 1989)

Director, Center for Southeast Asian Studies, 1994-97

PhD (1977), History, Yale U; MA (1969), U of California Berkeley; BA (1968), Columbia College

**LANGUAGES:** Hiligayon (Visayan-Filipino) - 4; Tagalog - 2; French - 3; Spanish - 3 (reading)

**RESEARCH/TEACHING SPECIALIZATIONS:** Economic, social, and political history of the Philippines since the 19th century; political economy of heroin trade of SE Asia; colonial origins of global police & surveillance systems; since 2004 (with F. Scarano & J. Fradera) has explored the "Transitions and Transformations in the US Imperial State," with emphasis on the Philippines, including convening four international conferences: Madison, Manila, Sydney, and Barcelona (2010); editor and author of three seminal works in Philippine studies: *Philippine Social History* (with E. de Jesus, 1982), *An Anarchy of Families* (1994, rev ed 2009), and *Lives at the Margin* (2000); in 2001 was awarded the G. Goodman Prize in Philippine Historical Studies, Association for Asian Studies; in 2011 his book, *Policing America's Empire*, won the G. Kahin Prize, awarded by the SEAC or AAS; since 2004 holds J.R.M Smail Chair in SE Asian History; regularly teaches core courses on SE Asian history (Hist 458, 755) and the popular *Vietnam Wars* gateway course (Hist 319); since 2000 has chaired 8 doctoral dissertations in History & 8 MA committees in SE Asian Studies.

**FIELD AND PROFESSIONAL EXPERIENCE:** Long residence and research in the Philippines (since 1972), with strong and continuing affiliations with the U of the Philippines, Ateneo de Manila U, and a wide variety of government and non-government organizations; additional travel and research in Vietnam, Laos, and Indonesia (since 1970); editorial board member: *Crime, Law and Social Change, Philippine Studies*, Yale SE Asia Monograph Series; Senior Editor, SE Asia series, UW Press; Wertheim Memorial Lecture, Amsterdam U, 2010; recipient of Wilbur Cross Medal, Yale U, 2012.

**SELECTED RECENT PUBLICATIONS:**

\*\* *Endless Empire: Spain's Retreat, Europe's Eclipse, America's Decline* (co-ed with J. Fradera & S. Jacobson) (UW Press, 2012).

\*\* *Policing America's Empire: The United States, the Philippines, and the Rise of the Surveillance State* (UW Press, 2009).

\*\* *Colonial Crucible: Empire in the Making of the Modern American State* (co-ed with F. Scarano) (UW Press, 2009).

\*\* "Secret War in Laos" (and other entries) In *Encyclopedia of the Vietnam War*, ed. by S. Kutler, revised edition, 2005.

\*\* "The Costs of Covert Warfare: Airpower, Drugs, and Warlords in the Conduct of U.S. Foreign Policy" *New England J of Public Policy*, 19(1), 2004.

\*\* *The Politics of Heroin*. NY: Lawrence Hills Books, 3rd revised edition, 2003.

\*\* *Closer than Brothers: Manhood at the Philippine Military Academy* (Yale U Press, 1999).

**MCCOY, MARY** (100% SE Asia concentration)

Faculty Associate, CSEAS & Department of Communication Arts (since 2008)

Outreach Coordinator, CSEAS (since 2011)

PhD (2005), Communications, Northwestern U; MA (1995), SE Asian Studies, UW-Madison; BA (1990), English, Oberlin

**LANGUAGES:** Indonesian - 4.

**RESEARCH/TEACHING SPECIALIZATIONS:** Specializes on media, public discourse & rhetoric, and political change, with emphasis on the post-authoritarian transitions in Indonesia and the Philippines; book manuscript under review: *Media and Democratic Consolidation: Scandal, Transparency, and Institutional Uncertainty in Post-Suharto Indonesia*; teaches two core course in Communication Arts (470 & 610), both with 30-40% SE Asia content.

**FIELD AND PROFESSIONAL EXPERIENCE:** Dissertation research in Indonesia and the Philippines, 1996-99, with three additional research trips since 2000; principal investigator in 2000 for 6-person USAID/Indonesia team to evaluate the contributions of *Internews* to Indonesia's media development; affiliations with the Philippine Center for Investigative Journalism (Manila) and with several media organizations in Indonesia; holds Wisconsin Secondary Teaching Certification (2007); coordinates all CSEAS outreach activities, often in conjunction with WIOC.

**SELECTED RECENT PUBLICATIONS:**

\*\* "Purifying Islam in an Emerging Democracy: Metaphor and the Rise of Religious Intolerance in Post-Authoritarian Indonesia" *Rhetoric & Public Affairs* 16(2), 2013.

\*\* "Free Speech" In: *Encyclopedia of Global Studies* (Sage, 2012).

\*\* "News Repair and Institutional Authority in the Age of the Internet" *Journal of Communication*, 51(1) 2001.

**NOBLES, JENNA** (25-50% SE Asia concentration)

Associate Professor (tenured), Department of Sociology (since 2009)

PhD (2007) and MA (2004), Sociology, U of California Los Angeles; BA (2002), Sociology, Boston College

**LANGUAGES:** Spanish – 4.

**RESEARCH/TEACHING SPECIALIZATIONS:** Specialist on demography and the sociology of economic change, development, gender, family, and health, with considerable research emphasis on Mexico and Indonesia; major contributor at Bangkok conference convened by I. Coxhead to prepare the *Handbook of SE Asian Economics* (see Coxhead above & her contribution below); teaches large survey course on Population Problems (Soc 170), with SE Asia content; actively involved in working with graduate students in Sociology and other departments on research related to health and demographic conditions in SE Asia.

**FIELD AND PROFESSIONAL EXPERIENCE:** Conducted extensive research in Mexico and more recently in Indonesia, especially since 2011 and with grants from the National Institute of Child Health (on fertility after a large-scale disaster) and from UW's Global Health Institute (on fertility, child health & human capacity in low-income countries); on the editorial board of the *J of Health & Social Behavior*, since 2014.

**SELECTED RECENT PUBLICATIONS:**

\*\* "Dual-Burdens in Health and Aging: Emerging Population Challenges in Southeast Asia" In: *Handbook of Southeast Asian Economics*, ed by I. Coxhead (Routledge, 2014).

\*\* "Community Destruction and Traumatic Stress I Post-Tsunami Indonesia" (with E. Frankenberg & C. Sumantri), *Journal of Health and Social Behavior*, 53(4), 2012.

\*\* "Ethnic Diversity, Traditional Norms, and Marriage Behavior in Indonesia" (with A. Buttenheim), *Population Studies*, 63(3), 2009.

\*\* "Marriage and Socioeconomic Change in Contemporary Indonesia" (with A. Buttenheim), *J of Marriage & Family*, 70(4), 2008.

**OLDS, KRISTOPHER N.** (25-50% SE Asia concentration)

Professor (tenured), Department of Geography (since 2001; Chair, since 2012)

DPhil (1996), Human Geography, U of Bristol; MA (1988), Community & Regional Planning, U of British Columbia

BA (1985), U of British Columbia

**LANGUAGES:** French – 5.

**RESEARCH/TEACHING SPECIALIZATIONS:** Specializes on global economic interconnections, urban development, institutionalization of global capitalisms, & construction of knowledge spaces in the Asia/Pacific region, with focus on Singapore; teaches courses on urbanization & globalization, each with 25% or more SE Asia content (Geog 305, 505), including the survey course *World Regions* (Geog 340), currently designated as UW's gateway course for export to 2- and 4-year colleges in Wisconsin; his course, *Globalizing Higher Education & Research for the Knowledge Economy*, was one of the five courses selected as an official UW MOOC, offered in Spring 2014 to 7,200 students through [www.coursera.org](http://www.coursera.org); serves on MA & PhD committees of students in SE Asian Studies, Geography, Education, and Development Studies.

**FIELD AND PROFESSIONAL EXPERIENCE:** Professor of Geography at National University of Singapore, 1997-2001; visiting scholar, Chulalongkorn University, 1993-94; over 20 years of travel and research in East and SE Asia; UW Faculty Coordinator, World Universities Network; member of editorial boards of *Economic Geography*, *Singapore J of Tropical Geography*, and of SE Asia Series (New Perspectives on SE Asia), UW Press, since 2003.

**SELECTED RECENT PUBLICATIONS:**

\*\* "World University Ranking: On the New Arts of Governing (Quality)" (with S. Robertson), In: *Controler la qualite dans l'enseignement superieur*, ed. by J-E Charlier, et al. (Louvain-la-Neuve: Editions Academia, 2012).

\*\* "Global Assemblage: Singapore, Western Universities, and the Construction of a Global Education Hub" *World Development* 35(6), 2007.

\*\* "Assembling the 'Global Schoolhouse' in Pacific Asia." In *Service Industries: Cities and Development Trajectories in the Asia-Pacific*, ed. By P. Daniels, et al. (Routledge, 2005).

\*\* "Pathways to Global City Formation: A View from the Developmental City-State of Singapore" (with H. Yeung) *Review of International Political Economy*. 11(3) 2004 (reprinted: *The Global Cities Reader*, ed By N. Brenner, et al, Routledge, 2006).

\*\* *Globalization and Urban Change: Capital, Culture, and Pacific Rim Mega-Projects* (Oxford, 2002).

\*\* *The Globalization of Chinese Business Firms* (edited with H. Yeung) (Macmillan/St. Martin's, 2000).

\*\* "Chinese Business Networks and the Globalization of Property Markets in the Pacific Rim." In *The Globalization of Chinese Business Firms*, ed. by K. Olds and H. Yeung (Macmillan/St. Martin's, 2000).

\*\* *Globalization and the Asia-Pacific: Contested Territories* (lead editor, with H. Yeung, et al.) (Routledge, 1999).

**RAFFERTY, ELLEN** (75%-100% SE Asia concentration)

Professor (tenured), Department of Languages and Cultures of Asia (since 1978; Chair 1999-02, 2005-07, 2013-15)

Director, Center for Southeast Asian Studies, 2008-11

MA (1973) and PhD (1979), Anthropology, SUNY-Binghamton; BA (1966), College of Saint Rose

**LANGUAGES:** Indonesian/Malaysian – 5

**RESEARCH/TEACHING EXPERIENCE:** Specialist on development of Indonesian/Malay language and literature in the late 19th and early 20th centuries; leading authority on 2<sup>nd</sup>-language acquisition, pedagogy & materials development for teaching Indonesian language; co-author of *Nah Baca! Authentic Indonesian Readings* (2 vols, NLRC, Hawaii, 1997); principal investigator on major US Dept of Education (IRS) and NSEP grants (over \$1.2 million) since 1997 to develop teaching materials & texts for Indonesian/Malay (see major publications below), including 3 major online resources (with E. Barnard, et al): *Ayo Membaca! Indonesian Reading Lessons* (20 lessons, 2013); *Warung Sinema: Learning Indonesian through Film* (20 lessons, 2005); & *Indonesian Photo Archives* (600 captioned images, 2002) (for all, see: seasia.wisc.edu); with Barnard, supervises Indonesian language instruction; teaches core courses on Indonesian literature & culture (LCA 361, 401), and Language and Society in SE Asia (LCA 441).

**FIELD AND PROFESSIONAL EXPERIENCE:** Conducted research on Indonesian language and literatures since 1975; most recent research trip to Indonesia in 2009; recipient of 2 awards from the Indonesian Government: Special Award for Education from the Ambassador of Indonesia (2013) & the Presidential Friends of Indonesia (2014); active in the national Consortium for the Teaching of Indonesian/Malaysian (COTIM) for over 30 years, served as president from 1992-1996, 2000-2004, and in the national Consortium of Teachers of SE Asian Languages (COTSEAL), having served as Vice President, 1991-94 & major participant in COTSEAL conferences at SEASI & AAS.

**SELECTED PUBLICATIONS:**

\*\* *Let's Speak Indonesia: Ayo Berbahasa Indonesia!* (with E. Barnard), 2 vols. U of Hawaii Press, 2014 (beginning & intermediate oral proficiency text).

\*\* *Indonesian Grammar in Context: Asyik Berbahasa.* 3 vols. U of Hawaii Press, 2014 (beginning through advanced text).

\*\* "Improving Reading Proficiency via Interactive Online Lessons" (with E. Barnard). *Electronic J of Foreign Language Teaching* (National U of Singapore), 9(1), 2012.

\*\* *An Approach to Indonesia Theatre: Putu Wijaya in Performance* (CSEAS, UW-Madison, 1989).

\*\* *Discourse Structures of the Chinese Indonesian of Malang* (Jakarta: NUSA, vol. 12, 1982).

**SIDEL, MARK** (25%-50% SE Asia concentration)

Doyle-Bascom Professor of Law & Public Affairs, College of Law (since 2011)

JD (1985), Columbia U; MA (1982), History, Yale U; AB (1979), History, Princeton U.

**LANGUAGES:** Vietnamese – 3; Chinese – 4; French - 4

**RESEARCH/TEACHING SPECIALIZATIONS:** Specializes in nonprofit sector and philanthropy, law & development, comparative law, and human trafficking, with a concentration on Asia & US-Asian relations, with a long and varied list of publications in law reviews and academic journals; currently (2013-15) Director, Center for South Asian Studies, UW-Madison; teaches course on Nonprofit & Philanthropic Organizations; works with students and faculty in and out of the Law College with interests in Asian law, philanthropy, and comparative constitutional regimes.

**FIELD AND PROFESSIONAL EXPERIENCE:** Previously, Professor of Law, U of Iowa (2000-11), with numerous visiting professorships (including Harvard, Melbourne, London, & Paris); Program Officer, Ford Foundation, Vietnam, 1992-95, with residence in Bangkok and Hanoi; since 1995, serves as consultant for, among others, Ford Foundation, American Academy of Learned Societies, UNDP, World Bank, Asia Development Bank, Asia Foundation, US Department of State, US Department of Justice, the Social Republic of Vietnam's Ministry of Justice, and International Center for Not-for Profit Law; regular trips to Asia, where he maintains extensive government and non-government contacts and collaborative relationships.

**SELECTED RECENT PUBLICATIONS:**

\*\* *Central-Local Relations in Asian Constitutional Systems* (with A. Harding) (Hart Publishing, 2014)

\*\* *State, Society and the Market in Contemporary Vietnam* (with H.H. Tam Tai) (Routledge, 2012).

\*\* *The Constitution of Vietnam: A Contextual Analysis* (Hart, 2009).

\*\* *Law and Society in Vietnam* (Cambridge U Press, 2008).

\*\* "Vietnamese-American Diaspora Philanthropy to Vietnam" In: *Diaspora Philanthropy: Existing Models*, ed. by P Johnson (PIGEI, Harvard U, 2007).

\*\* *Vietnam's New Order: International Perspectives on the State and Reform* (with S. Balme) (Palgrave Macmillan, 2006).

\*\* *Old Hanoi* (Oxford U Press, 1998).

**THONGCHAI WINICHAKUL** (75-100% SE Asia concentration)

Professor (tenured), Department of History (since 1991)

Director, Center for Southeast Asian Studies, 1997-99

President, Association for Asian Studies, 2013-14

MA (1984) and PhD (1988), History, U of Sydney; BA (1981), History, Thammasat U

**LANGUAGES:** Thai - 5; Burmese - 3.

**RESEARCH/TEACHING SPECIALIZATIONS:** Historian of SE Asia, with specialization on Thailand; historiography of the Siamese nation-state and memory in the construction of the past; Thai-Burmese history since the 19th century; author of *Siam Mapped* (1994), which received the Benda Prize (AAS, 1995) and Grand Prize of Japan's Asia Pacific Research Council (2004); teaches 3 core SE Asia courses (Hist 438, 457, 755); advises MA students in SE Asian Studies (10 theses since 2005) and PhD students (7 dissertations since 2005) in SE Asian History as well as on MA/PhD committees in other departments.

**FIELD AND PROFESSIONAL EXPERIENCE:** Native of Thailand; frequent research trips to Thailand; closely affiliated with Thammasat, Chulalongkorn, and Chiang Mai Universities; frequent commentator in local, national, & international media on Thai political situation; recipient of Guggenheim Award (1994-95) & American Academy of Arts & Sciences (2003); engages regularly in collaborative projects with SE Asian scholars; leading organizer of COTS conferences; member of program committee, International Thai Studies Conferences, since 2005; Visiting Senior Research Fellow, Asia Research Center, NUS (2010-12); member of editorial board for SE Asia series, UW Press, *Modern Asian Studies*, and several Thai academic journals; awarded honorary degree, Maharakham U (Thailand) in 2013; gave presidential address, "Asian Studies across Academies," at the AAS conference 3/2014.

**SELECTED RECENT PUBLICATIONS:**

\*\* "Coming to Terms with the West: Intellectual Strategies of Bifurcation and Post-Westernism in Siam" In: *The Ambiguous Allure of the West*, ed. by R. Harrison & P. Jackson (Hong Kong U Press, 2010).

\*\* "Rethinking Thai Nationalism" In *The Phantasm in Southern Thailand* (Bangkok: Chulalongkorn U, 2009).

\*\* "Toppling Democracy," *J. of Contemporary Asia*. 38(1), 2008.

\*\* "Trying to Locate Southeast Asia from its Navel: Where is SE Asian Studies in Thailand? In *Locating Southeast Asia*, ed. by H.S. Nordholt, et al (Ohio U Press, 2005).

\*\* "Writing at the Interstices: Southeast Asian Historians and Post-National Histories in SE Asia." In *New Terrains in SE Asian History*, ed. by A.T. Ahmad and Tan L.E. (Ohio U Press, 2003).

\*\* "Remembering/Silencing the Traumatic Past: the 1996 Commemoration of the October 1976 Massacre in Bangkok." In *Cultural Crisis and Social Memory: Modernity & Identity in Thailand and Laos*, ed. by C.F. Keyes and S. Tanabe (Routledge, 2002).

\*\* "The Quest for *Siwilai*: A Geographical Discourse of Civilization Thinking in the Late 19th and Early 20th Century Siam" *Journal of Asian Studies* 59(3), 2000.

\*\* "Changing Landscape of the Past: New Histories in Thailand Since 1973" *Journal of SE Asian Studies*, 1995.

**WINK, ANDRE** (25-50% SE Asia concentration)

Professor (tenured), Department of History (since 1989)

PhD and MA, History, U of Leiden; BA, U of Amsterdam

**LANGUAGES:** Indonesian/Malay - 2; Arabic, Persian, Sanskrit, Marathi, Hindi-Urdu - 4; Dutch - 5

**RESEARCH/TEACHING SPECIALIZATIONS:** Pre-modern South Asia, with focus the Indian Ocean as a cultural zone experiencing similar economic and religious developments (in particular Buddhism and Islam); considerable academic training on pre-modern, SE Asia (at Leiden), especially the Indonesian/Malay archipelago; 25% or more SE Asia content is included in several his course offerings, especially Hist. 463.

**FIELD AND PROFESSIONAL EXPERIENCE:** Born in and travelled widely for over past 25 years in Indonesia, with research focused on archival materials mostly in Europe; has made regular visits to historical sites in SE Asia, especially Indonesia, Malaysia, Cambodia, and Vietnam.

**SELECTED RECENT PUBLICATIONS:**

\*\* "South and Southeast Asia" In *A New History of the World*, ed. by I Iriye & J. Osterhammel (Harvard U Press, 2009).

\*\* *Perspectives on the Indo-Islamic World* (Jerusalem: Hebrew University, 2007).

\*\* *Al-Hind: The Making of the Indo-Islamic World*, 3 Volumes (Brill, 1990-2004).

\*\* "From the Mediterranean to the Indian Ocean: Medieval History in Geographic Perspective: *Comparative Studies in Society and History*, July 2002: 416-45.

\*\* "JESHO and Southeast Asia" *J. of the Economic and Social History of the Orient*, 1993.

\*\* "Al-Hind: India and Indonesia in the Islamic World-Economy." In *The Ancien Regime in India and Indonesia*. Brill, 1988.

**WULANDARI, ELISABETH ARTI** (100% SE Asia concentration)

Teaching Assistant in Indonesian, Department of Languages and Cultures of Asia, UW-Madison (since 2006)

Doctoral Student, Comparative Literature, UW-Madison (completing dissertation in 2014)

MA (2003), Comparative Literature, Cornell U; Sarjana Sastra (1997), Gadjah Mada U

**LANGUAGES:** Indonesian/Malay - 5; Javanese - 5

**TEACHING AND PROFESSIONAL EXPERIENCE:**

Native of Indonesia, with residence, education, & employment in Indonesia until 2000; Comparative literature, with emphasis on Indonesian-Malay literature; literary theory; recipient of Fulbright Scholarship, Cornell U, 2000-02 in Comparative Literature; recipient of Fulbright Doctoral Study Fellowship, UW-Madison, since 2006 in Comparative Literature; taught English at Sanata Dharma U and Gadjah Mada U, 1995-2000, 2003-06, Indonesian instructor at SEASSI 2007-09; recipient of 2010 Exceptional Service Award as Teaching Assistant for Indonesian language (from among 7,000 teachings assistants on the UW-Madison campus).

**YANG, AVA** (25-50% SE Asia concentration)

Visiting Assistant Professor, Hmong Studies, Asian American Studies, UW-Madison (2011-14)

PhD, Counseling Psychology, U of Minnesota, 2010; MA, Counseling Psychology, UW-Madison, 2003; BA, Psychology, UW-Madison, 1999

**TEACHING AND PROFESSIONAL EXPERIENCE:**

Specializes in culture-bound psychological behavior as related to educational attainment, with an emphasis on the situation of Hmong students in elementary and secondary education in the US; dissertation on “ Themes in the Career Development of 1.5 Generation Hmong American Women;” taught two survey courses on Hmong Americans in the Asian American Studies Program, with at least 25% SE Asia content (AAS 240, AAS 540); affiliated with CSEAS Hmong Studies program and participated in activities and conferences convened by UW-U of Minnesota Hmong Studies Consortium.

**YUKTI MUKDAWIJITRA** (100% SE Asia concentration)

Visiting Professor, Department of Anthropology, UW-Madison (2014-15)

PhD, Anthropology, UW-Madison, 2007; MA, Anthropology, UW-Madison, 2000; MA, Anthropology, Thammasat U, 1995; BA, Economics, Thammasat U, 1990

**LANGUAGES:** Native speaker of Thai, Vietnamese - 4, Tai Dam - 4

**RESEARCH/TEACHING SPECIALIZATIONS:** Specializes in language, culture, and socio-political situation of Tai Dam and other ethnic groups in Vietnam's northern highlands; more recent village-level research in northern Thailand; conducted research in Vietnam, 2001-04, with several subsequent research visits; publishes widely (in Thai, Vietnamese, & English) on his field research projects, as well as on Thai public affairs; with substantial UW support, as well as a generous contribution from the IIE Scholar Rescue Fund, will teach at UW (2014-15) and work closely with undergraduate & graduate students, in particular those working on SE Asia's highland communities; will be major participant in UW's Open Society-funded conference in Spring 2015 on Indigenous Peoples of SE Asia.

**FIELD AND PROFESSIONAL EXPERIENCES:** Since 2008, has served as Asst Prof, Sociology & Anthropology at Thammasat University, where he has also held the posts of Deputy Dean for Graduate Programs (2008-10), Deputy Dean for Research & Academic Services of the Research Institute (2011-13), & Chair of the Center for SE Asian Studies of the Institute of East Asian Studies (since 2013); also serves, since 2011, as Secretary & Executive Committee member of the Siamese Association of Sociologists and Anthropologists, & is currently Asst Editor, Social Science Journal of Thailand's National Research Council.

**SELECTED RECENT PUBLICATIONS:**

\*\* “Semi-Zomia Zone: Highland States Viewed from Ethnic Minority-Centered Vietnamese History” *J of Southeast Asian Studies* (Kyoto), forthcoming 2014.

\*\* *History of the Tai Dam: An Origin of Thai & SE Asian Society & Culture* (in Thai) (Bangkok: Ministry of Culture, 2014).

\*\* *Rethinking Political Landscapes of Thailand* (in Thai; co-editor/author) (Chiang Mai University, 2013).

\*\* “Contesting Imagined Communities: Politics of Script & Tai Cosmopolitanism in Upland Vietnam” *Cultural Dynamics*, 24(2/3), 2012.

\*\* “Language Ideologies of Ethnic Orthography in a Multilingual State: the Case of Ethnic Thai Orthographies in Vietnam” *J of SE Asian Language Society*, 4(2), 2011.

\*\* “Ethnic Minority, the State, and Writing System” (in Thai) In: *Nuances of Vietnam*, ed by Thanyathip S. (Bangkok: Thai Research Fund, 2009).

**ZAMAR, MARIA SHEILA** (100% SE Asia concentration)

Teaching Assistant in Filipino, Department of Languages and Cultures of Asia (since 2011)

Coordinator, Filipino Instruction, SEASSI (since 2006)

MA (1999), English, Northern Illinois U; BA (1991), Linguistics, U of the Philippines

**TEACHING AND PROFESSIONAL EXPERIENCE:**

Native of the Philippines; fluent in all areas of proficiency in Tagalog, Bikolano, and Sorsaganon; currently (since 2012) a doctoral student in LCA at UW-Madison, preparing for her doctoral dissertation on endangered languages of the Bikol Region of the Philippines; considerable field research on endangered languages during undergraduate and post-BA training at the U of the Philippines, as well as extensive coursework in linguistics at the U of Hawaii (1999-2003); highly-trained and experienced language teacher for Filipino & ESL; ACTFL-certified Oral Proficiency Tester for Filipino since 2004; has had primary responsibility for teaching Filipino at ADB Language Institute (1994-96), Brent International School (Manila, 1996-97; U of Hawaii (academic-years, 1999-2007), Advanced Filipino Abroad (summers in Manila, 2003-05); SEASSI (summers in Madison, since 2006); UC Riverside (academic-years, 2007-09); UW-Madison (academic-years, since 2010); deeply involved in the development of materials and pedagogy for the teaching of Filipino and highly regarded as one of the leading specialist in proficiency-based instruction; has presented at COTSEAL and other national conferences and workshops; has contracted book manuscript with Routledge for *Filipino: An Essential Grammar*, planned for release in 2015; also trained in distance instruction technologies and under supervision of Barnard will offer distance instruction in Filipino in 2014-15 academic year as part of UW's expanded offerings.

**ZHOU, YONGMING** (25-50% SE Asia concentration)

Professor (tenured), Department of Anthropology (since 1999)

PhD (1997), Anthropology, Duke U; MA, Nanjing U, 1987; BA, Nanjing U, 1984

**LANGUAGES:** Chinese - 5

**RESEARCH/TEACHING SPECIALIZATIONS:** Extensive research (historical and ethnographic) on southwestern China and Tibetan areas: globalization, development, ethnicity and cultural change, political economy, media politics, environment, political ecology, tourism, drugs, cyberspace; recent publications on anti-drug campaigns in China and their connections with the "Golden Triangle" of SE Asia and on SE Asian Chinese communities employed in the informational technologies (mainly telegraph and internet) and their participation in Chinese national politics; recent research on Chinese state projects (predominantly road-building ventures) and their influence of minority groups in southwestern China, including major project on the Miao (Hmong) of Guizhou; several of his courses regularly contain at least 25% SE Asia content (see Anthro 917); central figure in CSEAS projects relating to state interventions in Zomia and the complex responses of the ethnic groups of the highlands of southern China and SE Asia; serves as advisor to graduate students in Anthropology and other disciplines concentrating on SE Asia.

**FIELD AND PROFESSIONAL EXPERIENCE:** Extensive field work in southwestern China and Tibetan Himalayas, with considerable research along China's border with SE Asia, especially Myanmar & Laos; Visiting Research Fellow, East Asia Institute at National University of Singapore (NUS) in 1998-99 and Senior Research Fellow at Asia Research Institute at NUS, in 2007-08; active in the Mid-west Conference on Asian Affairs of the AAS, served on Executive Committee, as Vice President, 2011-12 & President of MCAA, 2012-13.

**SELECTED RECENT PUBLICATIONS:**

\*\* "Branding Tengchong: Globalization, Road Building and Spatial Reconfiguration in Yunnan, Southwestern China" In: *Heritage Politics in China: Producing Identity, Contesting Authority, De-marginalizing Borderlands*, ed by T. Blumenfield, et al (NY: Springer, 2013).

\*\* "Rebuilding the Stilwell Road: Globalization and Spatial Boxing Out in Southwest China" (in Chinese) *Twenty First Century Bimonthly* (Hong Kong) 132, 2012.

\*\* How Our Village Becomes 'Eco-cultural'? Change, Resilience, and Social Capital in Southwest China Minority Communities" In: *Cultural Change and Persistence: New Perspectives on Development*, ed by W. Ascher, et al (Palgrave Macmillan, 2010).

\*\* *Anti-Drug Crusades in 20th-Century China: Nationalism, History and State Building* (Rowman & Littlefield, 1999)

## 2. CONSULTING FACULTY AND AFFILIATED SCHOLARS

### ALLENDORF, TERILYN D.

Assistant Scientist, Department of Forest & Wildlife Ecology, UW-Madison (since 2012)

PhD, Conservation Biology, U of Minnesota, 1999; BA, Anthropology, Northwestern U, 1991

Consulting Faculty (since 2014), CSEAS; served as Peace Corps Volunteer in Nepal, with subsequent research and publications on tropical forests and biodiversity in Nepal; worked on projects relating to conservation and sustainable development sponsored by NSF & USAID, also including China & Uganda; since 1999, served as research associate for Smithsonian Conservation Biology Institute in Myanmar, with projects focused on building capacity for community conservation & forestry around protected areas; in latter projects works with Burmese university students, government officials, and NGOs; major part of UW's "Myanmar initiative" (see Mark Johnson, below) to develop USAID-funded projects to develop higher education and exchanges between UW-Madison & various universities in Myanmar in a variety of disciplines, in particular science and technology; author of: "Local residents' attitudes toward seasonally dry forests at selected sites in Nepal and Myanmar" in *Ecology and Conservation of Seasonally Dry Forests in Asia*, ed by W. McShea, et al (Smithsonian, 2011) and co-author of "Using residents' perceptions to improve park-people relationships in Chatthin Wildlife Sanctuary, Myanmar," *J of Environmental Management*, 99, 2012.

### ANDERSON, LOIS A.

Professor Emeritus, Ethnomusicology, Department of Music, UW-Madison (1968-2008)

PhD, Ethnomusicology, University of California-Los Angeles

Director, Center for SE Asian Studies, 1981-82

Consulting Faculty (since 2008); specializes in percussion, mainly African, with considerable study and experience in the gong ensemble music of Indonesia; founder and director (1978-82) of UW's Javanese Gamelan Ensemble and continues as permanent member of the ensemble; continues to work with graduate students of ethnomusicology specializing in SE Asia, where she serves as a major resource person; active participant in CSEAS programs and events.

### BARHAM, BRADFORD

Professor, Department of Agricultural and Applied Economics (past chair), CALS, UW-Madison (since 1987)

PhD, Economics, Stanford University (1988)

Consulting Faculty (since 2007), CSEAS; Chair of University Committee under the UW Provost; research specializations in microeconomics of economic development, technology adoption, agrarian structure, agricultural biotechnology, natural resource industries, conservation, migration, and trade, with considerable field experience in Latin America, with research interests on Malaysia (see "Preference Heterogeneity, Power, and Intrahousehold Decision-Making in Rural Malaysia," with T. Kasago, *World Development*, 29, 2001) and Cambodia; works with graduate students conducting dissertation research in SE Asia; teaches the survey course, "Globalization, Development and Poverty" (AAE 373, IS 373), with 30-40% SE Asia content, a course designed in collaboration with I. Coxhead.

### BAUMANN, LINDA C.

Professor, School of Nursing, UW-Madison (since 1985)

RN, U of Michigan; PhD, Social Psychology, UW-Madison

Consulting Faculty (since 2010); specializes in how cultural beliefs about health and illness influence self-care behaviors; research and clinical experience in Asia and Africa; frequent trips to Vietnam, including year-long consultancy in Vietnam in 1991-92; taught nursing administration and trained nurses in Vietnam in 1994; research on socioeconomic status and survival in premenopausal Vietnamese and Chinese women; publishes on community and primary health care in *Archives of Internal Medicine*, *Journal of Applied Social Psychology*, *Health Psychology*; co-principal investigator of McKnight Foundation grant (\$130,000) "Upgrading teaching and management skills of Vietnamese nurses" (1993-96) to train nurse administrators and head nurses in Vietnam; with funding from the Lilly Foundation in 2002, with D. Blobner, (RN & CSEAS MA graduate), worked with hospital and clinic personnel in Vietnam to study the increase in cases of diabetes; after visits to Vietnam in 2003-04, Bauman presented a Medical School symposium (sponsored by CSEAS and the Schools of Nursing, Pharmacy and Veterinary Medicine) on "Capacity Building for Diabetes Care and Research in Vietnam;" active organizer and member of steering committee of UW's Global Health Center; regularly works with nursing and public health students with interests in SE Asia and teaches PHS 718, *International Health*, with 25% SE Asia content.

**BICKNER, ROBERT J.**

Professor Emeritus, Department of Languages and Cultures of Asia, UW-Madison (1981-2014)

Language Director, Southeast Asian Studies Summer Institute, 2000-2014

MA and PhD, Linguistics, U of Michigan

Consulting Faculty (since 2014), CSEAS; served as chair of LCA for over a decade & supervised Thai, Hmong & Vietnamese instruction; major specialist on Thai language, linguistics, & literature (classical to modern), with over 30 years of deep involvement in Thai studies & over 6 years of residence in Thailand, including Peace Corps service; strong institutional affiliations with Chiang Mai, Chulalongkorn, Thammasat, and Mahidol Universities; for over 25 years directed UW's College Year in Thailand; national leader of CAST & active in development of oral & written proficient guidelines & measurement for Thai, with recent emphasis on computer-assisted instruction & the use of distance language technologies for Thai instruction; principal investigator on IRS & TICFIA grants (since 2005), including "Reading Tai" & SEALang (with Doug Cooper); taught 2 major SE Asian literature course (LCA 403 & 404) & 3 courses in advanced Thai and Thai literature (LCA 617, 618, & 671); published on language pedagogy for Thai and on classical Thai literature.

**BRADLEY, MARK P.**

Professor, History, U of Chicago (since 2007)

MA (1989) and PhD (1995), History, Harvard; AM (1987), Asian Studies, and BA (1986), History, U of Michigan

Affiliated Scholar, CSEAS, since 1994; specializes on SE Asian and American diplomatic history, with strong emphasis on colonial and post-colonial Vietnam; in addition to numerous scholarly articles, he is the author of *Imagining Vietnam and America: The Making of Postcolonial Vietnam, 1919-1950* (North Carolina Press, 2000; awarded the Benda Prize of AAS, 2002) and *Vietnam at War* (Oxford Press, 2009), editor (with M Young) of *Making Sense of the Vietnam Wars* (Oxford U Press, 2008); President, Society for Historians of American Foreign Relations, 2013; resident of Madison and in close and regular interaction with CSEAS and other UW faculty; works with UW graduate students on Vietnam-related projects and at present is serving as an external advisor for two UW doctoral candidates in History.

**CHENG, CINDY I-FEN.**

Associate Professor (tenured), Department of History & Asian American Studies, UW-Madison (since 2005)

PhD, History, U of California-Irvine, 2005

Consulting Faculty, CSEAS; specializes in issues of race, ethnicity, class, sexuality, and nationality, with focus on Asian Americans in the US, especially during and after the Cold War; published *Citizens of Asian America: Democracy and Race during the Cold War* (NYU Press, 2013) and "Identities and Places: On Writing the History of Filipinotown, Los Angeles" (*J of Asian American Studies*, 2009); secondary focus on SE Asian Americans and their historical backgrounds, especially in her courses; teaches Hist/Asian Am 160 & 161, with 25-30% SE Asia content; works with undergraduate and graduate students with SE Asia concentrations.

**COMPTON, J. LIN**

Professor Emeritus, Forest and Wildlife Ecology, UW-Madison (1988-2005)

PhD, University of Michigan; MA, Southern Illinois University; BA, Muskingum College

Consulting Faculty (since 2005), CSEAS; specialist on rural development, natural resources management, indigenous knowledge systems, and environmental problems, especially Thailand, Laos, Philippines, and Yunnan; principal investigator of major grants from USAID, Fulbright, Ford, and UW-Madison for research in Thailand and Philippines; served as Director of Graduate Studies, Development Studies, Land Tenure Center (1998-2001); long residence in Laos, Thailand and Philippines, with high level of proficiency in Lao and Thai and strong institutional linkages in all three countries; recently (2013-14) served as primary consultant and co-principal investigator in the preparation of a major proposal to USAID for higher educational development and exchange with Myanmar; works with faculty and graduate students with interests in agricultural and environmental issues in mainland Southeast Asia; presently involved in UW's "Myanmar initiative," aimed to developing institutional exchanges in higher education with Myanmar through USAID.

**CONWAY, JAMES H.**

Associate Professor of Pediatrics, School of Medicine & Public Health, UW-Madison (since 2005)  
MD, Cornell U, 1990

Consulting Faculty, CSEAS; Associate Director of Health Sciences for UW's Global Health Institute; medical doctor specializing in pediatric infectious disease, with considerable research and clinical experience in the US and overseas, especially in Thailand, Kenya, and Ethiopia; projects focus on training local professionals in the recognition and treatment of infectious conditions, and on improving systems of prevention largely through strengthening immunization programs; worked closely with colleagues in other departments in the Medical School to establish UW's Center for Global Health and to develop programs and partnerships for clinical education and outreach around the world; since 2007, active participant, with Kraus (Pharmacy) and Solheim (Nursing) of UW's Global Health Institute's Thailand Partnership with Mahidol and Naresuan Universities and selected Thai hospitals; co-teaches international public health course (PHS 644) focused on Thailand.

**COOPER, DOUGLAS**

Affiliated Scholar and Project Consultant (since 2005), CSEAS, UW-Madison

Computer software engineer, with seminal textbooks (WW Norton, 1982-1993) that remain standards in this field; resided in Bangkok since 1990; proficient in Thai, and, as the Executive Director of the Center for Research in Computational Linguistics since 2003, has devoted himself to problems underlying software development for SE Asian languages, including text-to-speech, optical character recognition, phonetic approximation, parallel alignment of bilingual texts, automatic segmentation, text corpora, and design of metrics for performance/quality evaluation; in addition he is developing digital lexical resources for SE Asia, including comparative dictionaries for the Tai and Mon-Khmer language families, tools for working with epigraphic texts, and tools for SE Asian etymological research, with a particular focus on enabling access to Sanskrit, Dravidian, and Chinese sources; in collaboration with Bickner, has been contracted by CSEAS on the "Digital SE Asia Library" (SEA Lang Lib: <http://www.sealang.net>) project, currently in its 2nd cycle of funding by a UW Department of Education, Technological Innovation and Cooperation for Foreign Information Access Program (2005-13), as well as being the principal investigator for a related grant from US Department of Education, International Research & Studies, for a SEA Lang Lab project (2006-09); the TICFLA projects will include 26 SE Asian languages.

**DOEPPERS, DANIEL F.**

Professor Emeritus, Department of Geography, UW-Madison (1970-2004)

PhD, Geography, Syracuse University

Consulting Faculty (since 2004), CSEAS; also former CSEAS Director; specialist on social change, economic history, historical geography, & demography of the Philippines; over 40 years field research experience, with strong institutional & academic affiliations with Ateneo de Manila & U of the Philippines; over 35 years of teaching experience on SE Asia; served on SSRC Program Committee, International Pre-Dissertation Fellowship Program, 1992-1998 and on CIES Fulbright Southeast Asia Selection Committee, 1994-98; member, executive committee, SE Asia Microfilm Project (AAS), 2000-04; published widely on the Philippines, including *Manila, 1900-1941: Social Change in a Late Colonial Metropolis* (Yale and Ateneo de Manila, 1984, 1985); author and co-editor of *Population and History* (CSEAS and Ateneo de Manila, 1998), and numerous articles and book chapters; his recently completed book manuscript on *Feeding Manila in Peace and War, 1850-1945*, has been accepted for publication by UW Press (forthcoming 2015) & will be a monumental contribution to urban history; he continues work with UW graduate students & faculty as consultant & actively participates in CSEAS activities, including seminars, conferences, & lecture series.

**DUNHAM, RANDALL B.**

Chaired Professor, Management and Human Resources (Chair), School of Business, UW-Madison (since 1975)

PhD, Industrial Organizational Psychology, U of Illinois

Consulting Faculty (since 2008), CSEAS; also Director of UW's CIBER (2010-14), extensive research and publishing (6 books, over 40 articles) on human resource management, management of organizational change and, most recently, on behavioral management issues in mixed cultural settings and cross cultural environments; in consultation with SE Asia staff and faculty and in the context of UW's CIBER initiatives, he developed and implemented a major field course concentrated on Vietnam (*Managing Across Cultures*, IB 650) and has taught & led short-term field courses in Malaysia, Singapore, & Thailand, which have led to on-going linkages with institutions of business administration, as well as corporations, in each of these countries; has been invited to teach short courses on several occasions at universities in Vietnam; in January 2014, led business professors from 15 US universities on two-week faculty development program in Vietnam, and will lead similar tour of business academics to the Philippines in Spring 2015; currently planning a new SE Asia destination for his *Managing Across Cultures* field course.

**EASUM, TAYLOR**

Assistant Professor, Department of History, UW-Stevens Point (since 2014)

MA (2007) & PhD (2012), History, UW-Madison; BA, History, UCLA

Affiliated Scholar (since 2014), CSEAS; previously Assistant Professor & Faculty Fellow in Global History, New York University (2012-14); specialist on SE Asian history, with strong emphasis on 18th & 19th-century Thailand; dissertation and current book manuscript on "Old Patterns in the New City: A Spatial History of Chiang Mai, from Lanna to Siam;" recently published: "A Thorn in Bangkok's Side: Khruba Sriwichai and the Sacred Space of the Chiang Mai State" in *South East Asia Research*, June 2013; teaches courses on Asian and SE Asian history; at UW, taught *Southeast Asia to 1800* (Hist 457) in Spring 2012; will work closely with UW's students and faculty in Thai studies and SE Asian history.

**ELDER, JOSEPH W.**

Professor, Sociology & Languages and Cultures of Asia, UW-Madison (since 1961)

PhD, Sociology, Harvard University

Consulting Faculty (since 1990), CSEAS; leading international authority on India, with 50 years of research on, residence in, and teaching about South Asia and the Middle East; President (1986-94) and Chair of the Board of Trustees (1996-2002) of the American Institute of Indian Studies; published widely on the sociology of contemporary India, and on conflict and conflict management in South Asia and Middle East; considerable interest and expertise on SE Asia, especially Islamic societies; teaches survey courses on Asia and global Islam, with 25-40% SE Asia content (especially LCA 100 and 614) and works with undergraduate and graduate students concentrating on SE Asia in LCA and in Sociology.

**FAIR, JO ELLEN**

Professor, Journalism and Mass Communication, UW-Madison (since 1989)

PhD, Mass Communication, Indiana U, 1988

Consulting Faculty (since 2000), CSEAS; research and teaching interests on international communication, media representations of the Third World, feminist and cultural studies, comparative mass media systems, women, media, and development, news analysis, and news editing and reporting, with primary area concentration on Africa; past director of UW's Global Studies Center; teaches graduate courses and seminars (Jour 620/621 and 920/921) on international news communication with 25% SE Asia content; co-authored "Press Freedom, Media and Development, 1950-1979: A Study of 134 Nations" in *Current Issues in International Communication*, edited by L.J. Martin & R.E. Hiebert, NY: Longman, 1990; co-editor of *The Art of Truth-Telling about Authoritarian Rule* (2005), a collection of essays (including those on SE Asia) resulting from UW's Ford Foundation grant on "Legacies of Authoritarianism;" current chair of the undergraduate BA program in International Studies; works closely with all area studies programs to coordinate teaching, student support, career planning, and research.

**FRIEDMAN, EDWARD**

Professor Emeritus, Department of Political Science, UW-Madison (1967-2012)

PhD, Political Science, Harvard U

Consulting Faculty (since 1990), CESEA; specialist on politics of China since 1945; Asian democracy and the politics of transition of socialist states; field research in China; short residence and study in Burma, Singapore, Malaysia, Thailand, Philippines, and Indonesia; advisor to U.S. Government on East Asian and SE Asian issues (Pacific Rim); numerous publications, most recently: *Chinese Village, Socialist State China* (Yale, 1991); *The Politics of Democratization* (Westview, 1995), and "Ethnic Identity and the De-Nationalization and Democratization of Leninist States" in *The Rising Tide of Cultural Pluralism* (UW Press, 1993); teaches courses on politics of world economy and modern Asia, and advises and serves on dissertation committees of doctoral students concentrating on SE Asia.

**FURUMOTO, DAVID**

Associate Professor, Department of Theater and Drama, UW-Madison (since 2000)

MFA, Drama and Theatre, U of Hawai'i, 1982

Consulting Faculty (since 2000), CSEAS; specialist on Japanese theater traditions; also director, actor, playwright, and choreographer for Asian and Asian American theater productions; his course, *Asian Stage Disciplines* (Theater 351), includes SE Asia content, and he regularly works with the students of Sutton and Choy and collaborates with them in campus-wide Asian performing arts initiatives.

**GAN, CHEONG SOON**

Assistant Professor, Department of Social Inquiry, UW-Superior (since 2013)

PhD, History, U of California Berkeley, 2012; BA (Hons), U of Malaya

Affiliated Scholar (since 2013), CSEAS; previously Visiting Assistant Professor, Union College (NY), 2011-13; specializes on modern SE Asian history, with emphasis on Malaysia-Singapore, comparative colonialism, and the sociology of race, with emphasis on racial/ethnic conflicts in colonial and post-colonial SE Asian societies; dissertation and current book manuscript on "Contested Nationalisms: Ethnic Conflict and Propaganda: Birth Pangs of a Malaysian Nation, 1957-1969;" will work closely with UW's students and faculty in island SE Asian history.

**GIBBS, HOLLY**

Assistant Professor (tenure track), Department of Geography, UW-Madison (since 2011)

PhD, Environment & Resources, UW-Madison (2008); MS & BS, Natural Resources, Ohio State U

Consulting Faculty (since 2014), CSEAS; also affiliated with the Nelson Institute for Environmental Studies, Center for Sustainability & the Global Environment; research focus on tropical land-use change and globalization, with emphasis on the potential to reconcile food security, climate change & conservation goals; regular use of GIS and remote sensing imagery combined with ground-based data on social and biophysical conditions to document patterns, drivers of consequences of land-use change; works with NGOs, policymakers, and business leaders to identify & answer key questions & to put science into action; major research in Ethiopia; since 2009, involved in land-use & forestry research project in Indonesia & Malaysia, with emphasis on the impact of oil palm production; collaborated (2011) on "Web-based decision support tool for implementing Indonesia's Forest Moratorium" (REDDcalculator.com); teaches courses on *People, Land & Food* and *Emerging Market Impacts on Global Agriculture & Land Use*.

### **GILLOGLY, KATHLEEN**

Associate Professor, Department of Sociology & Anthropology, UW-Parkside (since 2008)

PhD, Anthropology, U of Michigan, 2006; MA, Anthropology, U Hawaii, 1988; BA, Anthropology, U of Iowa, 1975

Affiliated Scholar (since 2009), CSEAS, UW-Madison; also Director, International Studies, UW-Parkside; specialist on agency, power, environmental change, bio-diversity, and opium production & trade since the 19th century in the highlands of southwestern China, Burma, Thailand, Laos, & Vietnam (Zomia); dissertation on "Transformations of Lisu Social Structure under Opium Control and Watershed Conservation in Northern Thailand" (2006), with recent co-authored article (with P. Durrenberger): "Greed in a 'Tribal' Economy? Acquisitiveness & Reciprocity in Lisu Society" (*Economic Anthropology*, 2014); extensive field research in Thailand (especially the northern highlands) and Vietnam (especially in central highlands); currently a part of UW-U of Minnesota consortium on Hmong and highlands studies; works with UW faculty and students with interests in Zomia and mainland SE Asian anthropology; co-editor (with K. Adams) of *Everyday Life in Southeast Asia* (Indiana U Press, 2011) and co-author (with T. Rambo & L.T. Cac) of *Too Many People, Too Little Land: The Human Ecology of a Wet Rice-Growing Village in the Red River Delta of Vietnam* (Honolulu: East-West Center, 1993).

### **HAQ, CYNTHIA I.**

Professor, Department of Family Medicine, School of Medicine, UW-Madison (since 1990)

MD, Indiana U, 1987

Consulting Faculty (since 1995), CSEAS; research and teaching specialization on health care in developing countries; international women's health; and family health care, in particular in Africa; author of *Immunization, in Family Medicine: Ambulatory Care and Prevention* (4th edition, McGraw Hill, 2005); key faculty organizer in efforts to establish the MPH degree in UW's School of Medicine and in the organization of UW's Global Health Center (GHC) and served as its director; has taken the lead in the internationalization of the public health curriculum, in particular in the development of the course, Global Infectious Diseases (with 25% SE Asia content); active in the development faculty internship program and the establishment of courses on international public health, including PHS 644 (focused on Thailand).

### **IDRIS, FAISAL NURDIN**

Visiting Research Scholar, CSEAS (2013-14)

M1 (2007) & M2 (2008), Political Science, U of Lille (France); BA, Arabic Language & Literature, State Islamic U, Jakarta, Indonesia, 2002

US-ASEAN Visiting Scholar (2013-14), sponsored by the CIES, Fulbright Visiting Scholar Program and affiliated with CSEAS; ASEAN fellowship specializing on Indonesian political and economic affairs, with research emphasis on human trafficking in ASEAN region; Fellow (BGF), Government of France, 2006-08; since 2009, Lecturer (tenured), Politics & International Relations and Associate Researcher, Center for Religion at the State Islamic U; Fellow, U of Leiden, 2010; author of "Understanding the Interplay between the European Integration and Political and Policymaking Process" *Jurnal Kajian Wilayah*, 1(2), 2010; contributing author to *Islam in Indonesia*, ed by Umar Hadi, et al (Ministry of Foreign Affairs, Indonesia, 2009).

### **INTHALY, SAMLONG P.**

Coordinator, Lao Language Instruction, SEASSI (since 2012)

Ed Doc, Educational Administration, U of St. Thomas, 1997; MA, Curriculum & Instruction, U of St. Thomas, 1993; BA, Elementary Education, Augsburg College, 1988

Affiliated Scholar, CSEAS, since 2011; native speaker of Lao; trained in Laos and France (1977-79) in elementary and vocational education; taught Grade 5 in Sikay, Laos (1973-75); employed by Minneapolis Public Schools, since 1981, and served as elementary & secondary teacher and as district-wide bilingual instructor and trainer; designed Lao curriculum materials for K-12 schools and performed other administrative tasks; active in SE Asian communities of Minneapolis; has acquired considerable training in proficiency-based language instruction; was Lao instructor at SEASSI (2002-03, 2011) and coordinator of Lao instruction at SEASSI 2013 and 2014; actively involved in on-going CSEAS efforts to establish institutional linkages and study abroad and advanced language programs in Laos.

**IRISH, CHARLES R.**

Emeritus Professor of Law, School of Law, UW-Madison (1974-2012)

JD, Vanderbilt U, 1969

Consulting Faculty (since 2012), CSEAS; founder and past director of East Asian Legal Studies Center; authority on trade policies, US law affecting international business, and international tax law and tax codes, especially in countries having recently made the transition to market economies; founded East Asian Legal Studies Center (EALSC) at UW's Law School & served as Senior Director (2010-12); EALSC is aimed at facilitating research by faculty and students on the Asia Pacific area (including all of SE Asia) and to bringing East and SE Asian law students and mid-level government officials to UW for legal training; has made several trips since 1993 to Vietnam, Cambodia, Thailand, and Malaysia, with strong affiliations in Japan and China; recently developed a student-faculty exchange program between the law schools at UW and Thammasat U, where he has established a strong institutional affiliation; works with law students, as well as L&S graduate students, on legal issues pertaining to SE Asia and remains major resource person on in all areas of international law.

**JEW, VICTOR**

Senior Lecturer, Asian American Studies (since 2007)

MA (1983) and PhD (1994), History, UW-Madison; BA (1978), History, UCLA

Consulting Faculty, CSEAS, since 2013; specializes on Asian American history since the mid-1800s, with emphasis on Chinese immigrants in California and the Midwest in the 20th century; recent interest in the impact of the Cold War on Asian migration, with increasing emphasis on Filipinos and on the refugees from the wars in Vietnam, Laos, and Cambodia since the mid-1970s; has taught in History and Asian American Studies at Michigan State (1992-2001, 2002-03) and Cornell (2000-01); served as Visiting Professor in History at UW-Madison (2003-04); teaches *Introduction to Asian American Studies* (AS 101), since 2008, with over 25% SE Asia content; popular teacher with broad interests that include working with undergraduate concentrators on SE Asia and SE Asian in the US.

**JORDT, INGRID**

Associate Professor, Anthropology, UW-Milwaukee (since 2001)

PhD, Social Anthropology, Harvard U, 2001; BA, Anthropology, UC Berkeley, 1985

Affiliated Scholar (since 2013), CSEAS; specializes on Myanmar & Theravada Buddhist societies of SE Asia, in particular the processes of political legitimation, state/monastic relations, Buddhist meditation movements, diplomacy, and civil society groups and humanitarian relief under authoritarian rule; over 20 years of research, residence, and activism involving Myanmar; author of *Burma's Mass Lay Meditation Movement: Buddhism and the Cultural Construction of Power* (Ohio U Press, 2007), "The Monks' Protest and its Aftermath," *East Asia Forum Quarterly*, 2010, and "Transnational Buddhism and the Transformation of Local Power in Thailand" In: *Radical Egalitarianism: Local Realities, Global Relations*, ed by S. Tambiah, et al. (Fordham U Press, 2013); works with A. Hansen and with UW graduate students concentrating on Theravada Buddhism.

**JOHNSON, MARK**

Assistant Professor, Educational Policy Studies, UW-Madison

PhD, History, Columbia U, 1997

Consulting Faculty, CSEAS; also Director, Educational Innovation under UW Provost (since 2014); over 20 years of experience in higher education reform and academic program evaluation with the World Bank, US State Department, Carnegie Corporation, of New York, and the John D. & Catherine T. MacArthur Foundation; in collaboration with scholars across the university, coordinates UW's "Myanmar initiative," aimed at developing partnerships with institutions of higher education in Myanmar, especially with the University of Mandalay.

### **JUNG, EUNSOOK**

Assistant Professor (tenure-track), Political Science, UW-Eau Claire (since 2013)

PhD (2009) and MA (2005), Political Science, UW-Madison; MA (2001), SE Asia Studies, Seoul National U; BA (1996), Korean Language & Literature, Catholic U of Korea

Affiliated Scholar (since 2011), CSEAS; previously Assistant Professor, Politics, Fairfield U (2009-2013); specialist on SE Asia, with emphasis on Indonesia and concentration on political Islam, violence, social movement & contentious politics, international relations & political economy, and globalization & inequality; forthcoming essay, "Islam and the State in Indonesia" in *Faith and Politics in Asia*, ed by J. Thompson, et al; author of "Islamic Organizations and Electoral Politics in Indonesia: the Case of Muhammadiyah" *South East Asia Research*, 3/2014, & "Giving Up Partisan Politics," *Inside Indonesia*, 94, 2008; in summer 2014, with funds from UW-Eau Claire's Center for International Education, she will conduct research on Indonesian Islamic parties, along with 3 undergraduate students, & observe in Indonesian national elections; served as Visiting Professor, Political Science, UW-Madison (Spring 2012) and taught *Politics of SE Asia* (PS 639); scheduled to teach this course again in Spring 2017; active participant in CSEAS activities and outreach programs; works closely with UW-Madison faculty and graduate students with interests in politics in SE Asia & on all aspects of contemporary Indonesia, including serving on MA & PhD thesis committees as external member.

### **KAMATA, ISAO**

Assistant Professor of Public Affairs, La Follette School, UW-Madison (since 2009)

PhD, Economics, U of Michigan, 2008, MA, Economics, U of Michigan, 2003; LIB, U of Tokyo, 1994

Consulting Faculty (since 2009), CSEAS; research and teaching specialties on international trade, international macroeconomics, and development and applied microeconomics; has held various positions, including with the Japan Bank for International Development (1999-2001) and Overseas Economic Cooperation Fund of Japan (1994-99), where he planned and supervised major projects in Vietnam, Laos, and Cambodia; recent summer affiliations as visiting scholar at Japan's Research Institute of Economy, Trade, and Industry (2010, 2011, 2013), and research fellow at School of Economics, Kyoto University (2013-14); teaches the course on *Trade, Competition, and Governance in a Global Economy* (PA 856), with 25-30% SE Asia content, and works collaboratively with CSEAS core faculty, especially I. Coxhead.

### **KRAUS, CONNIE K.**

Clinical Professor of Pharmacy, School of Medicine & Public Health, UW-Madison (since 1993)

Pharm D, UW-Madison, 1993; BS, Pharmacy, UW-Madison, 1975

Consulting Faculty (since 2008), CSEAS; Director, Office of Global Health, Pharmacy (since 2008); specializes on pharmacotherapy in relation to women's health, with various teaching specialties in this area; strong advocate of international health initiative at UW; as a member of the steering committee of UW's Center for Global Health, has played an active role in developing and expanding this program on and off campus; assisted in establishment of & co-teachers the international public health course (PHS 644) focused on Thailand (see Solheim & Conway); co-author of "Health and Disease in Thailand: A Collaborative Educational Journey," presented at US-Thai Consortium meeting on building global health collaboration convened in Phuket, Thailand, 2011; valuable campus resource, with strong motivation to expand UW's global health programs.

### **LEE, MAI NA**

Assistant Professor (tenure-track), Department of History, University of Minnesota (since 2007)

PhD (2005), History, UW-Madison; MA (2000), History, UW-Madison; BA, History, Carlton College, 1994

Affiliated Scholar (since 2008), CSEAS; historian of SE Asia, with strong research on Thailand, Laos, and Vietnam and concentration on the Hmong and other highland communities; book manuscript, based on dissertation, accepted for publication with UW Press: *Dreams of the Hmong Kingdom, Mandate of French: Hmong Relations in Colonial Indochina (1893-1960)*; author of "The Women of Dragon Capital (Long Cheng): Marriage Alliances and the Rise of Vang Pao" in *Claiming Place: Hmong Women, Power and Knowledge Production*, ed by C. Vang, et al (Minnesota Press, 2014); and "The Thousand-Year Myth: Construction and Characterization of Hmong," *Hmong Studies Journal*, 2(2), 1998; co-director of UW-U of Minnesota Hmong Studies Consortium, since 2009, and convener of the consortium's 2nd international conference, "Hmong Across the Borders," held at U of Minnesota, 10/2013; ; regularly consults with UW faculty and graduate students working on the highland areas of mainland SE Asia.

**LIWE, AMELIA**

Coordinator, Indonesian Language Instruction, SEASSI (since 2003)

PhD, History, UW-Madison, 2009; MA, LCA, UW-Madison, 2001; Sarjana, English, Sam Ratulangi University, 1998

Affiliated Scholar (since 2009), CSEAS; trained as instructor in English, Indonesian, and Indonesian literature; studied at Sophia University (1996); taught Indonesian in Canberra, Australia (1998); taught literature at Sam Ratulangi University (2001); taught Indonesian at COTI, Manado (2001); began MA-PhD studies at UW-Madison in 2001; research in North Sulawesi, with dissertation on "Permesta: From Crisis to Footnote: A Half Rebellion in the Context of the Cold War and Post-Colonial Indonesia;" taught Indonesian at UW (2001-09) and at SEASSI (since 2002); Indonesian language Coordinator at SEASSI, since 2006; as member of COTI & COTSEAL, actively engaged in the development of proficiency and measurement guideline for Indonesian (with Rafferty & Barnard); co-founder and Program Coordinator, Center for Southeast Asian Studies in Jakarta (since 2010), affiliated with the American Institute for Indonesian Studies; major CSEAS consultant for CSEAS students and faculty with research projects in Indonesia.

**MCINTYRE, PETER B.**

Assistant Professor, Zoology, UW-Madison (since 2010)

PhD, Cornell U, Zoology, 2006

Consulting Faculty, CSEAS; also affiliated with Center for Limnology & Nelson Institute for Environmental Studies; specializes on research on the ecology & conservation of rivers & lakes across the globe, with a focus on the organism-ecosystem interface, that is the reciprocal relationships between the diversity & ecology of animals and ecosystem structure & function; directs a UW research team, "the McIntyre group," that conducts research from the Great Lakes to Africa's Lake Tanganyiká; current research project on the Ngao River in northwestern Thailand, with an emphasis on freshwater fish conservation projects; the project in northern Thailand will continue in Mae Hong Son Province along the Thai border with Myanmar; both Thai project explore the cultural and religious components to freshwater fishing in these areas, making use of multidisciplinary scholarship produced on these regions.

**MIDDLETON, RUSSELL**

Professor Emeritus, Department of Sociology, UW-Madison (1963-2002)

PhD, Sociology, University of Texas

Consulting Faculty (since 2002), CSEAS; specialist on problems and processes of social and economic development and the role of NGOs and grassroots organizations in development and social change in Thailand, Philippines, and Indonesia; active research on educational and environmental problems in the Philippines; has made and continues to make numerous research and consultancy trips to Thailand and the Philippines and maintains strong affiliations with NGOs in rural development, environmental activists, and public and private educators; served as dissertation advisor for over 20 doctoral students in Sociology, Rural Sociology, and Development Studies, and continues to work with UW students in SE Asian Studies and remains active in CSEAS activities; recent consultant on research projects analyzing the devastating floods in Ormoc, Leyte, Philippines, in 1991.

**MIYASAKI, JAN**

Lecturer, Asian American Studies, UW-Madison

JD, Marquette U Law School

Consulting Faculty (since 1990), CSEAS; Madison community leader and activist; practicing attorney, director of community organization Project Respect, and prominent figure in the Wisconsin Organization for Asian Americans and actively involved in a wide range of issues pertaining to the Hmong community; has her own general news and commentary program, "Buzz," on Madison WORT; regular articles in local magazines *Capital City Hues* and *Asian Wisconsin*; strong links to UW-Madison and teaches a range of specialized courses in Asian American Studies for over a decade, including the introductory course (AS 101); regularly integrates content on the history, culture, and situation of SE Asian Americans in her courses and works closely with faculty and students interested in issues facing SE Asians in Wisconsin.

**NIEMI, KEVIN J.**

Director, Institute for Biology Education, UW-Madison

PhD, Plant Physiology, U of Minnesota; BA, Biology, Macalester College

Consulting Faculty, CSEAS; specializes in K-12 science education and the delivery of UW outreach programs to regional schools; works closely with the Wisconsin Teacher Enhancement Program & the School of Education; through a major Fulbright grant in 2005, has expanded the Institute for Biology Education's program to Thailand through several trips to promote teaching science & technology, resulting in the establishment of strong institutional linkages, especially with the Thai Ministry of Education and Mahidol, Srinakharinwirot, Mahasarakahn and other government universities; since 2006, the project has also supported 5 visiting "science education" scholars from Thailand to come to campus to pursue their research and engage in pedagogical training; he has made several presentations on his projects and has encouraged the participation of students across the university, especially in the School of Education and in CALS.

**OGDEN, MITCHELL**

Assistant Professor, Department of English, UW-Stout (since 2011)

PhD, English, U of Minnesota, 2008

Affiliated Scholar (since 2013), CSEAS; with advanced proficiency in Hmong (4), specializes in the study of Hmong language and cultural discourse as reflected in a wide range of formats, with emphasis on the internet; current book manuscript based on his dissertation on "Refugee Utopias: (Re)Theorizing Refugeeism through Cultural Production in the Hmong Diaspora;" has published translations of Hmong stories into English in *Paj Ntaub Voice*, the Hmong American Literary Journal and has been a member of its editorial board, since 1999; also a creative writer and specialist on literary and cultural production on the internet, as well as the digital humanities; affiliated with UW-U of Minnesota Hmong Studies Consortium and has been an active participant in its conferences and organizational activities; will increasingly work with UW students in the areas of Hmong culture and language.

**OZDOGAN, MUTLU**

Associate Professor of Forest Ecology, Department of Forest Ecology & Management

PhD, Geography & Environment, Boston College, 2004

Consulting Faculty, CSEAS; also affiliated with Center for Sustainability and the Global Environment, Nelson Institute of Environmental Studies; specializes land-use/land cover conservation & climate change impacts on global water & energy cycles and how these impacts interact with ecosystem goods & services important to human well-being, in particular on agricultural water resources in relation to global food security; research focus on use of remote sensing projects in the Middle East, with funding from NSF, NASA, & governments of Oman & United Arab Emirates; with Baird (see above) & M. Dwyer, currently (2014) involved in research regarding large-scale land concessions and land-use change in southern Laos.

**PEYASANTIWONG, PATCHARIN**

Coordinator, Thai Language Instruction, Southeast Asian Studies Summer Institute (since 2000)

PhD, Linguistics, U of Michigan, 1981; MA, Linguistics, U of Michigan, 1975; BA, Education, Pitsanulok (Thailand), 1972

Affiliated Scholar (since 1986), CSEAS; deeply involved in UW's Thai language program & in national developments in Thai language instruction since the 1980s; has been the primary lecturer in UW's summer Thai program since 1987 (for CYIT and SEASSI); was UW's Lecturer in Thai during the academic year 1995-96; specialist in Thai/Tai linguistics; defining testing guidelines for proficiency levels for Thai; proficiency evaluator for AST, 1986-present and AST field director, 1986, 1987, 1996; has published articles on Thai linguistics and was author in and editor of *Papers from a Conference on Thai Studies in Honour of William J. Gedney* (Michigan Papers on South and SE Asia, 1986) and *Selected Papers on Comparative Tai Studies by William J. Gedney* (Michigan Papers on South and SE, 1989).

**ROLL, JON T.**

Faculty Associate, Bacteriology, College of Agriculture & Life Sciences, UW-Madison

PhD, Biology, UW-Madison, 1996

Consulting Faculty (since 2010), CSEAS; conducts research, teaches, and directs laboratories on the biology of microorganisms; Program Director for two major programs in Bacteriology: the International Research Experience for Students and the NSF Research Experience for Undergraduates; organizes and directs the annual 10-week research exchange program with Mahidol University and Chulalongkorn University in Bangkok, where UW students go to Thailand & conduct full-time research in microbiology, microbial genetics and/or molecular biology with their Thai student counterparts; he leads the exchange programs every Spring-Summer and supervises the course (Microbiology 699, as a director study); CSEAS, and especially K. Elbow (see above) assists in the orientation process for the program and has contributed to the efforts to obtain NSF support for the project, now in its fifth year.

**SCHNEIDER, ANNEMARIE**

Assistant Professor, Environmental Studies, Nelson Institute of Environmental Studies, UW-Madison,

PhD, Geography & Environment, Boston University, 2005.

Consulting Faculty, CSEAS; also affiliated with Center for Sustainability & the Global Environment, Nelson Institute for Environmental Studies; specializes in land-use/land-cover change, largely through GIS & remote sensing; recent concentration on urban environment & peri-urban land-use change in SE Asia, especially in Ho Chi Minh City, as well as western China; currently (2014-15) collaborating with I. Baird (see above) & J. Fox (East-West Center) on NASA-funded project, "Forest, Agricultural, and Urban Transition in Mainland SE Asia: Synthesizing Knowledge and Developing Theory;" teaches courses in Geography in environmental remote sensing & land-use changes.

**SEIDMAN, GAY**

Professor, Department of Sociology, UW-Madison

PhD, Sociology, U of California, Berkeley, 1990

Consulting Faculty (since 2000), CSEAS; specializes in the sociology of economic change and development, with emphasis on labor, gender, social and political movements and collective action, demography (especially migration); primary research areas in African and Latin America; through Sociology and Development Studies, has worked closely with SE Asia faculty and doctoral & MA students in SE Asian studies, serving as the chair of two recent doctoral dissertations, one on Philippines and one on Vietnam; teaches courses in Sociology on labor, migration, and development with SE Asia content, including Soc 630; former director of African Studies Program and leading figure in UW's International Institute and Division of International Studies.

**SHAPIRO, KENNETH H.**

Professor Emeritus, Agricultural and Applied Economics, CALS, UW-Madison (1980-2012)

PhD, Economic Development, Stanford U

Consulting Faculty (since 1995), CSEAS; also Associate Dean, International Agricultural Programs for CALS (2008-12); research and teaching on international economic development, grain and livestock marketing, primarily in Africa; chair of the Chancellor's Asian Partnership Initiative (launched in 1995), with periodic travel and institutional contacts with Asia, in particular Thailand, Singapore, and the Philippines; active in the negotiation of exchange programs and joint research projects in Thailand and Singapore; assisted in the design and implementation of CALS study abroad and exchange programs with Mahidol and Thammasat Universities in Thailand and with Nanyang Technical Institute in Singapore; works closely with CSEAS on many initiatives, most recently on faculty exchange programs with Thailand & on advancement efforts in SE Asia; remains an important resource and advocate for L&S-CALS international initiatives.

**SMITH, FRANK**

Coordinator Khmer and Heritage Khmer Instruction, SEASSI (summers since 2000)

MLS, Simmons College, 1994; BA, UW-Madison,

Affiliated Scholar (since 1994), CSEAS; during academic year, Lecturer, Khmer, UC Berkeley; specializes in second-language acquisition in English, Khmer and Lao, with over 15 years of teaching experience, with high proficiency in Khmer and advanced skills in Thai, Lao, and Vietnamese; served as Khmer language coordinator at 10 SEASSI programs (1990, 1993, 1996-97, 2000-05); more recently coordinated curriculum and teaching for heritage language instruction in Khmer, Hmong, Lao, and Vietnamese at SEASSI (2001-05); designs and maintains the SEASSI Heritage Program: works during the academic year to produce language teaching materials, proficiency guidelines, and performance testing tools for SEASSI's heritage languages. Has more than 20 years of teaching (ESL and Khmer) and research in Cambodia and Thailand, compiling authentic Khmer language materials for classroom use; also considerable experience working with Cambodian and other SE Asian refugees and immigrants in various US communities, especially the Pacific Northwest. Among his most recent publications and textbooks are: *Beginning Lao Study Guide* (with Kitt and Chan Amarathithada; Madison: SEASSI, 2005); *Than Samay: A Lao Heritage Language Textbook for University Level* (with Kitt and Chan Amarathithada; Madison: SEASSI, 2005); *Intensive Khmer Course: Beginning* (Madison: SEASSI, 2003; with CD-ROM and Audio CD); *Heritage Khmer: An Introduction Through Literacy* (Madison: SEASSI, 2003; with CD-ROM and Audio CD); *Sophat: Novel and Study Guide* (Cambodian novel; Madison: SEASSI, 2003); as well as: *Khmer Language Training Guidelines for Wisconsin Department of Public Instruction Instructors* (Madison: WDPI, 2003). He is an active member of COTSEAL, having presented papers at 3 COTSEAL conferences, where he has taken the lead in innovative language-teaching methodologies; recent presentations on his methods have been given at AAS (2002), the Center for Language Studies, NUS (2004), and the NFLRC workshop at the University of Hawaii (2004); currently developing advanced proficiency guidelines for Khmer and Lao; President (since 2013) of the Consortium of Teachers of SE Asian Languages (COTSEAL).

**SOLHEIM, KAREN D.**

Clinical Professor and Director of Global Health (since 2014), School of Nursing, UW-Madison

Consulting Faculty, CSEAS; RN & PhD in Nursing; her interest in Thailand stems from her work in the SE Asian refugees camps on the Thai border with Laos and Cambodia in the 1970s; broad experience as nurse practitioner, researcher, educator, and international consultant; considerable experience working with NGO work with refugees and displaced peoples in several countries; assisted in development of community health HIV/AIDS program in Cambodia; since 2007, with colleagues in Pharmacy (C. Kraus) and Medical School (J. Conway), as part of UW's Global Health Institute and in collaboration with the Faculty of Public Health at Mahidol University, established an exchange program focused on the study of health and disease in Thailand, involving students & faculty of both universities in shared research and clinical practices; in addition, co-teaches the interdisciplinary field course PHS 644, *Health and Disease in Thailand*; faculty in L&S departments a frequently invited to participate in these course and returning students from these courses often pursue other SE Asia courses, as well as Thai language training.

**TANUMIHARDJO, SHERRY A.**

Professor of Nutritional Sciences, UW-Madison

PhD, Nutrition & MS, Biochemistry, Iowa State U; BS, Chemistry UW-Eau-Claire

Consulting Faculty, CSEAS; also Director of Undergraduate Certificate in Global Health; research specialty on vitamin A and carotenoids, with over 100 publications and a national and international reputation in her field of research; strong advocate of nutritionally enhanced staple foods, vegetables and fruits; has conducted research and served as a global consultant internationally, especially in Indonesia and several areas in Africa; has been major promoter of UW's Global Health Program & teaches the gateway course, *Introduction to Global Health*; has worked with CSEAS staff on several Indonesia initiatives and supports a closer relationship between the Medical School and L&S departments.

### **THOMPSON, CLIFF F.**

Emeritus Professor (tenured, Past Dean), School of Law, UW-Madison (1983-2009)  
JD, Harvard Law School; MA, Oxford University; AB, Harvard University  
Consulting Faculty (since 1995), CSEAS; specializes in international law and social change, with considerable work in several areas of Africa (1960s and 1970s); since mid-1990s concentrated on commercial (or economic) law, with strong emphasis on Indonesia through the ELIPS Project (Economic Law and Improved Procurement Systems), 1993-98 (funded by USAID and the Indonesian Government); Legal Education Advisor to the Indonesian government, 1993-97 & 2000-04, working with 38 public law schools; Coordinator ELIPS Bridge Project (Indonesia), 2000-2001; long residence Indonesia (1993-2004), with advanced proficiency in Indonesian; also served as economic law consultant with U of Hanoi, 1995-97; continues to teach courses on International Development & Asian, African, & Comparative Law; active recruiter of Indonesians into MA program in International Law, expanding and strengthening links with Indonesian law schools & legal service organizations. Among his publications are: "Structure of Legal Education Reform in the Developing World: A Case Study from Indonesia, 1993-2000" in *Das Menschenbild im weltweiten Wandel der Grundrechte* (Berlin, 2002); *Analysis of Economic Law Curriculum and Faculty, 1992-93 through 1997-96* (Faculty of Law, Universitas Indonesia for USAID, 1997); & *Perkembangan Pendidikan Hukum [The Development of Legal Education]* (Government of Indonesia, Ministry of Finance, 1997).

### **TRAN, BAC HOAI**

Coordinator of Vietnamese and Heritage Vietnamese Instruction, SEASSI (summers since 2000)  
MA, English/Linguistics, San Francisco State U, 1999  
Affiliated Scholar (since 2001), CSEAS; during academic year, Lecturer, Vietnamese, UC Berkeley; translator, ESL teacher, writer, and songwriter in Ho Chi Minh City, 1977-91; since 1992 has served as lecturer in Vietnamese at UC Berkeley; served as primary translator of several important literary works, among them: *The Stars, the Earth, the River*, by Le Minh Khue (with D. Sachs; Curbstone Press, 1997); *Vietnam: A Traveler's Literary Companion*, ed. by John Balaban (Whereabouts Press, 1996); *The Other Side of Heaven: Postwar Fiction by Vietnamese and American Writers*, ed. by Wayne Karlin (with D. Sachs; Curbstone Press, 1995); coauthor of *The Vietnamese Language Learning Framework* (with B.N. Ngo; published as volume 10 of the *Journal of Southeast Asian Language Teaching*, December 2001, c.2005); author of *Conversational Vietnamese* [textbook] (Tan Van, 1996; 2nd ed., 1999); since 1993 has been an active member of GUAVA/VASI, elected co-chair, 2004-07; also co-chair of COTSEAL, 2005-09; served as coordinator of Vietnamese and heritage Vietnamese at SEASSI, 2000-09; during the academic year works with UW graduate students (through email) in advanced language proficiency and content courses on Vietnamese literature.

### **TRAN, TRIET**

Fellow, Land Tenure Center, Nelson Institute for Environmental Studies (since 2010)  
PhD, Land Recourse Management, UW-Madison, 2003; MS, Biometry, UW-Madison, 1999  
Consulting Scholar, CSEAS (since 2012); Director, SE Asia Program, International Crane Foundation, since 1999, with projects in Vietnam, Cambodia, Laos, Thailand, & Myanmar; specializes in research on tropical wetland & mangrove ecology and invasive alien species management; faculty member at Vietnam National University, Ho Chi Minh City, where he bases his wetland protection projects; received international awards for his work with the Phu My wetland area in the Mekong basin, on which he has published several articles and reports, having been the lead author of *Persistent Organic Pollutants in Wetlands of the Mekong Basin* (US Geological Survey Scientific Investigation Report, 2013), as well as "Combining Biodiversity Conservation with Poverty Alleviation – a Case Study of the Mekong Delta, Vietnam" *Aquatic Ecosystem Health & Management*, 13(1), 2013; working with UW scholars & students to develop an interdisciplinary Mekong regional study in collaboration with the International Crane Foundation.

### **TULI, SACHIN**

Lecturer, International Business, School of Business (since 2006)  
BBA, Marketing, UW School of Business; MS, Higher Education Administration, School of Education  
Consulting Faculty, CSEAS; also Assistant Director, UW's CIBER, 2006-14 and Director, International Business Programs (since 2006); specializes in international marketing and managing business education, with primary focus on international business; key administrator in the development of international business initiatives; active in the expansion of overseas study and exchange programs, including those for SE Asia; considerable overseas experience in Europe, Central America, and Asia; currently teaches IB 200 (a survey course that includes 25% SE content); organizes & leads international study tours for the Evening and Executive MBA Programs.

**UTTAL, LYNET**

Professor, Human Development & Family Studies, School of Human Ecology (since 1997)

PhD, Sociology, U of California Santa Cruz, 1993; BA, Psychology, U of Michigan, 1980

Consulting Faculty, CSEAS, since 2008; Chair Asian American Studies Program at UW-Madison (2008-2013); specializes & publishes regularly on biculturalism & multiculturalism, immigration & adaptation, and gender, with an emphasis on community-based research on families in the Midwestern region of the US, including Latino, Tibetan, Chinese & Hmong; as chair of Asian American Studies, worked closely with CSEAS and its faculty (especially I. Baird & M. Cullinane) to develop the campus commitment to on-going Hmong Studies initiatives, including the hiring of Visiting Professors (2008-14) to teach core courses on the Hmong diaspora (see Asian Am 240, 540), most of which contain 25% SE Asia content.

**ZIMMERMAN, ERIN**

Affiliated Scholar (since 2014), CSEAS, UW-Madison

MA (2009) & PhD (2013), International Studies, U of Adelaide; BA, Political Science, Colorado State U.

Specializes on ASEAN and regional security in SE Asia, with emphasis on external influences on regional policies and programs, with emphasis on the role of “think tanks” on establishing a regional agenda for security and inter-state relations; current focus on territorial conflicts in the South China Sea; interacts with students & faculty in lectures, discussions, and research initiatives pertaining to her area of expertise; will teach Poli Sci 697 in Spring 15 at UW.

#### 4. CSEAS ADMINISTRATIVE STAFF

**CULLINANE, MICHAEL** (see above under Core Faculty and Teaching Staff)  
Associate Director & FLAS Coordinator (academic year), CSEAS (since 1991)

**HANSEN, ANNE** (see above under Core Faculty and Teaching Staff)  
Center Director, CSEAS (since 2014)

**MCCOY, MARY P.** (see above under Core Faculty and Teaching Staff)  
Outreach Coordinator, CSEAS (since 2011)

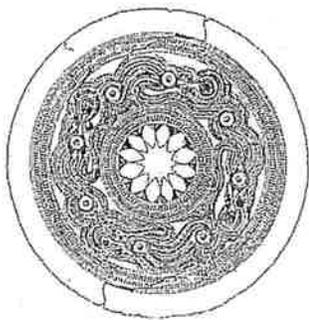
**WILSON, MARY JO**

Assistant to the Director & FLAS Coordinator (summer), CSEAS (since 1991)

SEASSI Coordinator, 1994-95; 2000-present

MS (1991), Vocational Education, UW-Madison; BA, Music, UW-Madison

Over 23 years of experience administering CSEAS, including 15 years as the administrative coordinator for SEASSI (1994-95, 2000-14); received UW's Academic Staff Excellence Award (2004); manages every aspect of the SE Asia program, in particular the administration of all financial negotiations and accounts, including all external grants (over \$2.5 million, since 2010); strong interest and expertise in Indonesian music and performing arts; active musician in the UW Javanese Gamelan Ensemble and the ensemble's lead singer (*pasinden*) in the Javanese tradition & regularly performs at concerts on and off campus; studied Indonesian and Javanese languages; in 2005, travelled to Indonesia to consult with specialists at language-training institutes, especially Gajah Mada U; research and pedagogical interests & training in the development of SE Asian language materials and the use of distance-education technologies; principal investigator of grant from UW's Division of Instructional Technology to design and implement computer-aided distant learning modulars for Indonesia, Javanese, and Thai; pioneered distance instruction in 8 SE Asian languages at SEASSI since 2011.



## **APPENDIX C**

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### **COURSE OFFERINGS AND ENROLLMENTS 2012-2015**

**COURSE OFFERINGS AND ENROLLMENTS  
2012-2015**

**LANGUAGE OFFERINGS: COLLEGE OF LETTERS AND SCIENCE**  
(Courses administered through Department of Languages and Cultures of Asia)

**ACADEMIC-YEAR PROGRAM**

<u>Dept/Course No/Title</u>	<u>Instructor</u>	<u>Sem</u>	<u>Cr Hrs</u>	<u>Enrollments</u>			
				<u>UG</u>	<u>G</u>	<u>S*</u>	
<b>HMONG INSTRUCTION</b>							
307 First Semester Hmong	Lee	F-12	4	22	--	--	
	Lee	F-13	4	21	--	--	
	Lee	F-14	4				
308 Second Semester Hmong	Lee	Sp-13	4	21	--	--	
	Lee	Sp-14	4	19	--	--	
	Lee	Sp-15	4				
407 Third Semester Hmong	Lee	F-12	4	24	3	--	
	Lee	F-13	4	27	--	--	
	Lee	F-14	4				
408 Fourth Semester Hmong	Lee	Sp-13	4	21	3	--	
	Lee	Sp-14	4	18	--	--	
	Lee	Sp-15	4				
507 Fifth Semester Hmong	Lee	F-12	4	15	--	--	
	Lee	F-13	4	12	--	--	
	Lee	F-14	4				
508 Sixth Semester Hmong	Lee	Sp-13	4	14	--	--	
	Lee	Sp-14	4	12	--	--	
	Lee	Sp-15	4				
<b>INDONESIAN INSTRUCTION</b>							
309 First Semester Indonesian	Datu	F-12	4	1	1	--	
	Mawene	F-13	4	3	--	1	
	Mawene	F-14	4				
310 Second Semester Indonesian	Datu	Sp-13	4	1	2	--	
	Mawene	Sp-14	4	3	--	--	
	Mawene	Sp-15	4				
409 Third Semester Indonesian	Datu	F-12	4	1	1	--	
	Mawene	F-14	4				

<u>Dept/Course No/Title</u>	<u>Instructorr</u>	<u>Sem</u>	<u>Cr Hrs</u>	<u>Enrollments</u>			<u>S*</u>
				<u>UG</u>	<u>G</u>		
410 Fourth Semester Indonesian	Datu	Sp-13	4	6	--	--	
	Mawene	Sp-15	4				
509 Fifth Semester Indonesian	Wulandari	F-12	3	3	1	--	
	Mawene	F-13	3	4	1	--	
	Mawene	F-14	3				
510 Sixth Semester Indonesian	Wulandari	Sp-14	3	4	1	--	
	Mawene	Sp-15	3	5	2	--	
	Mawene	Sp-15	3				

#### **FILIPINO/TAGALOG INSTRUCTION**

305 First Semester Filipino/Tagalog	Zamar	F-12	4	12	1	--
	Zamar	F-13	4	4	--	--
	Zamar	F-14	4			
306 Second Semester Filipino/Tagalog	Zamar	Sp-13	4	7	1	--
	Zamar	Sp-14	4	3	--	--
	Zamar	Sp-15	4			
405 Third Semester Filipino/Tagalog	Zamar	F-12	4	8	1	--
	Zamar	F-13	4	2	--	--
	Zamar	F-14	4			
406 Fourth Semester Filipino/Tagalog	Zamar	Sp-13	4	7	1	--
	Zamar	Sp-14	4	2	--	--
	Zamar	Sp-15	4			

#### **THAI INSTRUCTION**

317 First Semester Thai	Chanprasert	F-12	4	10	1	--
	Chanprasert	F-13	4	9	1	2
	Chanprasert	F-14	4			
318 Second Semester Thai	Chanprasert	Sp-13	4	6	1	--
	Chanprasert	Sp-14	4	5	1	0
	Chanprasert	Sp-15	4			
417 Third Semester Thai	Chanprasert	F-12	4	6	2	--
	Chanprasert	F-13	4	5	3	--
	Chanprasert	F-14	4			
418 Fourth Semester Thai	Chanprasert	Sp-13	4	4	2	--
	Chanprasert	Sp-14	4	3	3	--
	Chanprasert	Sp-15	4			

<u>Dept/Course No/Title</u>	<u>Instructor</u>	<u>Sem</u>	<u>Cr Hrs</u>	<u>Enrollments</u>			<u>S*</u>
				<u>UG</u>	<u>G</u>		
517 Fifth Semester Thai	Chanprasert	F-12	3	2	3	--	
	Chanprasert	F-13	3	--	1	--	
	Chanprasert	F-14	3				
518 Sixth Semester Thai	Chanprasert	Sp-13	3	1	3	--	
	Chanprasert	Sp-14	3	--	1	--	
	Chanprasert	Sp-15	3				

#### VIETNAMESE INSTRUCTION

319 First Semester Vietnamese	Dinh	F-12	4	13	2	--
	Dinh	F-13	4	8	--	--
	Dinh	F-14	4			
320 Second Semester Vietnamese	Dinh	Sp-13	4	10	2	--
	Dinh	Sp-14	4	6	--	--
	Dinh	Sp-15	4			
419 Third Semester Vietnamese	Dinh	F-12	4	3	1	--
	Dinh	F-13	4	1	1	--
	Dinh	F-14	4			
420 Fourth Semester Vietnamese	Dinh	Sp-13	4	1	1	--
	Dinh	Sp-14	4	1	1	--
	Dinh	Sp-15	4			
519 Fifth Semester Vietnamese	Dinh	F-12	3	1	2	--
	Dinh	F-13	3	2	2	--
	Dinh	F-14	3			
520 Sixth Semester Vietnamese	Dinh	Sp-13	3	1	3	--
	Dinh	Sp-14	3	--	2	--
	Dinh	Sp-15	3			

## SOUTHEAST ASIAN STUDIES SUMMER INSTITUTE (SEASSI)

<u>Dept/Course No/Title</u>	<u>Instructor</u>	<u>Sem</u>	<u>Cr Hrs</u>	<u>Enrollment</u>
<b>BALINESE INSTRUCTION</b>				
301/ First/Second Sem	Dhanusugita	SEASSI-12	8	1
302 Balinese	Staff	SEASSI-14	8	
<b>BURMESE INSTRUCTION</b>				
303/ First/Second Sem	Tun	SEASSI-12	8	6
304 Burmese	Tun	SEASSI-13	8	7
	Win	SEASSI-14	8	
403/ Third/Fourth Sem	Tun	SEASSI-12	8	3
404 Burmese	Tun	SEASSI-13	8	3
	Win	SEASSI-14	8	
503/ Fifth/Sixth Sem	Win	SEASSI-14	6	
504 Burmese				
<b>FILIPINO INSTRUCTION</b>				
305/ First/Second Sem	Zamar	SEASSI-12	8	5
306 Filipino	Zamar	SEASSI-13	8	8
	Zamar	SEASSI-14	8	
405/ Third/Fourth Sem	Zamar	SEASSI-12	8	5
406 Filipino	Zamra	SEASSI-13	8	5
	Zamar	SEASSI-14	8	
505/ Fifth/Sixth Sem	Zamar	SEASSI-12	6	3
506 Filipino	Zamar	SEASSI-13	6	2
	Zamar	SEASSI-14	6	
<b>HMONG INSTRUCTION</b>				
307/ First/Second Sem	Lee	SEASSI-12	8	3
308 Hmong	Lee	SEASSI-13	8	--
	Lee	SEASSI-14	8	
407/ Third/Fourth Sem	Lee	SEASSI-12	8	5
408 Hmong	Lee	SEASSI-13	8	5
	Lee	SEASSI-14	8	
507/ Fifth/Sixth Sem	Lee	SEASSI-14	6	
508 Hmong				
<b>INDONESIAN INSTRUCTION</b>				
309/ First/Second Sem	Liwe	SEASSI-12	8	12
310 Indonesian	Liwe	SEASSI-13	8	5
	Liwe	SEASSI-14	8	

<u>Dept/Course No/Title</u>	<u>Instructor</u>	<u>Sem</u>	<u>Cr Hrs</u>	<u>Enrollment</u>
409/ Third/Fourth Sem	Liwe	SEASSI-12	8	6
410 Indonesian	Liwe	SEASSI-13	8	8
	Liwe	SEASSI-14	8	
509/ Fifth/Sixth Sem	Liwe	SEASSI-12	6	3
510 Indonesian	Liwe	SEASSI-13	6	6
	Liwe	SEASSI-14	6	
<b>JAVANESE INSTRUCTION</b>				
311/ First/Second Sem	Staff	SEASSI-12	8	2
312 Javanese	Staff	SEASSI-14	8	
<b>KHMER INSTRUCTION</b>				
313/ First/Second Sem	Smith	SEASSI-12	8	6
314 Khmer	Smith	SEASSI-13	8	5
	Smith	SEASSI-14	8	
413/ Third/Fourth Sem	Smith	SEASSI-12	8	8
414 Khmer	Smith	SEASSI-13	8	2
	Smith	SEASSI-14	8	
513/ Fifth/Sixth Sem	Smith	SEASSI-12	6	2
514 Khmer	Smith	SEASSI-13	6	--
	Smith	SEASSI-14	6	
<b>LAO INSTRUCTION</b>				
315/ First/Second Sem	Inthaly	SEASSI-12	8	4
316 Lao	Inthaly	SEASSI-13	8	3
	Inthaly	SEASSI-14	8	
415/ Third/Fourth Sem	Inthaly	SEASSI-12	8	2
416 Lao	Inthaly	SEASSI-13	8	3
	Inthaly	SEASSI-14	8	
515/ Fifth/Sixth Sem	Inthaly	SEASSI-12	6	1
516 Lao	Inthaly	SEASSI-13	6	1
	Inthaly	SEASSI-14	6	

<u>Dept/Course No/Title</u>	<u>Instructor</u>	<u>Sem</u>	<u>Cr Hrs</u>	<u>Enrollment</u>
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**THAI INSTRUCTION**

317/	First/Second Sem	Peyasantiwong	SEASSI-12	8	6
318	Thai	Peyasantiwong	SEASSI-13	8	10
		Peyasantiwong	SEASSI-14	8	
417/	Third/Fourth Sem	Peyasantiwong	SEASSI-12	8	8
418	Thai	Peyasantiwong	SEASSI-13	8	4
		Peyasantiwong	SEASSI-14	8	
517/	Fifth/Sixth Sem	Peyasantiwong	SEASSI-12	6	4
518	Thai	Peyasantiwong	SEASSI-13	6	3
		Peyasantiwong	SEASSI-14	6	

**VIETNAMESE INSTRUCTION**

319/	First/Second Sem	Tran	SEASSI-12	8	6
320	Vietnamese	Tran	SEASSI-13	8	6
		Tran	SEASSI-14	8	
419/	Third/Fourth Sem	Tran	SEASSI-12	8	2
420	Vietnamese	Tran	SEASSI-13	8	7
		Tran	SEASSI-14	8	
519/	Fifth/Sixth Sem	Tran	SEASSI-12	6	4
520	Thai	Tran	SEASSI-13	6	4
		Tran	SEASSI-14	6	

**NON-LANGUAGE OFFERINGS: COLLEGE OF LETTERS AND SCIENCES**

<u>Dept/Course No/Title</u>	<u>Professor</u>	<u>Sem</u>	<u>Cr Hrs</u>	<u>Enrollments</u>			<u>S*</u>
				<u>UG</u>	<u>G</u>		
<b>ANTHROPOLOGY (Anthro)</b>							
100	General Anthropology (25% SE Asia content)	Zhou	S-14	3	152	--	3
104	Intro Cultural Anthro (25% SE Asia content)	Bowie	F-12	4	742	1	--
		Zhou	Sp-13	4	694	--	1
		TBA	F-14	4			
310	Archaeology of East & SE Asia	Kim	Sp-13	3	20	8	--
		Kim	F-13	3	19	3	--
		Kim	F-14	3			
310	Archaeology of Violence & Warfare (40% SE Asia content)	Kim	Sp-13	3	20	8	--
		Kim	Sp-14	3	39	1	--
330	Peoples & Cultures of Mainland SE Asia	Bowie	Sp-13	3	16	7	--
		Bowie	Sp-14	3	9	4	--
		Yukti	Sp-15	3			
350	Political Anthro (40% SE Asia content)	Bowie	F-13	3	18	4	2
		Bowie	F-14	3			
430	Language & Culture (40% SE Asia content)	Yukti	F-14	3			
917	Globalization & Transnational Culture (25% SE Asia content)	Zhou	F-13	3	--	11	--
		Zhou	F-14	3			
942	Ancient Urbanism & Polit Complexity (50% SE Asia content)	Kim	Sp-13	3	--	8	--
		Kim	Sp-15	3			
<b>ASIAN AMERICAN STUDIES (AsianAm)</b>							
101	Introduction to Asian American Studies (30% SE Asia content)	Jew	F-12	3	61	--	--
		Jew	F-13	3	67	--	--
		Jew	F-14	3			
160	Asian Am History (crosslisted: Hist 160) (25% SE Asia content)	Cheng	F-12	3	[213]	--	[1]
		Cheng	F-13	3	[301]	--	[2]
		Cheng	F-15	3	--	--	--

<u>Dept/Course No/Title</u>	<u>Professor</u>	<u>Sem</u>	<u>Cr Hrs</u>	<u>Enrollments</u>		
				<u>UG</u>	<u>G</u>	<u>S*</u>
161 Asian Am History (crosslisted: Hist 161) (30% SE Asia content)	Cheng	Sp-13	3	[295]	--	[2]
	Cheng	Sp-14	3	[74]	--	--
	Cheng	Sp-15	3			
240 Hmong Amer Experience (30% SE Asia content)	A. Yang	Sp-13	3	33	--	--
	A. Yang	Sp-14	3	31	--	--
246 SE Asian Refugees of the Cold War (crosslisted: LCA & Hist 246)	Cullinane	Sp-13	4	[92]	[3]	[3]
	Cullinane	Sp-14	4	[90]	[2]	[3]
	Cullinane	Sp-15	4			
540 Hmong Amer Experience (50% SE Asia content)	A. Yang	F-12	3	29	--	--
	A. Yang	F-13	3	29	--	--
	G. Xiong	Sp-14	3	33	--	--
	Y. Xiong	F-14	3			

#### COMMUNICATION ARTS (ComArts)

470 Contemp Political Discourse (50% SE Asia content)	M. McCoy	F-12	3	40	3	1
	M. McCoy	F-13	3	48	--	--
	M. McCoy	F-14	3			
472 Rhetoric & Technology (30% SE Asia content)	M. McCoy	Sp-13	3	34	1	--
610 Topics: Freedom of Speech in Global Perspective (40% SE Asia content)	M. McCoy	Sp-14	3	18	1	1
	M. McCoy	Sp-15	3			

#### DANCE (See Professional Schools: Education)

#### EAST ASIAN STUDIES (EAS)

301 Chinese Diaspora in SE Asia	Montgomery	F-12	3	17	--	--
	Montgomery	F-13	3	14	--	--
	Montgomery	F-14	3			

#### ECONOMICS (Econ)

464 International Trade & Finance (25% SE Asia content; crosslisted: AAE 464)	Kamata	F-12	3	[108]	[1]	[1]
	Kamata	F-13	3	[107]	--	[8]
	Kamata	F-14	3			

<u>Dept/Course No/Title</u>	<u>Professor</u>	<u>Sem</u>	<u>Cr Hrs</u>	<u>Enrollments</u>			<u>S*</u>
				<u>UG</u>	<u>G</u>		
473	Economic Growth & Development in SE Asia	Coxhead Coxhead	F-12 F-14	3 3	[7]	[4]	--
<b>FOLKLORE STUDIES (Folk)</b>							
103	Intro World Music Cultures (25% SE Asia content; crosslisted: Music 103)	Sutton	F-12	3	[51]	--	[2]
<b>GEOGRAPHY (Geog)</b>							
134	Resources & People (40% SE Asia content)	Baird	F-12	3	79	--	2
244	Intro to SE Asia (crosslisted: Hist, PoliSci, Soc, LCA 244)	Cullinane Cullinane Cullinane	F-12 F-13 F-14	4 4 4	[65] [75]	-- [2]	[3] [4]
305	Intro to the City (25% SE Asia content)	Olds	F-12	3	50	--	3
340	World Regions of Global Context (25% SE Asia content)	Olds Olds Olds Olds Olds	Sp-13 F-13 Sp-14 F-14 Sp-15	3 3 3 3 3	178 175 163	3 3 3	2 3 3
358	China & SE Asia	Baird Baird	Sp-14 Sp-15	3 3	14	1	--
475	Nature, Power & Society (50% SE Asia content)	Baird	Sp-14 Sp-15	3 3	44	4	1
500	Qualitative Strategies in Geography (30% SE Asia content)	Baird	F-12	3	17	2	--
557	Political Ecology in Mainland SE Asia	Baird	Sp-13	3	21	6	--
500	Qualitative Strategies in Geography (30% SE Asia content)	Baird	F-12	3	17	2	--
930	Seminar: People & Environment (50% SE Asia content)	Baird	F-13	3	--	9	1

<u>Dept/Course No/Title</u>	<u>Professor</u>	<u>Sem</u>	<u>Cr Hrs</u>	<u>Enrollments</u>			<u>S*</u>
				<u>UG</u>	<u>G</u>		
<b>HISTORY (Hist)</b>							
160 Asian Am History (crosslisted: AsAm 160) (25% SE Asia content)	Cheng	F-12	3	213	--	1	
	Cheng	F-13	3	301	--	2	
	Cheng	F-15	3				
161 Asian Am History (crosslisted: AsAm 161) (30% SE Asia content)	Cheng	Sp-12	3	295	--	2	
	Cheng	Sp-13	3	74	--	--	
	Cheng	Sp-14	3				
244 Intro to SE Asia (crosslisted: Geog, PoliSci, Soc, LCA 244)	Cullinane	F-12	4	65	--	3	
	Cullinane	F-13	4	75	2	4	
	Cullinane	F-14	4				
246 SE Asian Refugees of the Cold War (crosslisted: LCA & AsianAm 246)	Cullinane	Sp-13	4	92	3	3	
	Cullinane	Sp-14	4	90	2	3	
	Cullinane	Sp-15	4				
276 Chinese Migration since 1500 (30% SE Asia content)	Chan	Sp-14	3	40	--	2	
	Chan	Sp-15	3				
319 The Vietnam Wars	A. McCoy	Su-12	3	29	--	1	
	A. McCoy	F-12	4	117	3	3	
	A. McCoy	Su-13	3	33	--	2	
	A. McCoy	F-13	4	89	2	12	
	A. McCoy	Su-14	3				
	A. McCoy	F-14	4				
428 Amer Military Expr since 1899 (30% SE Asia content)	Hall	Sp-14	4	56	--	9	
	Hall	Sp-15	4				
438 Buddhism & Society in SE Asia (crosslisted: LCA 438)	Thongchai	Sp-14	4	39	4	4	
	Thongchai	Sp-15	4				
457 SE Asia to 1800 (crosslisted: LCA 457)	Thongchai	F-12	4	17	4	--	
	Thongchai	F-13	4	16	5	3	
	Thongchai	F-14	4				
458 SE Asia since 1800 (crosslisted: LCA 458)	A. McCoy	Sp-13	4	29	2	3	
	A. McCoy	Sp-14	4	32	5	1	
	A. McCoy	Sp-15	4				
463 Empires of the East: Eurasia & Indian Ocean (30% SE Asia content)	Wink	F-13	3	9	6	--	
	Wink	Sp-14	3	10	4	1	
	Wink	F-14	3				

<u>Dept/Course No/Title</u>	<u>Professor</u>	<u>Sem</u>	<u>Cr Hrs</u>	<u>Enrollments</u>			<u>S*</u>
				<u>UG</u>	<u>G</u>		
600/ Seminar: CIA Covert	A. McCoy	Sp-13	3	13	4	1	
755 Warfare & US Foreign	A. McCoy	Sp-14	3	14	--	1	
Policy Conduct (75% SE Asia content)	A. McCoy	Sp-15	3				
600/ Seminar: Empire &	A. McCoy	F-12	3	9	5	--	
755 Revolution	A. McCoy	F-13	3	10	7	--	
(75% SE Asia content)	A. McCoy	F-14	3				
706 Seminar: Diaspora &	Chan	F-13	3	--	5	--	
Transnationalism	Chan	F-14	3				
(25% SE Asia content)							
755 Grad Seminar: Dangerous	Thongchai	Sp-13	3	--	7	--	
Dangerous Histories	Thongchai	Sp-14	3	1	10	--	
in SE Asia	Thongchai	Sp-15	3				
(75% SE Asia content)							
755 Grad Seminar: Space &	Thongchai	F-12	3	--	13	--	
Historiography of	Thongchai	F-13	3	--	9	--	
SE Asia	Thongchai	F-14	3				

#### INTERNATIONAL STUDIES (IS)

101 Introduction to Inter-	Various	F-12	4	378	--	2
national Studies		Sp-13	4	83	--	1
(25% SE Asia content)		F-13	4	370	--	4
		Sp-14	4	76	--	--
		F-14	4			
		Sp-15	4			
373 Globalization, Poverty	Barham	Sp-14	3	43	1	4
& Development	Barham	Sp-15	3			
(25% SE Asia content; crosslisted: AAE 373)						

#### JOURNALISM AND MASS COMMUNICATION (Jour)

621 Mass Communications	Fair	Sp-14	3	43	--	--
in Developing Nations						
(25% SE Asia content)						

<u>Dept/Course No/Title</u>	<u>Professor</u>	<u>Sem</u>	<u>Cr Hrs</u>	<u>Enrollments</u>			
				<u>UG</u>	<u>G</u>	<u>S*</u>	
<b>LANGUAGES AND CULTURES OF ASIA (LCA)</b>							
100 Intro to the Cultures of Asia (50% SE Asia content)	Lowman	Sp-13	3	47	--	1	
	Lowman	Sp-14	3	51	--	--	
206 Intro to the Qur'an (40% SE Asia content; crosslisted: RelStds 206)	Gade	Sp-14	3	[27]	[3]	[1]	
	Gade	Sp-15	3				
236 Indonesia through Film & Stories	Rafferty	Sp-14	3	15	--	1	
244 Intro to SE Asia (crosslisted: Hist, PoliSci, Soc, Geog 244)	Cullinane	F-12	4	[65]	--	[3]	
	Cullinane	F-13	4	[75]	[2]	[4]	
	Cullinane	F-14	4				
246 SE Asian Refugees of the Cold War (crosslisted: Hist & AsianAm 246)	Cullinane	Sp-13	4	[92]	[3]	[3]	
	Cullinane	Sp-14	4	[90]	[2]	[3]	
	Cullinane	Sp-15	4				
273 Religion in History & Culture: The East (40% SE Asia content; crosslisted RelStds 273)	Hansen	F-12	3	[40]	--	[1]	
	Lowman	F-13	3	[57]	--	[2]	
300 Ethnicity in SE Asia	Lowman	F-12	3	11	1	--	
300 Advanced Readings in Thai	Bickner	F-12	3	--	1	2	
361 Survey of Indonesian Cultures	Rafferty	F-13	3	11	1	--	
	Rafferty	F-14	3				
364 Introduction to Buddhism (50% SE Asia content; crosslisted: RelStds 364)	Lowman	Sp-13	3	74	--	3	
	Hansen	F-14	3				
370 Islam: Religion & Culture (50% SE Asia content; crosslisted RelStds 370)	Gade	F-12	4	49	4	3	
	Gade	F-13	4	57	1	1	
	Gade	F-14	4				
379 Cities of Asia (30% SE Asia content)	Chopra	F-13	3	25	1	7	
	Chopra	F-14	3				

<u>Dept/Course No/Title</u>	<u>Professor</u>	<u>Sem</u>	<u>Cr Hrs</u>	<u>Enrollments</u>			<u>S*</u>
				<u>UG</u>	<u>G</u>		
401 Modern Indonesian Literature (crosslisted: Littrans 301)	Rafferty	F-14	3				
403 SE Asian Lit in Trans: Mainland (crosslisted: Littrans 303)	Bickner	F-12	4	26	2	--	
	Bickner	F-13	4	24	2	--	
404 SE Asian Lit in Trans: Maritime (crosslisted: Littrans 304)	Bickner	Sp-13	4	17	2	1	
441 Language & Society in SE Asia	Rafferty	F-14	3				
600 Seminar: Religion in Critical Perspective (crosslisted in RelStds 600) (40% SE Asia content)	Gade	F-12	3	[7]	[6]	--	
600 Capstone Sem in Asian Humanities (50% SE Asia content)	Lowman	F-13	3	21	--	--	
616 Modern Thai Lit: The Novel	Bickner	F-13	3	--	3	--	
617 Thai Poetry	Bickner	Sp-14	3	0	1	0	
618 Thai Prose - The Short Story	Bickner	F-12	3	1	5	--	
671 Thai Linguistics	Bickner	Sp-13	3	1	4	--	
802 Islam in SE Asia (crosslisted: RelStds 802)	Gade	Sp-13	3	--	1	--	
	Gade	Sp-14	3	9	4	--	
802 Sufism (crosslisted: RelStds 802; 40% SE Asia content)	Gade	F-13	3	3	1	10	

#### LITERATURES IN TRANSLATION (Littrans)

301 Modern Indonesian Literature	Rafferty	F-14	3				
303 SE Asian Lit in Trans: Mainland	Bickner	F-12	3	26	2	--	
	Bickner	F-13	3	24	2	--	

<u>Dept/Course No/Title</u>	<u>Professor</u>	<u>Sem</u>	<u>Cr Hrs</u>	<u>Enrollments</u>			<u>S*</u>
				<u>UG</u>	<u>G</u>		
304 SE Asian Lit in Trans: Maritime	Bickner	Sp-13	3	17	2	1	
<b>MUSIC</b>							
103 Intro World Music Cultures (25% SE Asia content; crosslisted: Folk 103)	Sutton	F-12	3	51	--	2	
	Sutton	F-13	3	63	--	2	
361 Non-Western Music Performance: Beginning Javanese <i>Gamelan</i> (1 & 2)	Laronga	Su-12	1	--	--	12	
	Sutton	F-12	1	18	6	--	
	Sutton	Sp-13	1	6	6	--	
	Laronga	SEASSI-13	1	--	--	16	
	Laronga	F-13	1	17	4	--	
	Laronga	Sp-14	1	9	4	--	
	Laronga	SEASSI-14	1				
	Laronga	F-14	1				
	Laronga	Sp-15	1				
402 Musical Cultures of the World: The East (40% SE Asia content)	Sutton	Sp-13	3	5	7	--	
515 Seminar: Issues of Music in Indonesia	Sutton	F-12	3	1	7	--	
<b>POLITICAL SCIENCE (Poli Sci)</b>							
106 Intro to Comparative Politics	Various	F-12	4	197	--	--	
	Various	F-13	4	123	--	--	
	Various	F-14	4				
244 Intro to SE Asia (crosslisted: Hist, Geog, Soc, LCA 244)	Cullinane	F-12	4	[65]	--	[3]	
	Cullinane	F-13	4	[75]	[2]	[4]	
	Cullinane	F-14	4				
639 Politics of SE Asia	Jung	Sp-12	3	24	5	--	
	TBA	Sp-15	3				
697 SE Asia: Internatl Politics	TBA	Sp-15	3				

<u>Dept/Course No/Title</u>	<u>Professor</u>	<u>Sem</u>	<u>Cr Hrs</u>	<u>Enrollments</u>			<u>S*</u>
				<u>UG</u>	<u>G</u>		
<b>PUBLIC AFFAIRS, LA FOLLETTE SCHOOL OF (PA)</b>							
856	Trade, Competition & Governance in a Global Economy (25% SE Asia content)	Kamata Kamata	Sp-13 Sp-15	3 3	3	6	--
<b>RELIGIOUS STUDIES (Rel Stds)</b>							
101	Religion in Global Perspective (30% SE Asia content)	Gade Hansen	Sp-13 F-13	3 3	55 66	--	3 2
200	Love & Attachment in Buddhist Lit & Art (60% SE Asia content)	Hansen	F-13	3	17	--	--
206	Intro to the Qur'an (40% SE Asia content; crosslisted: LCA 206)	Gade Gade	Sp-14 Sp-15	3 3	27	3	1
273	Religion in History & Culture: The East (40% SE Asia content; crosslisted LCA 273)	Hansen Lowman	F-12 F-13	3 3	40 57	--	1 2
364	Introduction to Buddhism (50% SE Asia content; crosslisted: LCA 364)	Lowman Hansen	Sp-13 F-14	3 3	[74]	--	[3]
370	Islam: Religion & Culture (50% SE Asia content; crosslisted LCA 370)	Gade Gade Gade	F-12 F-13 F-14	4 4 4	[49] [57]	[4] [1]	[3] [1]
400	Topics: Religious Stds (50% SE Asia content)	Gade	Sp-14	3	27	3	1
400	Buddhism & Service Learning in Cambodia	Hansen	Su-14	3	16	--	--
600	Seminar: Religion in Critical Perspective (crosslisted in LCA 600) (40% SE Asia content)	Gade	F-12	3	7	6	--

<u>Dept/Course No/Title</u>	<u>Professor</u>	<u>Sem</u>	<u>Cr Hrs</u>	<u>Enrollments</u>		
				<u>UG</u>	<u>G</u>	<u>S*</u>
802 Islam in SE Asia (crosslisted: LCA 802)	Gade	Sp-13	3	--	[9]	--
	Gade	Sp-14	3	[9]	[4]	--
	Gade	Sp-15	3			
802 Sufism (crosslisted: LCA 802; 40% SE Asia content)	Gade	F-13	3	[3]	[1]	[10]

### **SOCIOLOGY (Soc)**

170 Population Probs (25% SE Asia content)	Nobles	Sp-13	3	10	--	--
	Nobles	F-12	3	180	--	--
	Nobles	F-13	3	285	--	--
	Nobles	F-14	3			
244 Intro to SE Asia (crosslisted: Hist, Geog, PolSci, LCA 244)	Cullinane	F-12	4	[65]	--	[2]
	Cullinane	F-13	4	[75]	[2]	[4]
	Cullinane	F-14	4			
614 Social Structures of Muslim Societies (30% SE Asia content)	Elder	F-12	3	10	--	--
	Elder	Sp-13	3	35	--	5
630 Sociology of Devel Societies (25% SE Asia content)	Seidman	Sp-13	3	27	2	2
	Seidman	Sp-15	3			

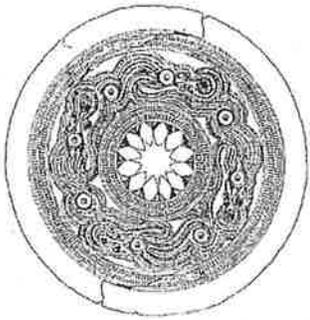
### **THEATER AND DRAMA (Theater)**

321 Javanese Performance (crosslisted with: Dance 321)	Choy	F-13	2	[13]	--	--
	Choy	F-14	2			
351 Asian Stage Discipline (30% SE Asia content)	Furumoto	F-13	3	7	9	--
	Furumoto	f-14	3			

## NON-LANGUAGE OFFERINGS: OUTSIDE COLLEGE OF LETTERS AND SCIENCES

<u>Dept/Course No/Title</u>	<u>Professor</u>	<u>Sem</u>	<u>Cr Hrs</u>	<u>Enrollments</u>			
				<u>UG</u>	<u>G</u>	<u>S*</u>	
<b><u>COLLEGE OF AGRICULTURE AND LIFE SCIENCES (CAL S)</u></b>							
<b><u>AGRICULTURAL AND APPLIED ECONOMICS (AAE)</u></b>							
373	Globalization, Poverty & Development (25% SE Asia content; crosslisted: IS 373)	Barham	Sp-14	3	43	1	4
		Barham	Sp-15	3			
464	International Trade & Finance (25% SE Asia content; crosslisted: Econ 464)	Kamata	F-12	3	108	1	1
		Kamata	F-13	3	107	--	8
		Kamata	F-14	3			
473	Economic Growth & Development in SE Asia	Coxhead	F-12	3	7	4	--
		Coxhead	F-14	3			
<b><u>SCHOOL OF BUSINESS</u></b>							
<b><u>INTERNATIONAL BUSINESS (IB)</u></b>							
200	International Business (25% SE Asia content)	Tuli	F-12	3	203	--	13
		Tuli	Sp-13	3	179	--	9
		Tuli	F-13	3	225	--	9
		Tuli	Sp-14	3	125	--	8
		Tuli	F-14	3			
		Tuli	Sp-15	3			
365	Vietnam Seminar & Field Study	Dunham	Sp-15	3			
<b><u>SCHOOL OF EDUCATION</u></b>							
<b><u>CURRICULUM &amp; INSTRUCTION (C&amp;I)</u></b>							
371	Teaching Social Studies (FIG: Intro to Internatl Studies for Pre-Service Teachers)	TBA	F-15	3			
675	K-12 Teacher Sem: Hmong in Contemp/ Hist Prospective	M. McCoy	Su-13	1	--	--	55
		M. McCoy	Su-14	1			
		M. McCoy	Su-15	1			

<u>Dept/Course No/Title</u>	<u>Professor</u>	<u>Sem</u>	<u>Cr Hrs</u>	<u>Enrollments</u>			<u>S*</u>
				<u>UG</u>	<u>G</u>		
<b>DANCE</b>							
321	Javanese Performance	Choy	F-13	2	13	--	--
	(crosslisted with: Theater 321)	Choy	F-14	2			
<b><u>SCHOOL OF MEDICINE &amp; PUBLIC HEALTH</u></b>							
<b>POPULATION HEALTH SCIENCES (PHS)</b>							
640	Foundations of Global Health Practice: Thailand	Conway/ Solheim	Sp-14 Sp-15	3 3	10	--	8
644	Interdisciplinary Perspectives on Global Health & Disease: SE Asia: Thailand	Solheim/ Conway/ Kraus	Sp-13 Sp-15	6 6	10	1	3
718	International Health (25% SE Asia content)	Bauman Bauman Bauman	F-12 F-13 F-14	2 2 2	-- --	6 4	29 23



## **APPENDIX D**

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## **PERFORMANCE MEASURE FORMS**

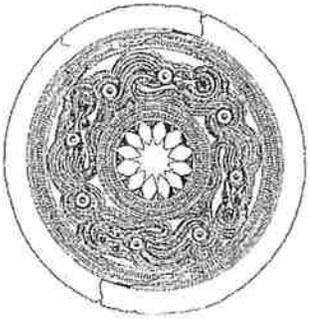








<p><b>Project Goal #4, continued</b></p>	<p>A8. Formulation of guidelines for ACTFL levels novice to superior, noting language specific aspects &amp; grammar implications</p> <p>A9. Ratification of guidelines for Thai &amp; Vietnamese</p> <p>A10. Team leaders submit to CSEAS a summary of the results</p> <p>A11. CSEAS staff &amp; team leaders write results for publication</p>								
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## **APPENDIX E**

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### **LETTERS OF AGREEMENT WITH PARTNER INSTITUTIONS**



# College of Menominee Nation

June 26, 2014

Guido Podestá  
Vice Provost and Dean  
Division of International Studies  
University of Wisconsin-Madison

Dr. Podestá:

The College of the Menominee Nation is pleased to collaborate with the University of Wisconsin-Madison National Resource Centers to incorporate international and intercultural dimensions into our curriculum, especially as we develop our forthcoming Indigenous Studies Certificate. We enjoyed meeting with several NRC staff members here at the College earlier this month and we look forward to our work together.

Diana Morris, PhD  
Chief Academic Officer  
College of Menominee Nation

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**Phone**

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**Web**

[www.menominee.edu](http://www.menominee.edu)



June 24, 2014

Guido Podestá  
Vice Provost/Dean, International Studies  
268 Bascom Hall, 500 Lincoln Drive  
Madison, WI 53706

Dear Vice Provost Podestá,

Madison College is extremely pleased to support the University of Wisconsin-Madison proposals for National Resource Centers for Foreign Language and Area Studies. As a former Title VI UISFL awardee, Madison College has regularly collaborated with UW-Madison NRCs as a partner in the Wisconsin International Outreach Consortium (WIOC). Existing collaboration includes partnerships for Chinese and Arabic languages at Madison College, joint development of faculty professional development workshops, and co-sponsorship of various global education events for students and the community.

As part of the most recent proposals for NRC collaboration, Madison College is excited to partner with UW area studies and language centers to create a new *Community College Passport* program to expand access to international studies and foreign language learning opportunities. Through this new initiative, students who are enrolled in the Madison College Interdisciplinary Global Studies Certificate will have the opportunity to enroll as special students in a broad range of UW-Madison courses in area studies and foreign languages. This initiative is designed to expand the depth and breadth of community college international learning, cultivate interest in completion of area studies and foreign language bachelor's degrees, and strengthen collaborative ties between Madison College and UW-Madison. Additionally, Madison College and UW-Madison Title VI NRCs plan to collaborate on a series of annual professional development workshops for faculty. These regional workshops are designed to help faculty in targeted disciplines to infuse global content into their curriculum, discuss best practices in international education pedagogy, and expose them to the resources of UW-Madison NRCs.

These partnerships build on a strong history of cooperation between our institutions, but also strengthen and deepen this collaboration in new and substantial ways. Madison College unequivocally supports these initiatives and the overall contribution that UW NRCs make in the Madison community and the greater world of global scholarship. Madison College commits to the staffing, coordination, and institutional support for the *Community College Passport* program and will be the host site and coordinating body for the faculty professional development institutes. We look forward to this and other opportunities for collaboration.

Sincerely,

A handwritten signature in black ink that reads "Jack E. Daniels, III". The signature is written in a cursive style with a large initial "J".

Jack E. Daniels, III, Ph.D.  
President



# UNIVERSITY of WISCONSIN - EAU CLAIRE

College of Education and Human Sciences • CEN 3015 • (715) 836-3671

105 Garfield Avenue, PO Box 4004

Eau Claire, WI 54702-4004

DATE: June 27, 2014  
TO: Guido Podesta, Vice Provost/Dean, International Studies, UW-Madison  
FROM: Dr. Carmen Manning  
RE: UW-Eau Claire Participation in WIOC Grant

Beginning on July 17, 2014, I will be the Dean of the College of Education and Human Sciences at the University of Wisconsin-Eau Claire. UW-Eau Claire has been contacted by Rachel Weiss, Coordinator of the Wisconsin International Outreach Consortium (WIOC) (on behalf of the area studies centers at UW-Madison, UW-Milwaukee and Madison College,) about our interest in participating in workshops for in-service and pre-service teachers that focus on incorporating international content into curricula.

Participation in this grant will allow the teacher education program at UW-Eau Claire the opportunity to enhance and expand the international elements of the curriculum and teacher training experience. Enhanced globalization of the curriculum is a university-wide goal at UW-Eau Claire. Participation in this grant would provide a strong collaborative avenue for our teacher education program to work toward that goal.

UW-Eau Claire is especially eager to participate in new programming that has been established to offer training workshops and curriculum development institutes to pre-service and in-service teachers and to establish lasting and sustaining partnerships in the pursuit of global competency among our students and teachers in the Eau Claire district.

UW-Eau Claire is interested in hosting WIOC-sponsored critical teacher training to K-12 teachers and pre-service teachers at a biannual, thematic professional development trainings and follow-up best practice workshops. We understand that content expertise will be provided by faculty and staff of the UW-Madison area studies centers and the host institutions. Together the in-service and pre-service training and professional development program will foster a dynamic and sustainable network to further advance teaching and curriculum development.