

NATIONAL RESOURCE CENTERS (NRC) PROGRAM
AND
FOREIGN LANGUAGE AND AREA STUDIES (FLAS) FELLOWSHIP PROGRAM

CFDA 84.015A & 84.015B



ABSTRACTS
EUROPE & RUSSIA
INNER ASIA
RUSSIA & EASTERN EUROPE
AND
WESTERN EUROPE & EUROPE

FY 03-05

INTERNATIONAL EDUCATION PROGRAMS SERVICE
US DEPARTMENT OF EDUCATION
WASHINGTON DC 20006-8521

The following abstracts reflect a variety of area and international studies projects, language training, and outreach activities to be conducted by NRC and/or FLAS grantee institutions during the FY 03-05 project period. The abstracts were included in the grant applications submitted in November 2002 and subsequently recommended for FLAS grant awards announced in March 2003 and NRC grant awards announced in May 2003.

To learn more about grantees' activities, please contact the grantees directly.

To learn more about how to apply for a National Resource Center grant or Foreign Language and Area Studies Fellowship grant, please contact the US Department of Education's

International Education Programs Service (IEPS) at:
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National Resource Centers and
Foreign Language and Area Studies Fellowships

EUROPE & RUSSIA

FY 03-05

Abstracts

International Education Programs Service
US Department of Education
Washington, DC 20006-8521

CORNELL UNIVERSITY & SYRACUSE UNIVERSITY

Description of Program: The Upstate New York Consortium for Trans-European Studies combines Cornell's Institute for European Studies (IES) and Syracuse's Center for European Studies (CES). Our interdisciplinary centers support teaching and research at the undergraduate and graduate levels, offer student fellowships and coordinate Europe-oriented activities across our universities and the Upstate New York region. The Consortium was designated a National Resource Center for Europe and Russia for 2003-06.

Mission: Our Consortium is developing a field of trans-European studies to bridge the divide between Western and Eastern European studies and address Europe's future. We develop new courses and interdisciplinary curriculum initiatives; support our libraries; advise students; fund their study, travel, and research; sponsor European scholars, seminars, conferences, film series; support faculty retraining; hold regular workshops for teachers, business and public sector leaders, and journalists; maintain regularly-updated web sites. Our core mission is to train the leaders of tomorrow about the new Europe, in broad geographical, historical, and interdisciplinary perspectives.

Degree programs: Complementary to degrees conferred by academic departments, IES administers an undergraduate Concentration and a graduate Certificate in Modern European Studies. CES plans a new BA/MA program in Contemporary European Studies, and a certificate program in European Public Affairs for professional school students.

Language and Discipline Coverage: Cornell offers two years of instruction in Swedish, Dutch, Polish and Serbo-Croatian and at least three in French, German, Italian, Portuguese, Spanish and Russian. Turkish and Modern Greek have been added in 2003. Other languages are offered on demand as independent study. We offer FLAS Fellowships in Dutch, French, German, Hungarian, Italian, Polish, Portuguese, Russian, Serbo-Croatian and Swedish. Syracuse offers up to four years of French, German, Italian, Russian and Spanish, all FLAS –eligible, and has introduced Polish and Turkish. Our non-language courses reveal both depth and breadth of coverage, well-balanced between history, the social sciences, the humanities, professional disciplines and between the different regions of Europe.

Faculty: Our Europeanist faculty are leaders in their fields, widely published both in the U.S. and in Europe. They regularly teach undergraduate courses as well as graduate research seminars and contribute actively to scholarly research, to the professional training of their students, and to public debate. We are a leading center for European public affairs training in the U.S.

Enhancement Activities: We constitute the only trans-European program in the region, and collaborate with other interdisciplinary programs as well as with our Arts College departments; with the Schools of Agriculture, Architecture, Business, Human Ecology, Law, and Labor Relations at Cornell, and with the Schools of Public Affairs, Communications, Business, Information Studies, Education, Human & Health Services, and Forestry at Syracuse.

Library: Strongly supported by the university administration, our libraries rank among the best in the nation. The collections attract scholars from all over the world, and are accessible to all; we are among the rare universities whose libraries are open to the general public without charge.

Outreach: Our location is a valuable asset for the hundreds of school districts and colleges in upstate NY, and our universities enjoy unusual extra-academic connections statewide (through Cornell's county-level "extension") and nation-wide (through Syracuse's top-ranked public affairs schools).

Overview: NRC funding enables us extend a wide range of new initiatives to teachers, college faculty, media, business, and the public at local, regional, and national levels, and increase the number of American citizens with an informed understanding of the new Europe.

UCLA CENTER FOR EUROPEAN AND EURASIAN STUDIES

Description: The Center for European and Eurasian Studies (CEES) provides a pan-European perspective to scholars and students from a wide range of disciplines. Since 1993, CEES has devoted its resources to the development of innovative research and teaching on Europe. CEES' internationally acclaimed specialists of West and East-Central Europe, and Eurasia promote knowledge of a greater diversity of nations and cultures.

Mission: CEES' primary goal is to internationalize education, training a new generation of highly proficient specialists on an expanding Europe for the academic, private, and governmental sectors. CEES programs place particular emphasis on curriculum development, support of undergraduate/graduate students and faculty, and ongoing training of teachers at the K-12 and post-secondary levels. It is a regional/national/international resource center, collaborating with educational and cultural institutions throughout California, the United States, and Europe.

Degree Programs: BA in European Studies and 65 interdepartmental, professional, and departmental majors with European area specializations. MA and PhD programs in 18 departments and 5 professional schools.

Disciplines and Languages: 22 major disciplines and interdepartmental programs, 9 professional schools as well as numerous secondary fields have specialists and offer courses on European topics. 20 modern European languages are taught with proficiency-based techniques.

Faculty: 36 core and 96 supportive European/Eurasian area faculty in non-language departments. 5 core and 18 supportive faculty in the professional schools. 62 core and 33 supportive language faculty.

Enhancement Activities: To promote higher language proficiency, new Foreign Languages Across the Curriculum program in the social sciences, and distance learning initiatives in lesser taught languages. To promote quality teaching on a diverse range of nations and cultures, new courses on interdisciplinary and interregional themes. To internationalize education, study abroad programs at 65 institutions in 12 European nations. To train more experts, 30 fellowships for graduate dissertation research, language study, and conference participation.

Library: Seventh in the nation according to the Association of Research Libraries ranking. 7.5 million monograph titles in the humanities and social sciences. German, French, Italian, Russian, Yugoslav, and Scandinavian collections most significant in U.S.

Outreach: Collaborative programs with the School of Education and other NRCs for local secondary schools; programs with Southern California Consortium for community colleges, joint programs with the School of Management and the World Trade Center Association for the business community; joint programs with local cultural organizations and museums. Regional website forum for teachers and speakers' program, and national curriculum resource library linked to the NRC network.

Funding Objectives: To train experts with in-depth knowledge of Europe, including Islamic societies, by offering new courses in cooperation with other NRCs on themes of cross-regional and global importance. To train experts in the languages of the former Soviet Union by developing and improving advanced courses in the LCTLs of Europe/Eurasia. To train teachers at all levels by offering pedagogy workshops in the languages, history and culture of Europe/Eurasia.

Yale University

ABSTRACT

This is an application for Title VI funds to support the operations of a European Studies Center at Yale University for the next three years. Yale is located in New Haven, CT. Founded in 1701, it has 11,093 students and is comprised of the College, the Graduate School, and 10 professional schools. The Council on European Studies is a recently formed interdisciplinary unit combining the former REES and WES Councils, each comprised of faculty from several academic departments who work in the EE or WE areas. It is housed in Luce Hall, where it is one of the units of the YCIAS. It is directed by a Chair, a DUS, DGS, and an Assistant Chair/Outreach Coordinator.

The mission of the CES is to increase understanding and awareness of our area of the world on campus, in our city, state, and nation. Our immediate goal is to foster trans-European projects that will help integrate and increase the wealth of expertise in West and East European Studies at Yale. The CES oversees a BA and MA in REES, and, besides its academic programs, it sponsors conferences, lecture series, faculty development, support for the library, FLAS support for graduate students, and community outreach, especially to schools and colleges.

Our academic program draws on 626 faculty that in 2001-04 teach 1,151 courses with European content in 37 departments and programs and 8 professional schools. Yale offers a full range of courses and great faculty strength in the major European languages - Spanish, French, German, Italian, and Russian - and courses in Czech, Polish, Portuguese, and Serbian and Croatian as well. English Literature, History, Political Science, History of Art, Slavic Literature, and Comparative Literature have the strongest Europeanist component among the non-language disciplines. CES's own REES program includes a full panoply of courses at all levels on Russian history, as well as numerous courses in Central and East European history. We offer courses in political science and underwrite activity in economics. We also offer a wide range of courses on Russian and EE culture through the Slavic Department. We offer joint MA degrees with SOM, the Law School, F&ES, and EPH. Our language program includes 5 years of Russian and two-year courses in Czech, Polish, and Serbian and Croatian.

Enhancement activities unique to our center during these three years will focus on three cross-European themes: war in the 20th century; religion and European identity; and Balkan integration. The centerpiece of our work on these themes will be annual international conferences that will draw on Yale's academic strengths East and West.

Yale's library is the second largest university library in the world, with over ten million volumes. European collections are vast in both humanities and social sciences. The Slavic Collection has its own reading room and a full time curator with three assistants. The Beinecke Rare Book Library holds the private papers of numerous writers including Rebecca West and Czeslaw Milosz.

CES's extensive outreach program includes an annual intensive summer institute for teachers, an innovative after-school language program for area high schools, and a large resource collection. Over the next three years, it will reinstitute a faculty consortium that provides area scholars with seminars and access to Yale library, and will expand its programs for postsecondary educators and for business and the media.

Among the goals to be achieved with FY03-06 funding are creation of a graduate level ES Certificate of Concentration, which we view as a step toward an ES MA program; expansion of our Serbian and Croatian program to the advanced level and its permanent incorporation into the Yale curriculum; and expansion of library holdings in the pivotal Central Asian/Trans-Caucasian area.

National Resource Centers and
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INNER ASIA

FY 03-05

Abstracts

International Education Programs Service
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The Inner Asian and Uralic National Resource Center at Indiana University

Already in 1956, Indiana University established a Program in Uralic and Altaic Studies, the forerunner of today's Inner Asian and Uralic National Resource Center (IAUNRC). For almost half a century, IU has gathered leading specialists, impressive library collections, and other top-quality resources to create the nation's premier program devoted to this region. It has effectively utilized these resources to provide quality training and outreach programs that continue to serve the entire country.

IU's greatest concentration of expertise and instruction is located within the Department of Central Eurasian Studies (CEUS). Center faculty are specialists on civilizations stretching from the Baltics, Hungary, and Turkey to Central Asia, Tibet, and Mongolia. They pursue both historical and contemporary analysis in a wide range of disciplines, including anthropology, business, comparative literature, economics, history, journalism, linguistics, music and drama, political science, public administration, and religious studies. During each academic year, IAUNRC offers multiple levels of instruction in all of the following living languages indigenous to the Center's area: Estonian, Finnish, Hungarian, Kazakh, Mongolian, Persian/Tajik, Tibetan, Turkish, and Uzbek. Other living and classical languages of Central Eurasia are offered less frequently, including Chaghatay, Evenki, Kyrgyz, and Mordvin. Summer workshop offerings include beginning and intermediate Azeri, Kazakh, Turkmen, and Uzbek, along with beginning Tajik and Uyghur. Together with the Center for the Languages of the Central Asian Region, IAUNRC undertakes projects to develop and test materials for teaching languages of Central Asia, Azerbaijan, and Afghanistan.

IAUNRC offers a strong interdisciplinary training program for students. Undergraduates can earn a certificate or individualized major in CEUS. The Center also trains future specialists through its MA and PhD degree programs, which have placed graduates in prestigious positions in education, business and industry, and government—both in the US and abroad. In addition, IAUNRC provides an area studies dimension to the training of students in professional schools. A combined MA in CEUS and Public Administration/Environmental Studies is also available, as well as an IAUNRC graduate certificate.

Indiana University houses outstanding print and electronic resources for Inner Asian and Uralic studies. The main library holds 100,000 volumes on Central Eurasia, including the largest Tibetan and Estonian collections of any American university. IU's other specialized collections contain another 35,000 items relevant to the Center's area. The Center continues to build its collections, while also using the latest technology to make them more accessible to patrons across the country.

IAUNRC's active and growing outreach program serves several vital constituencies. The Center is creating new print and electronic curriculum materials for teaching about Central Eurasia at the elementary, secondary, and post-secondary levels. Center faculty have an outstanding record of service to government, business, and philanthropic organizations, as well as to other post-secondary institutions, thus making a major contribution to Americans' knowledge about the increasingly important world area on which we focus.

National Resource Centers and
Foreign Language and Area Studies Fellowships

RUSSIA & EAST EUROPE

FY 03-05

Abstracts

International Education Programs Service
US Department of Education
Washington, DC 20006-8521

Columbia University's East European, Russian, and Eurasian National Resource Center

ABSTRACT

The challenges posed by the profound and continuing transformation of East and Central Europe and Eurasia, the emerging global challenges to peace, stability, and economic development, and shifts in disciplinary strengths at the University have provided further impetus for Columbia's East European, Russian and Eurasian National Resource Center to seek a synergy among the University's various centers, institutes, departments, and schools. It seeks to provide: a coherent curriculum taught by distinguished scholars and pedagogues; a renowned library with the latest printed and electronic resources; a program of study abroad and internship opportunities for qualified students; support for faculty research and collaborative opportunities abroad; and an outreach program designed to disseminate knowledge on the region to the educational, business, and media communities in the New York metropolitan area and beyond using innovative technology and by traditional means. Undergraduates can select from 9 majors, 2 minors, 3 concentrations, and an Honors Program in the East European/Russian/ Eurasian field. Graduate students may choose courses from among 17 departments and 5 professional schools, and joint degree programs with 4 European institutions. In 2001-02, 127 faculty members offered a total of 152 non-language courses, and 97 courses in Russian, 4 other Slavic, and 7 non-Slavic languages. Special programs such as the International Conflict Resolution Program, the Economic Policy Management Program, The Columbia Caspian Project, and Columbia's other regional Centers all complement and strengthen our curricular and extra-curricular activities. The Center's location facilitates access to the foreign policy, business, media, and émigré/diaspora communities. External links with European and American institutions, and intra-University partnerships ensure cross-border coverage of the daunting challenges that face the region.

Abstract

The cardinal purpose of Center for Slavic, Eurasian, and East European Studies (CSEEEES) is to promote a deeper understanding of Eastern Europe and Eurasian countries and in so doing to improve our national capacity to meet strategic U.S. needs. CSEEEES has sought to accomplish this purpose by undertaking a variety of projects and activities, including extensive teacher training and public outreach activities, development of innovative courses and curricula in language and area studies, conferences and workshops, faculty and student exchanges, and application of new technologies to language and area studies. **The principal audience for these projects and activities is undergraduate and graduate students, primary and secondary school teachers, instructors at post-secondary institutions, the business community, and the media.**

Each year the faculty associated with CSEEEES at Duke and UNC **offer over 200 courses covering all aspects of Slavic and Eastern European language and area studies.** This educational experience is further enriched through extensive academic programs (majors, minors, certificates) as well as study abroad and research opportunities in Russia and Eastern Europe. Interdisciplinary approaches to the study of this region are encouraged by the undergraduate curriculum in Comparative Area Studies as well as by the individual departments at Duke and by the B.A. program in Russian and East European Area Studies at UNC. Interdisciplinary programs at the graduate level include M.A. and Ph.D. programs in traditional disciplines as well as two Graduate Certificates in Slavic Studies and Russian and East European Legal Studies at Duke and the M.A. and Graduate Certificate in Russian/East European Studies at UNC.

Through the Foreign Language and Area Studies fellowships awarded by CSEEEES, we encourage graduate students to engage in serious language and area studies of this critical region. Since its inception, CSEEEES has given **a total of 147 FLAS fellowships, all of which were awarded for the study of Less (and Least) Commonly Taught Languages from our region, 86 for the study of Russian and 61 for the study of 10 other LCTLs from this region.**

CSEEEES also works closely with the Slavic and East European Language Resource Center (SEELRC) and CIBER, both Title VI-funded centers. Cooperation between CSEEEES and SEELRC has resulted in significant synergies in promoting the study of Slavic and East European languages and area studies at Duke and UNC, as well as at other U.S. academic and government institutions.

Included among the new initiatives we plan to undertake during the next triennium are an increase in course offerings on the least commonly taught languages of our region and sponsorship of colloquia on economic and political liberalization in post-communist regions, contemporary security challenges in Russia and Eurasia, and language policy and education in Central Asia and the Caucasus.

The programs and activities conducted by CSEEEES have had, and will continue to have, a significant positive impact on the teaching and learning of languages and area studies of Eastern Europe and the former Soviet Union, and in so doing will improve the national capacity to teach and learn about this region that remains vital to our national security interests.

Georgetown University

Center for Eurasian, Russian and East European Studies

Georgetown University draws on a 45 year-old commitment to education and research on Eurasia and Eastern Europe. Housed in the Edmund A Walsh School of Foreign Service, the Center for Eurasian, Russian and East European Studies was targeted for excellence by the University in the early 1980s, resulting in a stable core faculty and the procuring of ample resources for the continuation and further development of regional programs and outreach.

Course offerings have been broadened to include Central Asian studies and Turkish and Polish language instruction and cover under-taught disciplines such as business, anthropology, geography, and demography. 160 courses with total enrollments of approximately 600 annually are offered in 14 departments or schools. Georgetown provides instruction in Russian, Polish, Ukrainian, and Turkish, and students may study other regional languages through consortium arrangements. Area-related courses are offered by 55 faculty from 14 schools and departments. They are internationally recognized, well-published, regularly visit the region, and contribute to the Center's outreach goals.

CERES offers a two-year master's program that accepts 15 to 20 students annually, a joint BA-MA degree, a joint MA-PhD in Government, and a newly approved MA-LLM. Additionally, the Center annually awards approximately 10 undergraduate and 5 graduate certificates to students in the School of Foreign Service and Business School, and assists the training of 42 PhDs in Economics, Government, and History. Area-specific resources available at the main campus libraries have been enhanced recently by Georgetown's membership in the Washington Research Libraries Consortium, as well as CERES's own collection. CERES's mission is to train area specialists for entry into government service, the non-profit sector, academia, and international organizations.

Since receiving NRC funding in 2000, CERES has broadened its outreach activities quantitatively as well as qualitatively. It provides instructional and informational services to schools, colleges, the media, and business community in the Washington, DC area. Teacher training and curriculum development resources are actively pursued. To increase understanding and appreciation of the cultures and challenges of the region, 65 public events are offered annually and a publication circulated to 400 individuals and institutions.

CERES has identified five strategic objectives for 2003-06: (1) improving course offerings in Central Asia through a competitive post-doctoral fellowship and in Central Europe through adjunct faculty hires; (2) providing venues for public dialogue on three area themes of global importance; (3) improving outreach at all levels, particularly K-12 and post-secondary teacher training and minority student involvement; (4) enhancing library holdings, particularly in Central Asian studies; and (5) fostering collaborative relationships with local and regional centers of learning to expand overseas opportunities for students and promote professional development for faculty.

Harvard University

National Resource Center for Russian, East European and Central Asian Studies

Harvard University's status as a National Resource Center for Russian, East European and Central Asian Studies will ensure its continued commitment to excellence and innovation in the teaching and study of this rapidly transforming region. While the NRC is administratively based at the Davis Center for Russian and Eurasian Studies, it coordinates the training and outreach efforts of various relevant Harvard departments to promote National Resource Center priorities and goals.

Harvard undergraduate and graduate students pursuing degrees in this field may select from a broad array of courses, concentrations and degree options in eleven departments, and at the professional schools. Since 1999, Harvard has awarded 41 Ph.D. degrees to scholars working on the region. Harvard's two-year interdisciplinary master's program in Russian, East European and Central Asian Studies was established in 1947, and it continues to evolve in order to meet the geopolitical, cultural, and linguistic challenges the region presents.

NRC status enhances Harvard's support of language training, which is a central component in undergraduate and graduate area studies programs. Five area languages are offered through the 3rd-year level: Czech, Polish, Russian, Serbian/Croatian, Ukrainian and Uzbek. Foreign Language Area Studies (FLAS) fellowships and numerous other grants offer vital funding for undergraduate and graduate students to pursue study and research at Harvard, at other U.S. institutions, or abroad.

Harvard is fortunate to have a distinguished and talented faculty whose research and teaching interests lie in this region. Eleven language instructors devote 100% of their time to teaching area languages, while 39 non-language faculty devote at least 30% of their time to area teaching and research. These faculty members are distributed amongst the Kennedy School of Government, Harvard Business School, and the departments of: Comparative Literature, Economics, Government, History, and Slavic Languages and Literatures.

Harvard supports several research-and policy programs, which foster intensive practitioner-scholar interaction on critical issues. The Program on Eurasia in Transition addresses key issues for the region, including energy, religion and civil society. Their policy memos on these issues target academics and policymakers. The Harvard Project on Cold War Studies promotes archival research in former Eastern bloc countries, and supports research on historical and contemporary issues in light of Cold War archival materials.

Substantial University resources are devoted to the acquisition of library materials related to the region, including monographs, periodicals, microforms, and ephemera. This support has ensured the continued strength of Harvard's Slavic collections. The library resources are an indispensable component of the academic and scholarly undertakings at Harvard and in the United States.

Outreach is integral to the NRC program at Harvard, making University resources available to pre-college educators, the business community, the media and the general public. NRC teacher workshops attract teachers from the five New England states and New York, while NRC lectures, and symposia draw over 3,500 attendees per year.

NRC funds for FY 03-05 will enhance opportunities for advanced language training, especially in the less-commonly taught languages, as well as promote interest and expertise in area studies through course development, conferences, outreach and teacher training.

The Russian and East European Institute at Indiana University

*Ballantine Hall 565 • Bloomington, IN • 47405-6615
812-855-7309 • Fax: 812-855-6411 • reei@indiana.edu*

Indiana University has been a leader in research, training, and service on Eastern Europe and the former republics of the USSR for 60 years. IU employs 67 academic year and 26 summer faculty specialists on the region in fourteen academic departments and seven professional schools. Our mission is to train future generations of scholars and professionals in advanced, interdisciplinary language and area studies; support the activities of IU faculty and students who study the languages and peoples of our region; and furnish accurate and timely information to K–12 teachers, postsecondary faculty, government, media, business, and the general public.

During the academic year, IU offers language instruction in Russian, Czech, Polish, Serbian/Croatian, Modern Greek, Romanian, Hungarian, Estonian, Finnish, Yiddish, Kazakh, Uzbek, and Turkish. Our 52-year old Summer Workshop for Slavic and East European and Central Asian Languages provides intensive instruction in the above languages, plus Slovene, Georgian, Azeri, Turkmen, Macedonian, Tajik, Uyghur, and Pashto. REEI administers FLAS fellowships for all of the Slavic languages, and Hungarian, Yiddish, Estonian, Romanian, and Georgian. Graduates of these language programs include many of today's leading area specialists in government, business, and academics.

A library collection of over 610,000 volumes and 1,550 serials, supplemented by a full range of the latest on-line systems to access materials related to our area of interest, serves scholars, students, and the general public.

REEI awards undergraduate and graduate minors and certificates. We offer a master's degree in area studies, plus dual master's degrees with the IU Schools of Business, Library and Information Science, and Public Administration.

At the end of the 2003–05 grant cycle, REEI will have expanded foreign language and interdisciplinary area instruction at all levels. We will permanently add a tenure-track position in anthropology plus two senior lecturers (geography and Romanian language and literature). We will add capacity for teaching advanced level courses for all of our least commonly taught languages. Outreach and marketing of the summer intensive language program will be greatly increased on a permanent basis by expanding our student services position from half to full time. IU professional schools will continue to offer in-depth training focused on our region. Increased attention will be given to the study of Muslim communities in Russia, Ukraine, and Eastern Europe in courses, outreach, and public forums. Additional funds will go to the library for purchase of Russian works on the Muslims of the region. In cooperation with the Business School we will conduct outreach to Historically Black Colleges, and with our Education School we will produce curriculum units for pre-service and in-service teachers. We will organize a training workshop to increase the number of certified oral proficiency testers in the nation, sponsor pedagogical training for summer language instructors, augment recruitment of students for language training at the high school and small college level. We will foster the development of interdisciplinary area studies courses in social science departments.

Ohio State University
Center for Slavic and East European Studies

The Center for Slavic and East European Studies (CSEES) at Ohio State University (OSU) has almost forty years' experience as a federally funded Comprehensive NRC dating back to the inception of the Title VI program in 1965. At OSU the current annual support for Russian and East European Studies amounts to \$5,848,979. CSEES' specific mission is to support undergraduate and graduate training of specialists in East/Central Europe, Russia, and Central Asia, and promote the knowledge of the region in professional schools, among the K-12 teachers and pupils, and the general public.

CSEES' promotion of East European area studies at OSU is facilitated by the presence of 51 faculty members with specialization in R & EE area (22 disciplines, 5 professional schools, and three interdisciplinary programs), who teach 110 language and 192 area studies courses. Every year OSU offers instruction in nine East European languages, which include Russian, Czech, Hungarian, Polish, Romanian, Serbo-Croatian, Modern Greek, Turkish, and Yiddish. Also available are courses in Bulgarian, individual tutoring in Uzbek and Tadjik, and bi-annual instruction in Old Church Slavonic. In 2001-02 East European language courses attracted 795 undergraduate and graduate students. Over that same period, Russian and East European undergraduate degree programs (including a Russian major and minor, a Slavic minor, a Romanian minor, and an area studies major and minor) enrolled 199 students. OSU currently lists 521 undergraduate students with a concentration in Russian and Eastern Europe (min. 15 credits), while its four area-specific graduate degree programs enroll 42 students. Graduates may also specialize in an additional six fields.

CSEES collaborates with a host of entities at OSU, including *The Russian Review*, *The Current Digest of the Post-Soviet Press*, the Hilandar Research Library, the National Foreign Language Center, Foreign Language Publications, and the Center for International Business Education and Research (CIBER). OSU's World Media and Culture Center, scheduled for completion in 2004, will house a state-of-the-art \$28 million facility dedicated to the teaching of foreign languages. In addition, CSEES shares resources with the Office of International Affairs (OIA) as well as with four other area studies centers, including three NRC's, on campus.

This proposal aims to enhance regional offerings at OSU by seeding two faculty positions with specializations in Central Asia, by co-funding an annual visiting lectureship, expanding language training in Uzbek and Tadjik, inaugurating an interdisciplinary seminar for the MA students in R&EE Area Studies, developing courses on the history of Siberia, religions of Eastern Europe, agricultural economics, and international art law with an in-country workshop. It also proposes a radical expansion of P-12 outreach activities by supplementing annual teachers' workshops with hands-on language and cultural presentations, conducted by OSU graduate students, at local schools. CSEES' outreach plan also includes yearly area studies conferences attended by faculty and students from the state of Ohio, support for the Ohio Department of Education's annual Global Institute, an on-line course for P-12 teachers, business seminars, regular Russian and East European film showings (31 last year), video loans (2,700 per year), weekly e-mail listings of East European-related events, activities, and jobs, as well as a quarterly 1,200+ subscriber newsletter.

Stanford University

The National Resource Center for Russia, Eastern Europe and Eurasia at Stanford University is housed in the Center for Russian, East European and Eurasian Studies (CREEES). Founded in 1969, CREEES is supported by a budget of over \$350,000 (exclusive of Federal support). CREEES oversees an undergraduate minor and an intensive, one-year M.A. program in interdisciplinary area studies, which is built around a core curriculum and a professional training seminar. The M.A. program serves a variety of clientele -- journalists, diplomats and U.S. Army Foreign Area Officers; graduate students in Business and Law; students exploring future Ph.D. fields. Stanford offers a wide array of departmental majors with focus in our area, including International Relations, History, Political Science, and Slavic Languages and Literatures. Our proposal for 2003-6 focuses on teacher training and curriculum development for K-14, public outreach, and undergraduate and graduate training.

Stanford's core departments are particularly strong in comparative politics and international security issues, Russian and East European history, Russian Jewish history and culture, Russian language, literature, culture and film. As part of a University-wide initiative in Islamic studies, CREEES is developing new curriculum and language training on Central Asia and Islam in the Former Soviet Union. CREEES provides grants and fellowships for faculty and graduate student research and language study and expands the curriculum through visiting professors and postdoctoral scholars. CREEES supports the teaching of area languages including Polish, Czech, Hungarian, Serbo-Croatian, Turkish (a gateway to Central Asian languages) and Kazakh; our proposal includes funds for such language study and curricular expansion.

CREEES acts as a resource to the community by offering a quarter-long teacher-training workshop for K-14 teachers and supporting the creation of curriculum units on themes relevant to state and national social science standards and responding to national concerns, such as Islamic studies. These curriculum units are marketed nationally and reach thousands of students every year. These teacher training initiatives are included in our proposal. CREEES outreach also includes Continuing Education courses, conferences and public lectures, a Video Lending Library, film series, and collaborative activities with area community and four-year colleges and public organizations in Silicon Valley.

CREEES derives its strength from Stanford's commitment to excellence. For faculty, this means excellence in research, publishing, and undergraduate teaching. Excellence also means maintaining one of the premier library and archival collections in Russian, East European and Eurasian studies in America. The combined resources of the Stanford University Libraries and the Hoover Institution Library and Archives in our field comprise over 1 million units, plus extensive archival, film, music and photograph collections. Stanford's excellence in student body is built on the twin standard of academic achievement and diversity; admission is "need-blind" and financial aid is awarded to over 72% of undergraduates. Ph.D. graduate students in Humanities and Sciences are provided five-year fellowship packages. Requested FLAS grants provide language training to M.A. and professional school students. The University supports a host of interdisciplinary research institutes relevant to our area, including the Stanford Humanities Center, the Center for International Security and Cooperation and the Institute for International Studies. With such resources CREEES at Stanford works to provide as broad and flexible training as possible to continuing generations of specialists in Russian, East European and Eurasian studies, a field increasingly crucial for American national interests.

*INSTITUTE OF SLAVIC, EAST EUROPEAN, AND EURASIAN STUDIES,
UC BERKELEY
ABSTRACT*

The collapse of communism more than a decade ago inaugurated a new era in the teaching and research about this vast, multicultural region that encompasses the “core” Slavic states, Central Asia, the Caucasus, the Baltic states, East-Central Europe, and the Balkans. In August 2000, the Center for Slavic and East European Studies (founded in 1957) was elevated to Institute of Slavic, East European, and Eurasian Studies (ISEEES) in recognition of its important contribution to the study of this diverse and critical region on the UC Berkeley campus. ISEEES is currently one of only four UCB area studies programs with institute status. By creating an Institute, UCB reaffirmed its commitment to the study of the region with generous financial support for ISEEES, new faculty appointments, library acquisitions, undergraduate and graduate fellowships, and many cooperative scholarly exchanges and research programs with organizations in the region.

Today UCB’s S/EEE program trains scores of undergraduates and graduates who make lasting contributions to public service, academia, and the private sector. UCB’s S/EEE offerings include 187 non-language courses in 23 academic units and 5 professional schools. The Department of Slavic Languages and Literatures (SLL) offers language instruction in seven modern languages, including courses in non-Slavic languages of the former Soviet Union. In total, 5,438 undergraduates and 1,098 graduate students were enrolled in non-language S/EEE classes in 2001-02. Language enrollments totaled 298 undergraduates and 125 graduate students. A new interdisciplinary major on Eurasian cultures began in SLL in 2000.

Berkeley’s S/EEE faculty is renowned for its distinguished and often path breaking scholarship and its dedication to teaching and graduate student mentorship. ISEEES currently has 51 core faculty members (41 of whom are tenured), distributed across 13 disciplines and 3 professional schools. Since 1990, UCB has made 15 core ladder faculty appointments. Complementing ladder faculty are 5 lecturers in Slavic and East European languages, along with 36 affiliated faculty members. Berkeley’s library holdings contribute to our status as a center for scholarship and research in S/EEE studies. S/EEE holdings include 19,632 area-related serial titles, with 4,251 active subscriptions in the languages of the area and approximately 900,000 total volumes (including microfilms), two-thirds of which are from East Europe and former Soviet Union (including the Caucasus and Central Asia).

Under the leadership of Chancellor Robert Berdahl, Berkeley also provides the infrastructure and support for international studies on campus and for outreach efforts to regional and local community organizations, to Northern California’s K-12 teachers, and to community college teachers in order to increase public knowledge of world affairs and foreign cultures. Title VI funding enables ISEEES to maintain a high level of scholarly, teaching, programmatic, and outreach activity, to preserve and enhance the quality and reputation of S/EEE programs, and to fulfill its mission as an innovative center for the study of East Europe and Eurasia in the years to come.

THE UNIVERSITY OF CHICAGO
CENTER FOR EASTERN EUROPEAN AND RUSSIAN/EURASIAN STUDIES
(CEERES)

CEERES at the University of Chicago has been in existence for nearly four decades to coordinate instruction and to facilitate research about the former U.S.S.R. and Eastern and Central Europe, including the Baltic States, Balkans, the Caucasus, and Central Asia. Chicago has a long history of providing instruction in the languages and area studies of this world area. Degrees granted are the B.A., M.A., M.B.A.-M.A. joint degree, and Ph.D. Chicago is known throughout the world for the success of its mission as "a teacher of teachers," and a high percentage of its graduates with advanced degrees have been well trained to go into college and university teaching. Sixty-four Ph.D.s have been granted in our area in the past five years. Their academic placement record is remarkable. A minority have utilized their education in the State and Commerce Departments, the Central Intelligence Agency, other governmental agencies, as well as in private business. Courses in Russian were introduced at Chicago early in the century, and other Slavic languages soon followed. Among American universities today, Chicago has one of the most extensive and highly rated programs in languages of the area. Courses are offered regularly in Albanian, Czech, Georgian, Macedonian, Polish, Romanian, and Russian, and periodically or by special arrangement in Armenian, Azeri, Bulgarian, Estonian, Kazakh, Lak, Latvian, Lithuanian, Macedonian, Modern Greek, Romani, Bosnian/Croatian/Serbian, Slovak, Tajik, and Yiddish.

Chicago, a non-governmental institution with a faculty of approximately 1,200 (half in arts and sciences, half in the professional schools) and a student body of 12,994 (4,100 undergraduates, 3,514 graduate students, 5,022 professional school students, and 358 other, non-degree students), has a national and international reputation for excellence in certain area fields. Particularly strong at present are the programs in Russian and Soviet history; Slavic, Balkan, and Baltic linguistics; nationalities studies of the former USSR; Slavic literatures (Russian, Polish, Czech); Russian and East European cultural anthropology; comparative literature; archeology, and business administration. Faculty of our area have expertise also in political science, international relations, economics, sociology, and Central and East European history. More than forty faculty members teach and do research in our area. The program in East European and Russian/Eurasian studies is supported by one of the best libraries for that purpose in the country with area holdings of more than 588,500 volumes, as well as by an efficient Language Laboratory and a trend-setting language Faculty Resource Center.

The Center would like support to continue instruction in Central Asian, Caucasian, and Balkan languages, culture, and history. We also ask for support for faculty travel and to hold several workshops. Another objective is to award thirteen (13) FLAS Fellowships per year, and five (5) summer grants for language study, to graduate students who will pursue language and area studies in nationally needed fields available here and who plan careers in advanced teaching, research, and government service. Thereby we expect to bring additional qualified people into the field and by the "ripple effect" make an even larger contribution to the nation.

Members of the CEERES regularly engage in outreach activities. They range from educational activities at all levels to writing for the local and national press on current issues. Colleagues also appear on NPR and television as well as advise government and business.



Russian and East European Center
University of Illinois at Urbana-Champaign

The Russian and East European Center (REEC) at the University of Illinois, a U.S. Department of Education Title VI National Resource Center since 1959, is committed to combining the highest quality undergraduate and graduate training programs with national service to the profession, individual scholars, schools, and the public. In an era when international knowledge and engagement are a necessity, our primary mission is to promote understanding of and informed engagement with Russia, Eastern Europe, and Eurasia. We do so by coordinating and promoting curricula, organizing diverse programming activities, supporting area research, and offering an interdisciplinary undergraduate major and minor as well as a master's degree and graduate certificate program in Russian and East European Studies. The Center serves as a resource for faculty, undergraduate, and graduate students in diverse disciplines and works to promote deep interdisciplinary knowledge of the area, disciplinary rigor and innovation, and new perspectives in area and international studies. A strong commitment to providing outreach programs and curricular assistance to teachers from kindergarten through college, to the business and professional communities, and to the general public is also part of our tradition and our mission.

Instruction and Research

- Forty-eight faculty in twenty-two disciplines
- Interdisciplinary major and minor; master's and graduate certificate degree programs.
- Nearly two hundred courses in the humanities, social-sciences, and professional schools
- Language instruction in Bulgarian, Czech, Polish, Russian, Serbian–Croatian, Turkish, Ukrainian, and Yiddish
- Interdisciplinary undergraduate and graduate courses in Russian and East European studies
- Support for developing courses that cross traditional area-studies boundaries
- Visiting professors to help develop new positions in targeted areas

ENHANCEMENT ACTIVITIES

- Distinguished lecturer colloquium series "Directions in Russian and East European Studies"
- Noontime Scholars lecture series, symposia, conferences, seminars, and study-groups
- Collaborative programs with other area and international centers
- Musical performances, art exhibits, films, and poetry readings
- Visiting scholars from Russia, Eastern Europe, and Eurasia

SLAVIC AND EAST EUROPEAN LIBRARY

- Largest Slavic collection west of Washington, D.C.; professional area reference staff
- National service to the field through Slavic Reference Service
- *American Bibliography of Slavic and East European Studies*

OUTREACH TO TEACHERS, THE BUSINESS COMMUNITY, AND THE GENERAL PUBLIC

- Curriculum development workshops and summer outreach symposium
- Collaborative Summer International Institute for Pre-collegiate Educators
- Resource and media lending library for teachers
- *Update*, a national outreach newsletter for teachers
- Current Affairs Forum
- Business workshops
- Slavic Reference Service and Summer Research Laboratory (Title VIII support)
- Web site: <http://www.reec.uiuc.edu>

The University of Kansas

DESCRIPTION: The Center for Russian & East European Studies (CREES) at the University of Kansas has been a US/ED Title VI Comprehensive National Resource Center for the Russian-Eurasian area since 1965; KU's Russian & East European Studies Program has been an interdisciplinary academic program since 1959.

- Russian language since 1943; area certificate since 1959; interdisciplinary M.A. degree since 1968;
- Ph.D.s with Russian or East European concentration in all core disciplines;
- Specialization tracks in Russian, Polish, Balkan, and Ukrainian language and area studies;
- The most comprehensive Center for Russia and East Europe serving the Great Plains.

MISSION: The mission of the Center for Russian & East European Studies, as resource center and as academic program, is:

- To meet the national need for Russian & East European specialists in all sectors by producing students with superior training in language and area studies, providing professional mentoring, enhancement, and opportunity for study and research abroad;
- To support REES students and faculty in their research and intellectual enhancement so that they can become and remain superior teachers, scholars, and mentors;
- To be a resource locally, regionally, and nationally, providing outreach, support services, and information to other KU units, K-16, government, military, civic, community, and business constituencies.

DEGREE PROGRAMS:

- B.A. co-major (interdisciplinary Russian/East European area dimension joined with traditional disciplinary study);
- M.A. in Russian & East European Studies in Russian, Polish, Ukrainian, Balkan, or general East European tracks;
- Ph.D. with area focus in all major disciplines;
- Ph.D.-granting Department of Slavic Languages & Literatures with capacity to teach 10 area languages;
- 9 FLAS Academic Year Fellowships and 5-10 Summer FLASes awarded annually;
- REES graduates more U.S. Army Foreign Area Officers than any other single area program;
- Over 325 M.A. degrees in Russian & East European Studies awarded since 1968.

FACULTY:

- 47 core teaching faculty members, including 12 language specialists, 16 humanists, and 12 social scientists, representing 15 cooperating departments of the College and 4 professional schools;
- REES faculty are internationally visible in their field and have extensive foreign experience;
- 8-12 visiting foreign faculty and scholars enhance & expand KU offerings and serve as regional resources each year.

ENHANCEMENT ACTIVITIES:

- Over 50 enhancement events annually include brown bags, lecture series, workshops for professionals, special exhibitions, plays, films, roundtables, academic conferences;
- CREES's Outreach and Academic Conferences attract scholars, educators, teachers, business and government representatives, interested community members from the region, the nation, and the world;
- Over 85% of REES students participate in study abroad programs in St. Petersburg (Russia), Krakow (Poland), L'viv (Ukraine), Zagreb (Croatia), as well as other sites;
- Significant grant activity to support Center programs, study abroad, visiting faculty, instructional program, KU faculty travel; US/ED, State Department, USAID, and other Training Programs for NIS government, business, and academic participants; funding for language proficiency testing, library acquisitions, conferences, and outreach;
- Sponsor of The Russian Review, an American quarterly devoted to Russia past and present.

OUTREACH:

- Educational outreach to K-12, two- and four-year institutions; teacher training; workshops; in-service programs;
- Assistance with curriculum development; teacher newsletters; video resources; media liaison;
- Briefings, seminars, translation, support services for business, government, military, and community constituencies;
- CREES Fellows Program for area specialists at Kansas Regents, Big 12, and Great Plains institutions;
- Collaboration with variety of regional institutions: Haskell Indian Nations University, Mid-America Consortium for International Education, Robert Dole Institute for Politics, Foreign Military Studies Office and Command and General Staff College, Ft. Leavenworth, KS. National Guard, International Relations Council, etc.
- Home page: www.ku.edu/~crees

LIBRARY:

- 400,000 vols. of Slavica; over 270,000 vols. in East European/Eurasian languages; 1200 newspapers and periodicals;
- Three professional Slavic bibliographers;
- The major Slavic collection between the University of Illinois and University of California-Berkeley.

**UNIVERSITY OF MICHIGAN
CENTER FOR RUSSIAN AND EAST EUROPEAN STUDIES**

ABSTRACT

The University of Michigan Center for Russian and East European Studies (CREES), founded in 1961, is one of the nation's foremost institutes for interdisciplinary research and training on Russia, East Europe and Eurasia (REEE). CREES's outstanding faculty of over 50 area specialists come from 12 liberal arts departments and 8 professional schools. In addition to long-standing breadth and depth in the core area studies disciplines of history, political science and Slavic languages and literatures, CREES has an unusually high concentration of faculty in anthropology, sociology, Judaic studies and business. Regional strengths include Russia, Central Europe (especially Czech Republic and Poland), Southeastern Europe (notably Romania and former Yugoslavia) and the Caucasus. Faculty teach over 160 courses each year on the cultures, economics, histories, languages, literatures, politics, social organization, business, environment, law and public policy of the region. Language offerings include 10 modern area languages, as well as 5 other relevant languages. The University's library contains more than 508,000 items on the region.

Over 200 students are currently enrolled in UM's REEE-focused degree programs. CREES offers undergraduate minors in Russian and in East European Studies and BA, MA and graduate certificate programs in Russian and East European Studies. In the Slavic Department, students may pursue a BA in Russian; undergraduate minors in Czech, Polish and Russian language, literature and culture; MA and PhD degrees in Slavic Languages and Literatures; and a joint PhD degree in Linguistics and Slavic Languages and Literatures. To meet the expanding need for professional expertise on the region, CREES has developed graduate-level joint degree programs with the Business School, Law School, School of Natural Resources and Environment and School of Public Policy.

CREES serves as a regional center for expertise on Russia, East Europe and Eurasia, and provides instructional and informational services to K-12 schools, 2- and 4-year colleges and universities, media and business in Michigan and the Midwest. To increase understanding and appreciation of the region's histories, cultures and current challenges, CREES organizes 40 public events each year, including lectures, conferences, films and mini-courses, as well as major collaborative projects such as the St. Petersburg tercentenary festival in 2003.

US Department of Education Title VI NRC and FLAS grants for 2003-06 will have several long-term effects on UM's training programs. We expect to: 1) strengthen instruction on Central Asia and other area Islamic societies; 2) enhance UM's language program and students' language proficiency via advanced language courses, tutorials and pedagogy training for instructors; 3) extend teacher training programs in collaboration with Schools of Education at UM and Eastern Michigan University; 4) augment the supply of REEE experts prepared for government service and the professions; 5) increase collaboration among UM area centers to ensure the best possible coverage of key regions (e.g., Central Asia) and cross-regional topics (e.g., democratization and governance).

UNIVERSITY OF PITTSBURGH

CENTER FOR RUSSIAN AND EAST EUROPEAN STUDIES (REES)

REES, part of the University Center for International Studies, is a prominent component of the increasing international emphasis in the University's undergraduate curriculum. The Center's mission is to coordinate University efforts in teaching, research and public service related to Eastern Europe and all countries of the former Soviet Union. At a time when the field of Russian and East European studies has undergone great change and seen a decline in student enrollments nationally, REES has brought its most recent undergraduate student enrollments above the high levels of the early 1990s. REES also has maintained strong graduate enrollments, with rapid growth in the professional schools.

The REES program is based on the premise that a student should obtain training in an academic discipline and add value to that training with demonstrated competence in the region and one of its languages. Thus, REES offers interdisciplinary Undergraduate and Graduate Certificates, which students earn in conjunction with their regular degrees. A combined master's program with the University's Katz Graduate School of Business and an International Law Certificate also are available through REES. REES courses are offered in 15 departments of the Faculty of Arts and Sciences and in five professional schools. Languages taught at multiple levels every academic year are Russian, Polish, Serbian, Slovak and Ukrainian. Additional area languages are offered through the annual Summer Language Institute (SLI) and the Less Commonly Taught Languages Center. REES library holdings total approximately 361,000 volumes, 225,000 of which are in languages of the region, as well as a collection of over 1,500 films from the former Soviet and East European region.

The 70 REES faculty members teach more than 160 area courses annually. REES has special strengths in studies of societies in transformation; international relations in the region; and contemporary Russian culture, politics and economics; and on Slovakia and Southeastern Europe. REES's strength in the Balkans has been augmented by U.S. State Department awards for university linkage programs in that region, totaling more than \$3 million for 2002-05. The Center is also very active in academic outreach activities with K-12 schools in the Pittsburgh area and with undergraduate institutions in western Pennsylvania, West Virginia and eastern Ohio, and in nonacademic outreach with business, media and community organizations. REES regularly organizes professional training workshops for both K-12 teachers and college faculty, thus addressing the absolute priority of the current Title VI competition.

This proposal builds on the established strengths of REES by continuing present academic, outreach and teacher training programs, while adding new activities that address US/DE invitational priorities. Support is requested for Islamic studies initiatives, including a faculty position in History with matching funds from the Faculty of Arts and Sciences; an intensive summer course with a study abroad component; acquisition of library materials on Islam in the REES region; and a film and discussion series. The language curriculum will be enhanced by adding language modules to existing area studies courses; continuing the extremely successful summer language program in Moscow (co-sponsored with the University of Texas); and introducing a new summer program in Poland. Support is also requested for new undergraduate teaching and research assistantships; extension of the highly successful Undergraduate Research Symposium to include participation by regional colleges; and development of curriculum guides on East European nations entering the European Union, to be distributed free of charge to secondary school teachers.

Center for Russian, East European and Eurasian Studies
The University of Texas at Austin
TITLE VI ABSTRACT
2003-2006

In 1988 the US Department of Education designated the University of Texas at Austin a National Resource Center for Soviet and East European Studies and awarded it FLAS Fellowships. Subsequent growth in all areas of the program has been unwavering. Since then UT has made 24 new tenured or tenure-track appointments in the field. During the current academic year the Center is offering a total of 69 courses taught by 63 faculty members from 22 different departments. Undergraduate enrollment for the last academic year stood at 1,381, graduate enrollment at 141. UT remains the only NRC and FLAS Program in the South-Central and Southwestern region of the US for the study of R/EE/E.

We currently offer courses covering more than 29 countries, with particular strength in the social sciences. During the past three years we have substantially increased our presence in traditional departments and raised our visibility in several new programs, including the university honors programs and the abroad programs. The Center offers organized instruction in 9 languages: Russian, Czech, Polish, Romani, Romanian, Serbian/Croatian, Tajik, Uzbek, and Yiddish. In addition, conference courses are available in these and other languages of the area. UT has three active exchange programs: Moscow Linguistic U., Charles U. (Prague), and Novosibirsk, with four new programs in preparation.

The Center has been offering a BA Degree in Russian, East European and Eurasian Studies (REEES) since 1990 and an MA Degree in REEES since 1994. In the mid-1990s, four graduate joint degree programs were established with the Colleges of Public Affairs, Communication, Business, and Law; two new programs with Education and Journalism are awaiting approval.

The combined holdings of the UT-Austin library system total over seven million volumes, making it the 5th largest research library in the US. The total number of volumes in the General Libraries for all subject classifications relating to our area is approximately 75,000. Of these, roughly 67% concern Russia, and 33% EE. Current serials subscriptions number about 500; microforms, another 500 titles. The Internet has significantly increased access to materials. Other resources include the Humanities Research Center and the Population Research Center.

The Center sponsors a broad range of outreach activities. For schools it sponsors a Speakers Bureau, conducts workshops to train teachers, and produces original curricular and reference materials. We also sponsor a program of Mini Research Grants for faculty from IHEs in the region. We have strong ties with the business community, and with local and national media. We have established REENIC (Russian and EE Network Information Center), an index of Internet sources, which offers worldwide access to web pages and information sites concerning the FSU and EE; in the past 3 years, the site exceeded 1 million "hits" per year repeatedly.

During the next three years our highest priorities will be: 1) maintaining and building the core in R/EE/E studies, 2) continuing expansion in Eurasia studies, 3) improving teacher training in our area. We will accomplish this by expanding content-based courses in our area; developing Internet modules for area and language instruction, especially in least-commonly taught languages; inviting visiting scholars from the FSU/EE; sponsoring joint NRC conferences; expanding language training abroad and distance delivery with partner NRCs; improving teacher training in the LCTLs with Internet modules; developing content courses in area languages; and sponsoring summer institutes for K-12 teachers.

University of Virginia

Abstract

The Center for Russian and East European Studies at the University of Virginia, established in 1962, has 57 faculty members in 13 disciplines teaching an average of 90 courses per academic year in Russian and East European Studies, with the majority of these courses at the undergraduate level. 26 of the 57 faculty are full-time in the area.

Recent years have seen important strides made in faculty strength and composition of the curriculum. Since 1995, the university has tenured junior faculty in Slavic and History, established a Chair in Polish Studies (also in History), promoted three tenured faculty to full professor and hired faculty that include course offerings in East-Central Europe, Central Asia, and the Caucasus. In 2001, the University awarded the Center Director with a Chair in International Affairs. In 2001-2002, the University committed \$2,356,738.75 to Russia and East European area studies; of this sum, \$107,800 went to support the administrative and related activities of the Center.

Since 1998, the Center has broadened its commitment to the East European aspect of its activities. The Slavic Department has developed a Russian and East European Studies major, a Polish lecture series has been endowed, and a study abroad program at St. Petersburg University in Russia has been established.

All of these gains, it should be noted, have been made against an unfavorable budgetary climate: whereas in 1991 the Commonwealth of Virginia underwrote 33% of the costs of this public university, in 2003 the figure is 12%.

The university's library, with more than 215,000 volumes in the languages of the region as well as another 102,000 volumes in Western languages on the region, includes more than 100 Russian and East European periodicals and serials, a powerful resource for a Center with an undergraduate focus. In addition, the Center possesses one of the largest collections of Russian and East European films in the country; apart from the use that the video collection receives at the university, about 200 of its 550 items are lent to more than 40 colleges and schools around the country each year.

The university has helped to bring its expertise on Russia and Eastern Europe to the American public and to appropriate agencies of the U.S. government [e.g., the FBI Academy, the U.S. On-Site Inspection Agency (now Defense Threat Reduction Agency), the U.S. Air Force Special Operations School] through its outreach activities, which, in cooperation with the Division of Continuing Education, includes the training of high school and college teachers (mainly from Virginia) in the study of the region.

The Center is currently the recipient of a three-year, \$615,000 grant from the U.S. Department of Education under its Foreign Language and Area Studies (FLAS) program. Each year, the Center typically awards 8-10 FLAS Fellowships to graduate students for the study of Russian and other area languages at the University of Virginia, other U.S. colleges as well as colleges abroad.

FLAS Fellowship Program
Russian, East European and Central Asian Studies (REECAS) Program
University of Washington

The Russian, East European, and Central Asian Studies (REECAS) Program at the University of Washington, founded in 1947, is one of the oldest and most distinguished centers of its kind in the United States. In a period of continuing and often unpredictable geopolitical change, REECAS defines as its mission the promotion of in-depth interdisciplinary study of all major post-Communist sub-regions—East-Central Europe, the Baltic region, Central Asia, and Russia—in order to understand the legacies of the imperial and communist past as well as to analyze the emerging institutions and identities that will shape Eurasia's future. This mission is strongly and actively supported by the UW administration. We are able to provide a foundation for serious research on the region by offering regular instruction in 14 regional languages, including several Baltic, Central Asian, and Eastern European languages that are often unavailable elsewhere. This language instruction lies at the foundation of the new REECAS track within the European Studies undergraduate major, our rigorous REECAS MA program, joint Master's Degrees with several UW professional schools, and several nationally-known BA, MA, and Ph.D. programs in disciplines with strong REECAS faculty representation, including Slavic Languages and Literatures, Scandinavian Studies, Near Eastern Languages and Civilizations, History, Political Science, Comparative Literature, and Economics.

With over 50 participating UW faculty—including several internationally known scholars—REECAS represents a unique intellectual resource for faculty, students, and professionals living in the Pacific Northwest. We also possess an outstanding research library, including such resources as a comprehensive set of 17th and 18th century Russian books, a rapidly-expanding collection of Latvian and other Baltic materials, newspapers and periodicals from the entire REECAS region, and a growing set of Web-based materials. Our multiple outreach efforts to local K-12 schools, colleges, and professional groups are similarly designed to cover all major REECAS sub-regions, and our use of Web-based technologies helps us reach wider national and international audiences.

During 2003-2006, REECAS plans to build on its current strengths by initiating a new language tutorial program utilizing local native speakers as instructors, initiating new outreach programs with local community colleges, strengthening our collaboration with the Center for West European studies to cover an increasingly unified Europe, and consolidating our program's comprehensive coverage of less studied regions such as Central Asia and the Baltic States. By investigating how politics, economics, and cultures in these diverse post-Communist peripheries are affected by new links with bordering regions, we will combine our continuing emphasis on the Slavic core of the former USSR with a deep appreciation of the dynamics of change in the rest of the region. In building an innovative center for the study of societies in flux, REECAS thus hopes to contribute to the larger project of redefining area studies in the post-Cold War world.

ABSTRACT

DESCRIPTION

The Center for Russia, East Europe, and Central Asia (CREECA) at the University of Wisconsin-Madison is one of the premier institutions for research and training on the region.

- Polish language since 1935; Russian language since 1942; Russian and East European Program since 1958; independent Central Asian Studies program; FLAS funding since program's inception; Title VI funding since 1993; comprehensive regional coverage, including Central Asia, the Baltic, and the Balkans; unwavering university commitment to the region with annual investment of over \$4,400,000.

MISSION

CREECA's activities are guided by three fundamental objectives:

- Increasing the national supply of trained professionals with regional knowledge by providing international education that is accessible, excellent, and career-relevant;
- Supporting CREECA faculty in their teaching, research and outreach activities to the media and policy communities, in order to further their development as scholars, teachers, and mentors;
- Serving as a resource and training center for K-12 teachers, other UW campuses, business, media, government, and the general public.

DEGREE PROGRAMS, LANGUAGES, AND DISCIPLINES

- B.A., M.A., and Ph.D. programs in Slavic Languages & Literatures, and in the Languages & Cultures of Asia;
- Instruction available in 22 languages of the region, with 3 levels or more available in 9 languages;
- Longstanding dedication to proficiency-based language instruction;
- CREECA interdisciplinary certificate available for undergraduate, graduate and professional school students;
- Newly created interdisciplinary M.A. program, designed to provide a degree alternative for professionals, future government employees, and military officers looking to improve their knowledge of the region;
- 225 area-related courses — multiple offerings in political science, history, geography, and literature; and regular offerings in often neglected disciplines, such as law, business, agricultural economics, anthropology, folklore, music, communication arts and education.

FACULTY

- 83 core and associated faculty; including 12 language specialists, over 20 social scientists, and over 20 humanists;
- Internationally recognized specialists who provide regional expertise to the World Bank, U.S. AID, NSF, US State Department, CIA, MacArthur Foundation, Kennan Institute, SSRC, ACTR, AATSEEL, as well as the media.

ENHANCEMENT AND OUTREACH ACTIVITIES

- Annual day-long workshop for high school students and teachers (alternating “Russia Day,” “A Day in East Europe” and “A Day in Central Asia”); annual week-long training workshop for K-12 teachers;
- Dynamic speaker series (more than 40 per year); round-tables on hot button issues;
- Regular cultural events, including concerts, film series, exhibitions, and an annual Nawruz Festival;
- Outreach to the business community, including specialized workshops such as “Doing Business in Central Asia.”

LIBRARY

- Holdings exceed 550,000 volumes on the region, excluding many specialized collections;
- Comprehensive databases of Russian legislation and newspapers, and over 2,300 journals;
- Internationally recognized regional art and film collections.

FUTURE GOALS

- Increasing non-language offerings in Central Asian Studies, business, agricultural economics, history and sociology;
- Deepening and broadening language offerings, particularly in the less commonly taught languages of Central Asia, including proficiency-level training in Kazak, Azeri, and Tajik;
- Expanding outreach activities and teacher training to reach new participants and segments of the public, including greater involvement of heritage communities in the program, and increasing public knowledge of the region;
- Strengthening and expanding our collaborative transregional activities, including course offerings, outreach activities with K-12 teachers, cultural events and workshops and conferences co-sponsored with other regional NRCs;
- Enhancing the number and variety of collaborative projects with other REECA area studies programs nationally.

National Resource Centers and
Foreign Language and Area Studies Fellowships

WESTERN EUROPE & EUROPE

FY 03-05

Abstracts

International Education Programs Service
US Department of Education
Washington, DC 20006-8521

BRIGHAM YOUNG UNIVERSITY – CENTER FOR EUROPEAN STUDIES

During the 2002 Winter Olympics in Salt Lake City, BYU closed its doors to allow students and faculty to use their language skills and cultural experience to serve as interpreters and hosts for dignitaries, press, athletes, and coaches from Europe and other regions. Hundreds of students and faculty volunteered, speaking every language represented by European Olympic athletes. Few institutions are as well situated as Brigham Young University (BYU) to prepare students to understand and nurture ties with Western Europe. The European experience and language skills of students and faculty make the campus home to a remarkably sophisticated and rich discussion about Western European topics.

The Center for European Studies (CES), an interdisciplinary community of scholars and students from a wide range of disciplines, coordinates programs and integrates regional efforts in research, teaching, outreach, and service. Through its sponsorship of workshops, speakers, research, study abroad, and courses with strong Western European content, CES also provides training for all BYU students, regional teachers and students at all education levels, and businesses, the media, and the general public.

CES offers curricular options with six minors, one major, and a graduate emphasis on Western European Studies. BYU is in a unique position, in that almost 9,000 students speak a Western European language with advanced-plus fluency. Consequently, CES enjoys strong support with 149 WES faculty members and 808 courses offered with a Western European emphasis in 54 different disciplines. Enrollments in these classes—most of which are offered in multiple sections each year—reached 44,831 during the 2001-2002 academic year (AY). Of these courses, CWES offers 419 courses from 42 non-language disciplines with enrollments totaling 29,502 in 2001-2002 AY. To complement these non-language courses, 389 language courses are offered in thirteen Western European languages with enrollments totaling 15,329.

Of the 149 faculty affiliated with CES, 81% speak a foreign language with at least an intermediate fluency, while 29% speak two or more. 93% have spent at least one year in Europe. This unique set of skills and experience has prepared CES faculty to direct the eleven permanent European study abroad programs and other internship/research programs that offer 106 courses with 1,586 enrollments during the 2001-2002 AY, among the highest in the nation. CES also offers a Summer Language Institute in six European languages. Each year outreach programs reach over one million people at differing levels of intensity and distance from campus. For instance, the Western European Collection contains over one million holdings in over twenty Western European languages, and these resources are open to the general public and all Rocky Mountain educational institutions. Furthermore, over 4,000 high school students of French, German, and Spanish come from Utah, Idaho, and Wyoming to compete in one of the largest Foreign Language Fairs for K-12 language study in the West. Currently 513 post-secondary institutions use BYU language programs (CAPE, CLIPS, FLATS, and OTS), and Culture Grams have become renowned references for cross-cultural awareness with over 343,000 European Culture Grams being sold this year nationwide.

Among the many activities to be achieved by NRC funding, CES has established five main objectives: (1) expand language offerings to accommodate growing demand, (2) reinforce non-language offerings in European studies, (3) support scholarly inquiry, (4) develop new linkages and internship opportunities while strengthening current relationships, and (5) extend the breadth and depth of outreach efforts. CES will place particular emphasis on further developing curricular options—courses, seminars, and internships—on the emergence of the European Union.

INDIANA UNIVERSITY – WEST EUROPEAN STUDIES

Indiana University (IU) has a long standing commitment to West European Studies (WEST) that grew from excellence in the humanities and languages and now includes strengths in policy and business, positioning WEST as one of the most important West European centers in the nation. The WEST mission is to advocate research on Western Europe and the European Union in order to train specialists who will carry on the work of strengthening transatlantic ties through government service, research, and teaching. To this end, WEST provides a centralized resource for training and intellectual exchange on Pan-European Studies by cooperating with the Russian and East European Institute and the Inner Asian and Uralic Studies Center, who provide expertise on European Union accession countries.

WEST provides an interdisciplinary program of instruction whose focus is on modern Europe by offering three degrees: an undergraduate minor, a master's degree, and a Ph.D. minor, as well as joint master's degrees with the School of Business (MA/MBA) and the School of Public and Environmental Affairs (MA/MPA). In order to make these programs nationally competitive, WEST maintains a comprehensive language and non-language curriculum with a total of 152 faculty. Language offerings include nine modern West European languages, two of which (Dutch and Modern Greek) were initiated with Title VI monies. Non-language offerings span 13 humanities and social science departments and 6 professional schools. Scholars have access to IU's Library, which is both an EU and UN depository and home to approximately 1,316,207 books and 4,861 serial titles relating to Western Europe, and state of the art language and computing laboratories.

Institutional support for WEST by Indiana University totaled \$25,906,246 in 2001-2002. WEST receives \$200,000 annually from the College in direct support of center operations.

The impressive resources and expertise that make up WEST are actively disseminated since outreach is a fundamental part of every task undertaken by WEST. Examples of recent and exemplary outreach include some 20 lectures annually, a panel discussion on global terrorism, a conference on the future of manufacturing, and a symposium on Spanish tragi-comedy. Additionally, WEST contributes to K-12 teacher training by participating in interactive video education with schools, the Global Speakers Service, and the International Studies Summer Institute. Several consortia agreements further facilitate post-secondary outreach and linkages with the professional schools to create various opportunities for business and public outreach.

To help meet our goals for the coming grant cycle, WEST seeks funding for five broad initiatives that will increase the number of language specialists in less commonly taught languages at IU, provide instruction and knowledge about contemporary Europe to those most likely to enter government service, increase awareness about current issues in Europe to the greater university and regional community, focus on teacher training and curriculum development in the School of Education, and enhance collaborative efforts between other area studies and Title VI centers at IU as well as with other international organizations and international studies programs around the country. These initiatives include instruction in Norwegian & Dutch; multi-university and Title VI center conferences on Language, Ethnicity and Conflict, EU Enlargement, Knowledge-Based Economies, and Comparative Poetics; K-12 teacher training on Comparative Education; and Enhanced and Innovative Course Content, including, but not limited to, increased Foreign Language Across the Curriculum offerings, an EU/US Interactive Teaching Program, and a seminar series on Islam and Europe.

NEW YORK, COLUMBIA AND NEW SCHOOL UNIVERSITIES
NEW YORK CONSORTIUM FOR EUROPEAN STUDIES

The New York Consortium for European Studies (NYCES)— a cooperative effort of the European centers of New York, Columbia and the New School Universities— has been a major force for the development of European studies in the New York region for more than a decade. We have built an innovative curriculum at the undergraduate and graduate levels, with over non-language faculty and more than 1000 courses. Our curriculum includes 20 disciplines and 11 professional schools that have produced a record number of West European Ph.D.s. Our libraries have more than 1.3 million titles-including 4,300 serial subscriptions-in their West European collections. During the past 3 years, we have developed new programs for training teachers at every level, and we have organized outreach activities on Western Europe at the regional, national and international levels. NYCES teaches -- West European languages, including 6 less commonly taught at the undergraduate level.

For the next grant period we propose to maintain our workshop program and take major new initiatives for training secondary school teachers in curriculum development. We will also develop new curriculum, and new outreach initiatives that will enhance our impact, particularly with the diplomatic community. We are building on what we have done, expanding and further integrating our joint activities.

Over the next three years, we will develop new curriculum on European constitutionalism and human rights. We will expand our cooperation with the European law program at Columbia and with the Jean Monnet Program at NYU law school. We will also build on the development of the Comparative Federalism program at NYU, and develop new courses on transatlantic security, an area that will become increasingly important during the next decade. The New School will expand its development courses on immigration and human rights. In this effort, our institutions will cooperate with academic departments and existing interdisciplinary programs, and we will expand our joint efforts with other professional schools, including the Wagner School of Public Administration at NYU. Finally, we will use the considerable advantage offered by the continuation of the Consortium professorship, as well as the guaranteed continuation of the Max Weber Chair and the post-doc program (at NYU) and Heuss Professors (at the New School).

During the next three years, we plan to use Title VI funding to develop new initiatives in language training and the training of language teachers. Columbia will offer non-credit conversation courses for language maintenance, and tutorials to help professional schools meet demands for language instruction currently not offered. NYU will initiate, in cooperation with the department of French, a new series of workshops to train teachers of French in the New York region to use materials on French society, politics and Europe to make the study of language more interesting.

Finally, during the next three years, we will cooperate with the Centers for West European Studies at the University of Wisconsin and the University of Washington to fund and organize a series of three national outreach conferences on Constructing European Identities. The first will be held at the University of Washington in 2003-04 on The Holocaust: History, Memory and Identity the second at the New York Consortium in 2004-05 on Religious Space and Religious Conflict in an Expanding Europe and the last at the University of Wisconsin in 2005-06 on "Changing Concepts of National Identity in an Expanding Europe". To enhance our regional impact, we will organize 3 regional conferences, the first with Adelphi University in 2003-04, with the participation of EU functionaries as well as academic specialists from around the region, entitled A New Constitution for Europe? The Future of European Integration.

UNIVERSITY OF CALIFORNIA, BERKELEY – INSTITUTE OF EUROPEAN STUDIES

Western European Studies at the University of California, Berkeley is distinguished by its internationally renowned faculty, its outstanding language program, its top-ranked library collection, and its wide range of public outreach activities. European Studies is represented by more than 900 core and related courses in 38 disciplines and seven professional schools. The expertise of more than 200 core faculty members and 300 affiliated faculty allows Berkeley to commit fully to interdisciplinary and comparative research and teaching.

In 1999 the University supported the creation of an Institute of European Studies (IES). The Institute unifies the staff, resources, and programs of the Center for German and European Studies (CGES), which serves all nine UC campuses, and UC Berkeley's Center for Western European Studies (CWES), which houses the Finnish Studies Program, the France-Berkeley Fund, the French Studies Program, the Italian Studies Program, the Portuguese Studies Program, the Spanish Studies Program, and the newly-created British Studies Program. During the last grant cycle, IES sought to promote the study of European integration, and specifically of the European Union. As a result, UC Berkeley was awarded a European Union Center by the U.S. Delegation of the EU in 2001, to be co-sponsored by IES and the UC Berkeley Roundtable on the International Economy (BRIE).

Area studies face unique challenges in a post-September 11th world. Before September 11th, academia increasingly focused on globalization at the expense of traditional area studies. UC Berkeley, in any case, fought against this tide, continuing to nurture and its area study centers. Now, one year after September 11th, it is impossible to deny the importance—indeed the urgency—of understanding an area's cultures, interests, historical memories, and languages. Only through this understanding can we comprehend the particularities that shape the different responses in different parts of the world to the pressures of globalization. Consequently, area studies are, or at least should be, re-invigorated.

Not only has UC Berkeley maintained its commitment to area studies but IES has consistently focused on "Europe's changing geography," by which we mean changes in the continent's economic, political, cultural, and strategic landscape. Due to the continued development of the single market and the advent of the euro, Europe's economic geography is changing. With the convening of an unprecedented constitutional convention, Europe's political geography is about to be transformed. With European enlargement, the region's cultural and social geography is changing. And, finally, Europe's strategic geography is changing in response to American unilateralism and the growing desire to formulate a common European foreign policy.

These changes in Europe's economic, political, cultural and strategic geography manifest the tension between the forces of globalization and the forces of stasis—nationalism, religious fundamentalism, and xenophobia. The revolutionary changes underway in Europe form a laboratory within which to examine larger issues such as changing sovereignty and modalities of governance, changing models of capitalism, changing notions of nationalism and supra-nationalism, and the emergence of a new "tri-polar world." Over the next three years, IES will therefore continue to initiate, organize, facilitate, and sponsor research and instruction on these issues.

In the face of such challenges, the role of the Institute as a catalyst and channel for European Studies at Berkeley is of increasing importance. IES not only maintains Berkeley's tradition of academic excellence but sustains high-quality discussion, interdisciplinary research, and instruction on a region in the throes of transformation—a transformation that throws in stark relief the tensions and opportunities inherent in our post-Cold War, post-September 11 world.

UNIVERSITY OF FLORIDA – CENTER FOR EUROPEAN STUDIES

The Center for European Studies (CES) at the University of Florida will be a comprehensive interdisciplinary area studies center dedicated to promoting pan-European language and area studies teaching and research across the campus including the professional schools.

The fundamental mission of the CES will be to expand and improve current teaching, research and outreach activities related to Europe on campus, in the community and across the region. This will be accomplished by building on the existing strengths in European studies that currently exist across UF by helping to develop effective links between the various centers that focus exclusively or partially on Europe and Europe related studies. This includes the European Union Studies Center, The Greek Studies Center, The France Florida Research Institute, the Center for Modern German Studies, the Jewish Studies Center and the Center for International Business and Education Research as well as existing area studies NRCs. Part of this fundamental goal will also be to continue to build and strengthen the links that exist between colleges including especially the Warrington College of Business Administration, the College of Education, the College of Journalism, the College of Fine Arts and the Levin College of Law. With the collaboration and participation of these diverse centers and colleges the CES will be better able to serve students, faculty and the public by providing significantly improved area and language training (especially in the lesser and least commonly taught languages), new opportunities for faculty and graduate student development and organized and comprehensive outreach initiatives to K-12, community colleges, the business community and the general public.

There are a broad array of opportunities for students to specialize in European studies at the undergraduate and graduate level, including an international studies major, certificates in EU studies, Russian and East European Studies and International Relations, as well as specific European tracks in a number of majors. In addition, both the Business School and the Law School offer professional students with opportunities to specialize in Europe through comparative and international degree programs.

Currently 11 European languages are offered at UF with 7 offered at the advanced level. Almost 170 courses are offered in these languages, not including the over 50 Foreign Language across the Curriculum courses that have been offered in the last 5 years. In addition, UF currently offers 434 non-pure language courses in 9 colleges and nearly 30 disciplines with at least 25% European content. Particular strengths exist in History, Political Science, Anthropology, Philosophy, Literature, Music and Art History.

With 126 core faculty dedicating at least 75% of their time to teaching and research on Europe across 22 disciplines and six colleges the CES is well positioned to help create new synergies between faculty across the campus. The strength and diversity of the faculty ensures that the activities of the CES will be able to incorporate a wide range of interests.

With almost 4 million volumes the libraries at UF rank among the best public school libraries in the country. The European collection consists of @1.2 million volumes, including approximately 465,000 European foreign language texts, and several specialized collections including among others a rare collection of memorial books on extinguished East European Jewish Communities, the Constantindis library on modern Greece, as well as European Union Depository collection (member since 1974).

The various centers across the campus engage in significant outreach activities including international fairs, teacher training workshops, school visits and public exhibitions. These disparate activities collectively impact tens of thousands every year.

The CES will build on existing strengths while developing new ones. The primary focus will be on language training through a significant increase in foreign language offerings by adding Polish and Hungarian and improving Modern Greek and Dutch course offerings. CES will also be adding a new and exciting opportunity for K-12 teachers, community college faculty and UF TAs to acquire much needed training in foreign language acquisition pedagogy through the establishment of a year-round training office and intensive summer institute. Area studies will be improved through new course development and enhancement grants as well as the addition of 3 new FLAC courses per year. Faculty development will be enhanced through annual conferences and supplementary travel grants. Outreach activities include annual teacher training workshops in collaboration with all campus NRCs, a business training workshop with CIBER and several public activities including a film festival and art exhibit at the Harn Museum.

UNIVERSITY OF ILLINOIS – EUROPEAN UNION CENTER

The European Union Center (EUC) at the University of Illinois is a comprehensive program that supports research and teaching on the processes and problems of the European integration and the implication of these problems for the United States. Drawing upon the outstanding resources of the university, the EUC proposes a program of teaching, research, and public outreach that takes an interdisciplinary approach to the study of the EU and Europe. The proposed program considers political, environmental, cultural, economic, technological, and security issues and their impact on the peoples, cultures, and societies of the European Union and Europe. It addresses the mission of the Center and the University with these goals:

1. To train a new generation of experts on the challenges confronting the European people, the European Union, and the EU member and accession states by:
 - Expanding course offerings in undergraduate, graduate, and professional degree programs
 - Establishing a new EU Studies MA degree program
 - Developing foreign-language-across-the-curriculum (FLAC) courses with EU content.
 - Developing courses in less commonly taught languages of the accession countries.
2. To facilitate research on the policy issues confronting the European Union and the United States by:
 - Providing support for conferences and workshops
 - Promoting research in EU and European Studies with research seed grants
 - Expanding library resources on the European Union
 - Developing delivery of library resources to faculty and students abroad.
3. To create bonds between the people of the United States and the European states through an extensive outreach program by:
 - Incorporating an EU curriculum into K-12 through teacher training workshops
 - Providing briefings for members of the Illinois legislature
 - Workshops on doing business in Europe for the business community.

UNIVERSITY OF MINNESOTA – EUROPEAN STUDIES CONSORTIUM

The European Studies Consortium at the University of Minnesota seeks designation as a Comprehensive National Resource Center in Western European Area Studies and request funding for initiatives to enhance our capacities relating to Western European Studies at the undergraduate, graduate and professional school levels. Building on our rapidly growing Western European faculty strengths, the Consortium requests funding for the following:

1. Language Projects

- Turkish language instruction (in collaboration with International NRC)
- Advanced instruction in Modern Greek
- Advanced instruction in Danish
- Development and instruction of a Portuguese bridge course
- Summer instruction in intensive Danish
- Summer instruction in intensive Finnish
- Summer instruction in Modern Icelandic
- Coordination of FLIP/FLAC courses
- Collaborative Summer Dutch Institute
- Modern Greek enrichment program

2. Curriculum Development Projects

Undergraduate

- Development of three new courses for an Austrian Studies Minor
- Development of two new “Gateway” courses in Western European Area Studies
- Development and teaching of Summer Term add-ons for “Gateway” courses
- Development of “European World Cities” course

Professional Curricula

- Integration of Western European content in three Theatre courses
- Integration of Western European content in three Journalism courses
- Integration of Western European content in three Public Affairs courses
- Integration of Western European content in three Management courses

3. Library Projects

- Support Cataloging the Basil Laourdas Collection

4. Outreach Projects

- K-14 Summer Institutes in social sciences, humanities, and languages
- Annual Western European workshops and colloquia
- Annual capstone conference on Western European Studies

5. FLAS Fellowships

- 8 Academic Year Fellowships
- 5 Summer Fellowships

UNIVERSITY OF NORTH CAROLINA – WEST EUROPEAN STUDIES

The University of North Carolina at Chapel Hill has an eminent record in public education. It is the nation's first state supported university, and the only public university in the US to award degrees in the 18th Century. UNC-CH is a comprehensive university with 13 colleges and professional schools awarding degrees in over 100 fields. UNC-CH programs lead to 84 bachelor, 165 master, and 108 doctoral degrees, as well as professional degrees in dentistry, law, medicine, and pharmacy. With an average incoming freshman class of 3500, UNC-CH has approximately 25,000 students.

The Program in European Studies at the University of North Carolina at Chapel Hill was founded in the wake of the 1989 revolutions in Europe. The Center's purpose is to promote scholarship and instruction both on our campus and in the nation at large in contemporary movements and events that shape Europe.

The UNC-CH Center for European Studies (CES) is one of only five centers in the US currently recognized and funded both as an NRC and as a European Union Center. CES is the US base for the Transatlantic Masters Program (TAM), an intensive 15-month MA program in comparative US-EU politics, policies, and society. TAM sponsors faculty and graduate student exchanges and implements an innovative program of graduate training that crosses two continents, with instruction in the languages of the host universities. TAM is run in consortium with the University of Washington-Seattle and six European Universities.

CES builds on the excellent reputation of our Europeanist faculty members by supporting original research and data collection among faculty members and graduate students, funding the development of new WE undergraduate and graduate courses in the Arts and Sciences as well as in the professional schools, and contributing to the nation's supply of specialists by organizing summer PhD workshops, a Languages Across the Curriculum Program, and curriculum development on Islamic Societies in Europe.

Over 250 faculty teach in the languages, literatures, area studies, and professional school courses relevant to Western Europe. CES courses cover all the major, and several of the minor, languages of Western Europe. Coursework in European Studies is available in 20 departments and seven professional schools.

With over 5.4 million volumes, the UNC-CH library system is among the largest and most comprehensive in the nation, and ranks 17th among the members of the Association of University Libraries. UNC-CH is also a member of the Abilene Internet2 research network.

In the past funding cycle, we have completed 104 outreach activities with a total participation of over 4,000. Many activities are co-sponsored with other units. The impact of some outreach activities (radio interviews, newspaper articles, textbook writing, editing, content consulting) cannot be estimated.

We will focus new activities around: (1) collaborating with other UNC system universities to develop a special track in European Union Studies; (2) developing our distance learning track of the Transatlantic Master's Program; (3) sponsoring creation of new web units on Islamic Society in Western Europe to supplement the materials on "the Veil" already available; (4) funding interdisciplinary faculty and graduate research, travel, workshops, and conferences; and (5) providing teacher training to K-12 and post secondary teachers in the Southeast by offering workshops, web materials, and other activities.

The Center's web site <http://www.unc.edu/depts/europe> is a rich source of information and links to historical and primary materials on Europe.

UNIVERSITY OF PITTSBURGH – CENTER FOR WEST EUROPEAN STUDIES

The University of Pittsburgh's Center for West European Studies (CWES), established in 1984, is one of the premier programs for the study of West Europe in the United States. CWES has used its re-designation as one of fifteen European Union Centers and its previous National Resource Center grants to expand its undergraduate area studies and language curriculum, co-curricular activities, study abroad options, and outreach to numerous audiences. Complementing rather than duplicating NRC funding, the EU Center has deepened both the University's interuniversity relationships and transatlantic policy studies while supporting new types of undergraduate activities such as simulations. This proposal builds on the major impact NRC funding has had on internationalizing University programs. Strong evidence of this success is seen in University and outside commitments, foreign language and area studies enrollment (a 69% increase in the 1998-02 period), and in eleven new faculty hires related to West European Studies. NRC funds are leveraged very well: while critical to the CWES's success, they represent less than 3% of the CWES's total budget including all University contributions. This proposal for an undergraduate center and FLAS awards will continue to strengthen CWES's undergraduate program by focusing on the interaction between Western Europe and the rest of the world, highlighting contemporary issues of identity and security.

The theme of "Western Europe in the World" will explore the impact of Western Europe's international role in shaping an enlarging European Union, a multicultural Europe with significant Islamic minorities, and a Europe facing new global challenges. The University's language program is very strong with a comprehensive program in the major European languages as well as in Italian and Portuguese, two less commonly taught languages. This proposal increases the scope and quality of the Center's undergraduate certificate program and builds on the strengths of the University's very distinguished faculty. The Ridgway Center for International Security Studies and the Graduate School of Public Health are new partners in this proposal while both the International Business Center and the School of Law have deepened the partnership first initiated during the current grant cycle.

Adding seventeen new undergraduate courses will significantly strengthen the Center's core undergraduate curriculum. The introduction of new language trailers along with a new course to be taught in French, in partnership with the Law School, will add significantly to our "foreign language across the curriculum" initiatives. Undergraduates in the new Integrated Field Trip Abroad (IFTA) Program will integrate study abroad in their coursework in innovative ways. The Center will continue its successful speaker and workshop series and offer new teacher and outreach programs consistent with the program's theme. Finally the University will augment its extensive West European library holdings.

Teacher training continues to be a centerpiece of the Center's Outreach program, with initiatives for K-12 and post-secondary teachers in teaching languages and area studies. Immersion Institutes, providing both language pedagogy and area studies content, will be organized for secondary school teachers while elementary school teachers will be given specialized training in "Foreign Language in the Elementary Schools" workshops. A "K-12 Resources: Teaching the EU" website will be expanded so as to provide materials in West European languages for use in foreign language classes.

Continued NRC funding will be used as an instrument to "add value" to the Center's existing programs as well as to attract non-NRC funding.

UNIVERSITY OF WASHINGTON – CENTER FOR WEST EUROPEAN STUDIES

Background. Interest in Western Europe has always been strong at the University of Washington, in part because of Seattle's large Scandinavian-American ethnic community, but it has grown dramatically in recent years due to economic trends (our state now ranks #3 in the value of exports to Europe) and faculty initiatives. New degree/certificate programs have been created in Scandinavian Area Studies (1982), German Area Studies (1990), European Studies (1994), Trans-Atlantic Studies (1997), Hellenic Studies (2000) and EU Studies (2001). The number of majors in European Studies has more than doubled since 1999 and 42% of our students earning a Certificate in International Business enroll in West European tracks. Since 1996 our study abroad programs in Western Europe have increased from 65 to 115, and in 2001-02 the UW sent 649 students to Europe—77% more than it did 6 years ago.

UW Resources. The UW offers instruction in 11 West European languages, including three or more levels in Danish, Finnish, French, German, Italian, Norwegian, Spanish and Swedish and—with the help of a recent CWES initiative—two levels in modern Greek. Our Scandinavian Studies Department is the largest in the U.S. The UW's 240 WES faculty currently offer 1,065 non-language courses in 20 departments and 6 professional schools. In 1998 the UW was selected by the EU Commission as one of 10 universities in the U.S. to host an official European Union Center. Our UW library ranks 12th in North America overall and possesses one of the best West European Studies collections in the country.

CWES Mission and Activities. The UW Center for West European Studies is dedicated to promoting the study of Western Europe in the Northwest and throughout the region and the nation. Over the past few years CWES has launched a unique graduate program on Comparative Federalism (COMFED) with Pittsburgh, NYU, the Institut d'Etudes Politiques de Paris, the Free University of Brussels and the Univ. of Birmingham; established a Certificate in EU Studies program and a Hellenic Studies track for UW undergraduates; organized with NYU a Summer Institute for Southern European Studies; expanded enrollment of MA students in our Trans-Atlantic Studies program; administered with UC-Berkeley and the Univ. of Minnesota a successful National Institute for Summer Scandinavian Studies (NISSS); enhanced UW language programs by funding new faculty and offering Language Trailer Sections; funded the development of new interdisciplinary courses; developed new student and faculty exchange opportunities in Europe; and brought scores of distinguished speakers to campus in for major conferences and other events. As the only West European NRC between Minneapolis and Berkeley, our CWES has viewed its outreach mission as especially important. Our extensive K-12 program provided clock hours for participation in a wide range of workshops to 846 teachers during 2000-02, and nearly 500 teachers now receive our newsletter. We have created a Regional Faculty Travel Fund to facilitate participation in UW events and a Downtown Advisory Committee to enhance our outreach capacity.

New Initiatives for 2003-2006. We plan to build on our Southern European initiative by partially funding a fifth full-time faculty member in Italian Studies; create a new program entitled Heritage-community Enhancement of Language Proficiency (HELP) to assist advanced students of Swedish and Norwegian; expand the NISSS by adding the Univ. of Wisconsin to our rotation and organizing a related language pedagogy workshop; launch a summer program in Brussels on "The EU Today" in collaboration with the ULB and US partners; host a Curriculum Workshop on "Gender and Public Policy in Trans-Atlantic Perspective"; organize with NYU-Columbia and Wisconsin a series of conferences on "Constructing European Identities" as well as conferences on topics such as "The ECJ and the Construction of European Rights" and "US/European Responses to International Terrorism"; co-sponsor a Master Teacher Training series on "East Meets West" in collaboration with the UW Center for Russian and East European Studies; and establish a luncheon series entitled the Northwest Trans-Atlantic Business Roundtable.

UNIVERSITY OF WISCONSIN – CENTER FOR EUROPEAN STUDIES

European Studies at UW-Madison, now in its 35th year, has established a unique place in the teaching, research, and outreach mission of American universities. UW-Madison is the only university in the country to win the four most prestigious and competitive grants in European Studies: a European Union grant to establish our European Union Center; a grant from the DAAD to establish a Center for German and European Studies; a grant from the French government to found the Center for Interdisciplinary French Studies; and, a Title VI grant to establish the Center for European Studies (CES). These four Centers maintain their unique profiles and objectives while coordinating classroom, research, and outreach activities.

During 2000-2003, CES (an NRC) along with its on-campus partners has made major institutional gains to further substantiate its role as a national leader in European Studies (ES):

- Created 16 new interdisciplinary courses, and revamped ES at the undergraduate level with a new Certificate in European Studies (building on a base of 507 courses);
- Substantially improved content-based language learning with 7 new FLACs (Foreign Language Across the Curriculum), and the teaching of Less Commonly Taught Languages (LCTLs: Swedish, Finnish and Italian);
- Enhanced the multidisciplinary quality of ES faculty, especially among professional schools, with 33 new hires in ES (for a net of 233 faculty in 26 departments and 10 professional schools);
- Held nine major national conferences that included graduate students and faculty from regional colleges and non-NRC universities around the country;
- Enriched the UW library's nationally recognized ES collection with targeted purchases in LCTLs, the Mediterranean Region, and European Integration;
- Held 115 outreach events in all three Title VI mandated areas (K-12; post-secondary; business, media, general public), reaching local, regional, and national audiences.

During 2003-2006, CES will use Title VI funds to:

- Introduce a new M.A. degree in European Studies for Professional Careers;
- Create 16 new interdisciplinary courses, with 6 in the professional schools;
- Substantially improve content-based language learning with 13 new FLACS, and improve the teaching of LCTLs, particularly with a new B.A. in Dutch Studies;
- Enrich library holdings with targeted purchases in Islam in Europe, Extremism in Europe, and LCTLs;
- Expand our already substantial outreach with new teacher training programs; tailored events for media, business, and the general public; and a national event for heritage communities and language learning;
- Create an interdisciplinary group of faculty around the common theme of "Constructing Europe during Global Transitions," with three sub-themes addressing (a) Citizenship and Identity, especially Islam in Europe (b) Nations and Trans-nationalism, and (c) Social Transformations and New Modes of Governance. Each sub-theme has built into it a (i) new course (ii) at least one FLAC (iii) major workshop or conference (iv) monograph targeted for undergraduate teaching (v) teacher training, and (vi) local, regional and national outreach. These initiatives will often be pursued with other UW NRCs, including Eastern Europe (CREECA), Africa, and Latin America/Iberia.

Taken together, these plans in teaching, research and outreach will substantially improve CES's mission and capacity to serve as a unique national resource in European Studies. By building on the impressive ES infrastructure already in place at UW, a Title VI grant will allow CES to move rapidly into needed areas of programming to address the country's pressing needs in language and area studies knowledge and expertise.