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APPLICATION FOR GRANTS UNDER THE

UNDERGRADUATE INTERNATIONAL STUDIES AND FOREIGN LANGUAGE

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OMB No. 1840-0796, Expiration Date: 08/31/2010

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

OMB Control Number: 1890-0004

Expiration Date: 06/30/2005

Name of Institution/Organization:
 University of Iowa

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

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

Budget Categories	Project Year 1(a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	\$ 13,577	\$ 14,256	\$ 0	\$ 0	\$ 0	\$ 27,833
2. Fringe Benefits	\$ 4,831	\$ 5,082	\$ 0	\$ 0	\$ 0	\$ 9,913
3. Travel	\$ 18,288	\$ 13,988	\$ 0	\$ 0	\$ 0	\$ 32,276
4. Equipment	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
5. Supplies	\$ 3,750	\$ 3,750	\$ 0	\$ 0	\$ 0	\$ 7,500
6. Contractual	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
7. Construction	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
8. Other	\$ 36,700	\$ 41,700	\$ 0	\$ 0	\$ 0	\$ 78,400
9. Total Direct Costs (lines 1-8)	\$ 77,146	\$ 78,776	\$ 0	\$ 0	\$ 0	\$ 155,922
10. Indirect Costs*	\$ 6,172	\$ 6,302	\$ 0	\$ 0	\$ 0	\$ 12,474
11. Training Stipends	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
12. Total Costs (lines 9-11)	\$ 83,318	\$ 85,078	\$ 0	\$ 0	\$ 0	\$ 168,396

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

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

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

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

Period Covered by the Indirect Cost Rate Agreement: From: 3/5/2009 8:00:00 AM To: 3/5/2009 8:00:00 AM (mm/dd/yyyy)

Approving Federal agency: ED Other (please specify): DHHS

(3) For Restricted Rate Programs (check one) -- Are you using a restricted indirect cost rate that:

Is included in your approved Indirect Cost Rate Agreement? or, Complies with 34 CFR 76.564(c)(2)?



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

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SECTION B - BUDGET SUMMARY
NON-FEDERAL FUNDS

Budget Categories	Project Year 1(a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	\$ 34,429	\$ 35,941	\$ 0	\$ 0	\$ 0	\$ 70,370
2. Fringe Benefits	\$ 9,793	\$ 10,285	\$ 0	\$ 0	\$ 0	\$ 20,078
3. Travel	\$ 20,000	\$ 20,000	\$ 0	\$ 0	\$ 0	\$ 40,000
4. Equipment	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
5. Supplies	\$ 10,000	\$ 10,000	\$ 0	\$ 0	\$ 0	\$ 20,000
6. Contractual	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
7. Construction	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
8. Other	\$ 4,000	\$ 14,000	\$ 0	\$ 0	\$ 0	\$ 18,000
9. Total Direct Costs (lines 1-8)	\$ 78,222	\$ 90,226	\$ 0	\$ 0	\$ 0	\$ 168,448
10. Indirect Costs	\$ 6,258	\$ 7,218	\$ 0	\$ 0	\$ 0	\$ 13,476
11. Training Stipends	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
12. Total Costs (lines 9-11)	\$ 84,480	\$ 97,444	\$ 0	\$ 0	\$ 0	\$ 181,924

Project Narrative

Abstract Narrative

Attachment 1:

Title: Pages: Uploaded File: **EdAbstract1002541490.pdf**

Abstract.
**Implementing a “Second-Curriculum” Project in Undergraduate
South Asian Studies at the University of Iowa, 2009-11**

This project will expand campus-based and off-campus learning opportunities in South Asian studies for undergraduates at the University of Iowa. The project builds on an existing South Asian Studies Program (SASP) that has seen interest in courses plateau or decline at a time when public awareness and interest in India, Pakistan, Sri Lanka, Bangladesh and Nepal has soared. While maintaining the University’s core liberal arts offerings in Hindi, Sanskrit, anthropology, geography, history, journalism, literature and religion, the project organizers will construct a second-level or parallel curriculum designed to meet the needs of students who seek more participatory modes of learning, whose interests go beyond humanities and civilizational courses of study to embrace contemporary problems, and who expect to have study abroad and internship experiences earlier in their college careers. The project will add two regular and six intensive courses in new subject areas that will engage 15 faculty members from the liberal arts and sciences, professional schools and interdisciplinary units; it will bring to campus specialist visitors to participate in four workshops on the region, and it will host a capstone conference on public culture and public welfare in the spring of 2011. The courses, workshops and conference will address subject matter not previously part of the South Asian curriculum but that are squarely within the research agendas of SASP faculty members. The project will also identify outstanding undergraduates to launch a program of supervised internships that will put them close to sites of “development” in South Asia, i.e. it will place them in settings where changes in economic activity, gender practices, health care delivery, technology transfer, environmental struggles, media innovation, rights activism, etc., regularly occur. The students will not be shielded in the courses, workshops and internships from long-term problems of political instability, ethnic and communal conflict, widening social abysses, discrimination and abuse, and environmental and health hazards, which are also parts of the South Asia development scene. The target of these curricular innovations is the 500-strong cohort of students majoring in the University of Iowa’s International Studies bachelors program, 60 percent of whom are honors students. The UISFL project is designed to draw some of these students, who are required to choose a regional or a thematic focus in their plans of study, into the enhanced SASP intensive courses, workshops and internships and subsequently into advanced South Asian language and area studies courses. To backstop the project, faculty members will develop new study abroad and internship sites, and participating students will be offered individual tutoring and self-instruction in South Asian languages through the campus-based Autonomous Language Learning Network. Further, substantial additions will be made to the University Library’s book, media and video collections.

Project Narrative

Project Narrative

Attachment 1:

Title: Pages: Uploaded File: **ProjectNar1002541491.pdf**

**Implementing a “Second-Curriculum” Project in Undergraduate
South Asian Studies at the University of Iowa, 2009-11**

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Implementing a Second-Curriculum Project in South Asian Studies at the University of Iowa

1. Plan of Operation.

Background. The proposed UISFL project will inject new courses, workshops, internship opportunities and library/media resources into the undergraduate South Asian studies curriculum at the University of Iowa (UI). For 20 years the South Asian Studies Program (SASP) has offered an array of courses that introduce undergraduates to the history, art, literature, religion, anthropology, geography and cinema of the region; many of these courses meet general education requirements and thus find favor even among students who are not majoring in international or foreign area studies. Tenured faculty members in Asian Languages teach elementary, intermediate and advanced Hindi and Sanskrit in regular sequences. The existing curriculum thus lays a firm foundation for bachelor's students preparing themselves for graduate work in South Asian studies, but such students are not numerous. SASP faculty must also attract substantial numbers of other students to justify the continuity of South Asian language and area courses, and it is disturbing to report that in the last 5 years, even as dramatic political and economic changes have occurred in South Asia and general interest in the region is rising, enrollment in undergraduate South Asian courses is static or declining. For example, SASP's entry-level historical survey, "Civilizations of Asia: India" (Indian Civ), which in past years attracted as many as 100 students when offered every third semester, currently attracts only 60-70 students when offered every 2 years. Indian Civ has been a gateway course that SASP counted on to propel students into its more specialized upper-level courses. Because the quality of Indian Civ has not changed, it appears that student interest is migrating elsewhere. What is true for Indian Civ appears to be true for other upper-level undergraduate South Asia courses: static or declining enrollments, even though the overall undergraduate enrollment in the College of Liberal Arts and Sciences has been rising. SASP

faculty has concluded in discussion over the last two years that its curriculum now seems less relevant to a large number of students. The specific diagnosis is that a curriculum premise based on “Indian civilization” no longer resonates with students’ perceptions of South Asia as a hotspot of global change. While the civilizational approach is a powerful one, it is no longer self-evident that the South Asian present is primarily the result of the historical past; it is equally plausible to claim that many features of contemporary South Asia are best explained as the result “horizontal” or globalizing demands of modernity and international exchange. For example, it is compelling to see the region (India in particular but other countries as well) is being recognized for innovations like Mohammad Yunus’s and the Grameen Bank’s 2006 Nobel peace prize for micro-lending to women, Amartya Sen’s 2007 Nobel prize for a new welfare economics, and Rajendra K. Pachauri’s 2007 Nobel peace prize (along with Al Gore) for raising the alarm about global climate change. The region is also the fount of prize-winning authors like Salman Rushdie, Arundhati Roy, Kiran Desai, Rohinton Mistry, Michael Ondaatje, Amitav Ghosh, Jhumpa Lahiri and many others. Further, South Asia is now seen as an actor in nuclear weapons and space exploration and a worthy partner for the United States and NATO in facing common security concerns, while it guards biodiversity “hotspots” and biosphere reserves where charismatic species still roam wild; it is a fount of Bollywood musicals whose vibrant style has spilled over onto Hollywood; and it is a clear competitor to the US and Europe in designing software solutions, back-office IT, and world-standard pharmaceuticals, etc. Of course, there are also darker realities—there is the South Asia of enduring ethnic and national conflicts, unbudging poverty, casteism, political instability, endemic disease, police terror, and so on. The point is, our students want to encounter the new South Asia, warts and all, for themselves, and they expect to do so at the beginning rather than the end of their undergraduate years; they also want to meet more South Asian experts, artists and

activists in the US. These expectations show a certain impatience, but to ignore them is to watch our clientele migrate to other parts of the university. An absorbing “second” curriculum to attract and anchor such students is at the core of this proposal.

a. *Quality of the design.* The Iowa UISFL second curriculum project has 4 parts. First, the project will put into place **8 courses and 4 workshops** (the workshops will also earn academic credit); these courses and faculty-student workshops will add contemporary subject matter to the curriculum and draw on faculty from colleges interdisciplinary units and the professional colleges that hitherto have not been closely linked to South Asian studies. While some courses of these will be semester-length (one will be a major new general education survey), most will be intensive courses inserted tactically into the academic calendar to attract students while not conflicting with regular courses. “Tactically inserted” means that SASP instructors will arrange their regular teaching schedules to accommodate 3 to 5-day intervals during the semester for the intensive courses/workshops. SASP faculty agree that when students commit themselves fully to shorter, intenser and more participatory courses and to highly focused workshops led by visiting experts, the results are often as effective as standard courses. Second, the project will **bring specialist visitors to campus** to direct or co-direct some of the intensive courses and faculty-student workshops on contemporary and topical issues not previously part of the South Asian Studies curriculum. These courses and workshops will focus on dilemmas of democracy, gender, caste, environment, media, rights and popular culture that are in the forefront of the transformation of public and private life on the subcontinent. Each workshop will have a SASP faculty co-director, an invited outside co-director, 1 or 2 other outside invitees, and SASP students and faculty. In the spring of year 2 a major conference will be held to address the topic of “New Culture, New Welfare in South Asia” will occur. Third, the project will offer funded **internships** that will put

students in settings that meet their expectation for participatory learning that exceeds the familiar model of study abroad. With the guidance of institutional partners in the region, the interns will participate in “development” activities for at least a month under local supervision. We expect strong student competition for these internships. Fourth, the Library will **acquire materials to backstop the new courses, workshops and internships**; these materials will include books, documentary videos, government documents, NGO ephemera and manuscript and published records from international agencies such as the United Nations, World Bank, Doctors without Borders, the Grameen Bank, etc. These will be purchased in time to coincide with the new courses, workshops and conference. The Library’s International Bibliographer, Dr Edward Miner, will direct the acquisitions and supervise a part-time assistant who will work with students on their internship and projects; Miner will also be part of the project’s steering committee.

A note on intensive courses. Intensive courses are those that meet for less than a full 15-week semester but have the contact hours to justify academic credit. A normal 3 semester hour University of Iowa course entails 45 contact hours between instructors and students. The proposed intensive courses and for-credit workshops will require from 15 to 30 contact hours and will be compressed (varying from 1 week to 1 month), according to the travel schedules of visiting instructors and Iowa faculty members. The intensive courses and workshops will award students 1 or 2 semester hours of credit. Note that 2 of the new courses will be regular, 15-week 3 semester hour offerings; one of these will be a new entry-level general education course with numerous SASP faculty participants. The practice of intensive courses and workshops will continue as part of the regular curriculum after year 2. All courses and workshops will have both a UI faculty and visiting co-organizers. In 2 cases the intensive courses will be immediately be followed by faculty-student workshops on the same topic with outside participants.

The target of these activities is the cohort of undergraduate majors in a recently instituted (2004) International Studies bachelors degree program; the new courses, etc., will be heavily promoted to them. Sixty percent of these 500 majors are honors students and are obligated to take 3 years of a foreign language and choose either a regional or a thematic focus in their plans of study. The UISFL project is intended to attract several dozen of them each year into the new South Asian courses and workshops and subsequently to enroll them in SASP's advanced courses in history, religion, art, languages and literature, etc. It should be emphasized that SASP will not be abandoning any of its existing courses.

All parts of the Project will be regularly evaluated with the assistance of an on-campus specialist, Dr. Elise Fillpot, and an outside evaluator (TBA), who will meet with SASP faculty to review collected data and make necessary mid-course changes as described below in the evaluation plan. Other elements proposed for support from both UISFL and the University include course development stipends and international travel for faculty, workshop and conference expenses, evaluators' stipends and expenses cost, limited materials and supplies for language tutoring and self-instruction and modest administrative costs. The Dean of International Programs, Dr. Downing Thomas, enthusiastically supports SASP's proposed second curriculum project (see attached letter). The monetary value of the University's match contribution, including \$20,00 each year for student internship scholarships, will exceed the amount requested from the Department of Education and is indicative of a high level of institutional commitment.

NEW COURSES, SHORT-TERM WORKSHOPS AND CONFERENCE, 2009-11.

It is the combination of new courses, workshops, major conference, internships, LCTL language instruction and evaluation practices that constitutes the "second curriculum" that will be introduced without new faculty appointments. The new courses and faculty-student workshops

and a national conference will be organized over 4 semesters, as follows:

Fall 2009. Intensive course on “Tobacco, Opium and Society in South Asia.” Instructor: Professor Christopher Squier (Dental Research, College of Dentistry). The 2 semester hour 1-week workshop will compare the place of tobacco and heroin in South Asia within a framework of global health and the public policy responses in the various state systems, economic environments and cultural contexts of South Asia. It will consider the history of tobacco and opium, their production, promotion, health repercussions and control efforts, with particular emphasis on the role of the 2006 WHO Global Framework on tobacco, which is the first binding international treaty to address a global health problem. Professor Squier is an expert on oral cancers with a long research record in India. A WHO consultant (TBA) will participate as a visitor in the course. Special materials will be acquired for the Library and will include a set of regional tobacco advertisements in video and other formats.

Fall 2009. Workshop on “Natural Disaster in South Asia: Local and Global Agendas.” Principal organizer: Associate Professor Harish Naraindas (Anthropology, International Programs). Natural disasters release a surge of global concern and a vast outpouring of public and private relief. A deeper consideration is that serious natural disasters are often intertwined with local histories of poverty, ethnic or sectarian conflict, political neglect, environmental degradation and overall underdevelopment. The workshop, to be held in Mysore at the University’s study abroad campus, will examine these issues in relation to the devastating earthquake in 2001 in Bhuj, Gujarat, the tsunami that struck India and Sri Lanka in 2004 and the Sidr cyclone that struck Bangladesh in 2007. Professor Naraindas and his colleague Dr Suneet Raddy have published a volume on response to the tsunami disaster. Representatives from South Asian NGOS and relief agencies will be present. Special materials for the workshop will be acquired by the Library and

will include relief agency ephemera and monographs on disaster response. Approximately 20 students will register for this 1 week, 1 semester hour course.

Spring 2010. Intensive course on “Women’s Movements in South Asia Today.” Instructor: Associate Professor Meena Khandelwal (Anthropology and Women’s Studies). South Asia makes does not lend itself to easy generalization about the status of women. This 2-week, 2 semester hour course will focus on women’s activism in postcolonial South Asia around such issues as alcohol, dowry, environment and militarism and will offer analyses in terms of theories of liberal modernity and religious nationalism. Professor Khandelwal is a specialist in women’s asceticism and has extensive experience studying South Asian women in diaspora. Expected enrollment is 15 students. Special course materials will be acquired for the Library and will include documents and documentary videos from a variety of women’s organizations across the region.

Spring 2010. Intensive course on “Religious Rituals and the Asian Environment: Hindu, Buddhist and Muslim Perspectives.” Co-instructors: Professors Fred Smith and Scott Schnell. This course will examine religious values concerning aspects of nature and the ways these values are expressed in environmental movements. The course objective is to understand the sense of sacredness that attaches to nature, and how environmental action emerge from feelings of religious awe. Alternatively, pollution, loss of biodiversity, and global warming are be read in some religious traditions as crimes and sin, and religion-inspired solutions to such problems may require moral judgment and coercive restraint. Comparative examples will be drawn from various parts of South and East Asia. Special course materials will be acquired for the Library and will include documents from a variety of sectarian organizations across the region as well as documentary videos. This 2 semester hour 1-week course will precede a workshop on the same topic that will bring national experts of religion and the environment to the campus (below).

Spring 2010. Workshop on “Religious Rituals and the South Asian Environment: Hindu, Buddhist and Muslim Perspectives.” Organizer: Professor Frederick Smith (Religious Studies and Asian and Slavic Languages and Literatures). The workshop intends to open up a rarely studied side of environmentalism. Religious activists and organizations are among the most committed to green causes, despite the secular world’s skepticism that faith and ritual have a role in securing the environment. The workshop be unusual in that it will invite activist South Asian environmentalists as well at least 2 of the following--a pandit, a maulvi, a bhikku and a priest--to explore these topics with students and faculty. This will be a 1 week, 2 semester hour course involving several visiting national experts on religion and the environment. Approximately 20 students are expected to register.

Summer 2010. Intensive course on “Social Entrepreneurship and Micro-lending in South Asia.” Instructor: Professor Ramaswamy Rajagopal. This 3 semester hour 3-week course will examine 2 novel developments to emerge from the people-centered and NGO development paradigm in South Asia: social entrepreneurship and micro-finance. Social entrepreneurship is the process of identifying large-scale social problems and devising innovative ways to change society in order to alleviate them. Microfinance underwrites the enterprises of the poor with small, socially-secured loans and has evolved from an experimental approach to a multi-billion dollar global alternative to money-lending. This course will be conducted in Tamil Nadu, India with the help of several non-profit organizations and will culminate in a “Leadership Summit on Microfinance and Social Entrepreneurship.” Students will interact with Indian scholars and practitioners and also share their own study findings at this summit. Professor Rajagopal is a specialist in resource geography and economic development.

Fall 2010. General education course “Introduction to India Now.” Coordinator and principal

instructor: Professor Philip Lutgendorf (Asian Languages and Literatures). This will be a regular 15 week, 3 semester hour, general education lecture course with 3 separate discussion sections led by a Teaching Assistant. The course, which will emphasize the new environments since about 1950 for public and private lives in India, will call on 12 faculty members from across the University to share their research expertise with undergraduates. “India” refers to the nation-state of India but will be flexibly extended to include some elements of contemporary Pakistan, Bangladesh, Sri Lanka and Nepal. The main focus will be on the experience of change—meaning adaptations made by Indians to contemporary global conditions *and* contemporary Indian contributions made to global conditions and culture. Specifically the course will discuss (a) *political and social issues* like electoral democracy, the rise of a new middle class, communalism, Dalit and gender assertion, Hindutva extremism, and criminality in politics; (b) *environmental issues* such as resource exhaustion, endangered biodiversity, natural disasters, the fate of the Ganga and other rivers, etc; (c) *public culture* phenomena such as advertising, English language fiction, cricket culture, nationalist spectacle, bhangra, and Bollywood cinema; (d) *scientific and technical innovatiosn* such as resurgent Ayurvedic and biomedicine, nuclear weapons, India’s post-WTO patent regime, etc.; (e) *celebrity culture* including fan magazine cultures, Bollywood stardom, the public roles of Salman Rushdie, Arundhati Roy, Amartya Sen, Mohammad Yunus, and elite achievement recognized by the Padma Bhusan awards; (f) *economic performance* in the pre-and post-1985 economic expansion, IT outsourcing, case studies of Mittal Steel, the Nano, the Grameen Bank, etc; and (g) *diasporic transnationalism*, which refers to Gulf-state employment, NRI success in America and Europe, nostalgia tourism to India from abroad, the Pravasi Bharatiya Divas phenomenon, and the mobilization of NRI capital for development. While there will be a dozen guest speakers in the course, Professor Lutgendorf will deliver more than half of the lectures

and will provide continuity. The course will become a regular offering in the SASP curriculum after year 2.

Fall 2010. Intensive course on “Historical Memory and Museum Literacy in South Asia.”

Instructor: Professor Paul Greenough. This 2 semester hour, 2 week course will introduce concepts and methods for understanding the role of social memory (and collective amnesia) in shaping knowledge of the past and disturbing the present. *Memory* means social or collective memory at the level of distinct communities, ethnicities and nationalities, and *museum* is used in a wide sense to mean (a) institutionally-based exhibits and collections, (b) historical markers and public monuments, (c) public holidays and intervals of reflection and respect, and (d) media and artistic works that offer interpretations of the past. Specific topics will focus on the introduction of nationalist-themed museums of art and archeology; the continuing role of the census and map-making in shaping historical memory; the bitter debates over the “Aryans” that intrude on contemporary politics; the problem of gender crimes during and after Partition as found in text, film and memory; the reputational rollercoaster of M.K. Gandhi, Subhas Chandra Bose, Rabindranath Tagore and Jawaharlal Nehru; the role of Festivals of India in disseminating “eternal India” to Europe, America and East Asia. Professor Greenough is a social and historian of South Asia and has published on Indian museums and historical memory.

Spring 2011. Regular course “Migrants, Cosmopolitans, and Refugees: The Literature of Displacement and Exile.” Instructor: Associate Professor Priya Kumar (English). This will be a

regular upper-level 15-week, 3 semester hour course. Taking as its point of departure Tayyab Mahmud's statement that the spectre of the migrant haunts the modern world, it will examine themes of exile and displacement in South Asian literature. It will consider how the subject position of the migrant writer that has become a privileged space for political and poetic

enunciation. The course aims to extend the meaning of “exile” by moving past metropolitan spaces and the voluntary choice of immigration to examine other histories of dispersal such as the movement of indentured labor, the mass displacements that attended Partition in 1947, and clandestine population movements across the Bengal borderland. The course will become a regular course offering after year 2.

Spring 2011. Workshop on “Democracy from Below: South Asian Caste Politics.” Principal organizer: Dr. Balmurli Natrajan (Anthropology, William Patterson University). This 2 semester hour, 1 week workshop will employ visitors will study legal cases, films, scholarly pieces and lectures to explore the “new caste” system in South Asia. Many scholars have noted that caste has outlived the ritualized system that originally gave it meaning. Two major sets of debates now dominate scholarship on the topic. One directly speaks to democratic politics (including the issue of reservations) and applauds a "silent revolution" from below that signals the growing political power of non-elite castes. The other explores how and to what extent caste has changed its idioms of expression, relations of existence, socioeconomic functions, and the "dispersal" of the category and notion of caste/ism (vis-à-vis race/ism) beyond India into the diaspora and other spaces, where is still a widespread mode of stigma, difference, identity and exclusion in an era of human rights and multiculturalism. Students will examine how both set of debates shape the responses to the question of caste in the 21st century in different ways and force a rethinking of B. R. Ambedkar's insistence on the "annihilation of caste" as a pre-condition for democracy. Professor Natrajan is a rising theorist of the continuity of caste (and race) in the late-modern world.

Spring 2011. Conference on “New Culture, New Welfare in South Asia.” Organizers: Professors Corey Creekmur, Paul Greenough, Philip Lutgendorf. This capstone conference will be a 1 week, 2 semester hours course. It will explore recent research as well as literary and social

sciences reflections on the linkages over the last 40 years (1970-2010) between, on the one hand, “liberalization” (i.e. the relaxation of bureaucratic economic controls and of implicit constraints on displays of wealth in public life) and, on the other hand, public attitudes toward the acquisition and display of great wealth. This exploration will be made indirectly through analysis of visual media, art and print culture, and directly through scrutiny of leading economic and demographic indicators of changes in popular welfare. Among key questions to be asked are, how have South Asian intellectuals, industrialists and politicians learned to talk about (and talk around) gaping disparities in well-being? Has the staggering gradient in life-styles evident across the region been tacitly normalized by intellectuals? What degrees of freedom exist in cultural, academic and intellectual circles to absorb or avoid the critiques from organic intellectuals, NGO activists and victims of state power against middle- and upper-class wealth extraction? In addition to invited regional scholars and US experts, the conference will draw on the International Writing Program, which has brought more than 200 South Asian writers to campus in the period under review.

Summer 2011. Intensive course on “Indian Public Culture, New Media and the Diaspora.”

Instructor: Associate Professor Adi Hastings (Anthropology). This 1 week, 2 semester hour course will examine South Asian popular cultural forms – films, calendar art, music, comics, museums, advertising – and their role in the formation and expression of various collective identities (based on gender, ethnicity, caste, religion, etc.). The course will explore how popular culture accents ordinary practices, presenting familiar realities in their most spectacular forms, as a visual and auditory iconography of South Asian everyday life. A significant part of the course will explore the diasporic dimensions of South Asian public culture and the role of transnational institutions as brokers between global and local cultural production. It will draw from several of SASP’s regional partners to represent voices of the region.

A note on the University's institutional partners. The University of Iowa has a variety of institutional collaborators in South Asia who will assist us in placing our students in challenging supervised internships. We have placed Iowa students in all of them. Chief among these suited to the UISFL project are:

INDIA: •Mysore, Karnataka State. Vivekananda Institute of Indian Studies (VIIS). Site of Iowa's semester-length undergraduate study abroad in South India Program since 1997. Emphasis is on 3 months of coursework in culture and civilization, science and technology, health and environment, gender and development, followed by month-long placements in Bangalore in firms, NGOs and other organizations. The contact is Dr. M.S. Nagaraja Rao. See

<http://international.uiowa.edu/studyabroad/programs/crsprgdetail.asp?s=20093&rID=&cID=59&pID=80&Crumb=123>

•Hyderabad, Andhra Pradesh State. University of Hyderabad Study in India Program (SIP). Emphasis has been on lectures, seminars, assignments and examinations in course work in parallel with student research projects. The contact is Dr. E. Haribabu. See

http://www.uohyd.ernet.in/academic/academic_outreach/study_in_india_prog/index.html

•Jawaharlal Nehru University (JNU). New Delhi. A graduate arts and sciences institution with high academic standards, JNU has accepted advanced Iowa undergraduates for the last 4 years into classes, tutorials and research projects. Iowa faculty have particularly strong ties with the Centre for the Study of Social Systems (CSSS), the Centre for Historical Studies (CSH), the School of Arts and Aesthetics, and the Centre of Social Medicine and Community Health (CSMCH), and Iowa student projects and internships will be connected to them. The contact is Dr. Harish Naraindas. See <http://www.jnu.ac.in/main.asp?sendval=SocialCenters>

BANGLADESH: •BRAC University, Dhaka. Faculty members have personal relations with departmental heads and directors of research centers in BRAC. BRAC University has strong

connections to village life based on nearly 40 years of social and welfare activism. BRAC is well-known for its focus mainly on rural women by making small loans available to them for income generating activities. BRAC is itself a major donor of non-governmental foreign assistance in other South Asian countries and in East Africa. BRAC will be an appropriate base for students interested in health and gender, microfinance, and south-to-south assistance projects. The contact is the Dean, Dr. Mustaque Chowdhury. See <http://www.brac.net/index.php?nid=69> • Gonoshasthaya Kendra (GK), Savar. GK is a research and training organization in rural Bangladesh located 60 miles from Dhaka. It offers students and faculty rich opportunities for village-based projects and for research concerned with environment, sanitation micro-finance, women's advancement, and low-cost ethical drugs production. The contact is the Director, Dr. Zafrullah Chowdhury.

NEPAL: School of Environmental Management and Sustainable Development (SchEMS), Katmandu. Iowa's connection with SchEMS antedates the civil war and has included numerous faculty and student exchange visits since 1998. SchEMS has particular expertise in environmental engineering and sustainable development, including rural and urban water supply, phytoremediation, sustainable energy systems, recycling, biodiversity conservation, and organic food production. While much of this work occurs in mountain settings, the Nepal lowlands offer a sharp contrast. The contact is the Member Secretary and former Dean, Dr. Ram Khadka. See <http://www.schems.edu.np/index.php>

SRI LANKA and PAKISTAN. SASP faculty members have personal relationships with researchers and teachers in Pakistan and Sri Lanka and will be able to tap into these on a case-by-case basis for students.

A note on internships. Student internships are being planned on the basis of past experience where students had hands-on experience working alone or in pairs in development-related

activities during 1-2 month periods of emplacement in South Asian educational institutions, NGO organizations or research institutes. We intend to replicate these experiences on a larger scale by pooling our contacts and securing steady support for well-prepared students. Supervision will be given by faculty advisers in Iowa and by local collaborators abroad. Based on earlier experience in India, Bangladesh and Nepal, it seems likely that these internships will be sought by students in health, human rights, micro-finance, women's uplift, and environmental/sustainability settings. We anticipate there could be student interest in literature and the arts, media, film, advertising and leisure, and SASP faculty will seek out new placements to satisfy these needs. Students will apply for internship support October of both years 1 and 2. Given an upper limit of 6 full awards (\$3,300 each) each year, SASP will limit the pool of applicants to honors students in the International Studies BA degree program. Internship awardees will be expected to complete at least 2 regular courses on South Asia (any discipline) before departure, to design a well-considered project proposal with faculty recommendations, and to have connected with the Hindi instructor or the AllNET staff for at least preliminary language instruction. Students' project proposals, narratives of their foreign experiences, interim and final reports, and photographs will be requested for posting to IP's I-folio site.

A note on I-folios. Electronic portfolios can help facilitate students' reflection on their own learning and been proven to lead to better learning outcomes in specific areas of study. The I-folio was developed by Information Technology Services for possible campus-wide implementation, and International Programs (IP) students comprise the pilot population. I-folios allow students to post to a limited-access website any artifacts (written, audio, visual, etc.) that highlight academic work of the student. In addition, personal reflections can be affixed to each artifact, which helps

students become more aware of learning strategies needed to complete their studies. Community involvement, resumé, and photo collections all can be included in I-folios.

b. *The plan of operation and its efficient administration.* SASP is an interdisciplinary academic unit comprising all regular and visiting faculty who teach about South Asia; graduate students who are preparing their PhDs in the region also attend SASP meetings, as do staff members representing the Library and International Programs (IP). SASP does not itself administer a degree or certificate, instead it coordinates electives with the Department of Asian and Slavic Languages and Literatures, which offers a BA degree in Hindi and Sanskrit, and, as an interdisciplinary regional studies unit, it has administrative close links to IP. IP (International Programs) offers a BA in International Studies with a regional emphasis area in South Asia. SASP reports administratively to deans in the Office of International Programs (IP), where it is 1 constituent along with 10 other interdisciplinary regional studies (e.g. Latin American Studies, African Studies, Caribbean and Atlantic Studies) and thematic studies (e.g. Global Health Studies, Crossing Borders, Opera Studies) units and related centers (e.g. the Center for Human Rights, the Center for Asian and Pacific Studies). Three SASP faculty members sit on the IP Executive Committee, which meets monthly to discuss common concerns and to advise the Dean of International Studies (Dean Downing Thomas) and Associate Dean of International Studies (Kristine Fitch). SASP functions as a committee of the whole and meets 7 or 8 times each semester. Its co-directors (currently Philip Lutgendorf and Meena Khandelwal) rotate every few years and are appointed by the representative of the Provost (Dean Downing Thomas). The co-directors receive no released time. SASP receives a modest annual budget from IP with which is organizes fall and spring academic seminars, invites visiting speakers, screens Indian films, prepares a newsletter, etc. SASP has no student assistants, and it depends on IP for services

support (e.g. accounting, publicity and visitor center).

c. Objectives of the project. The principal objectives of the proposed UISFL project are (1) to enhance and reorient the undergraduate experience in South Asian studies by offering new courses, topical workshops, a conference and internship experiences that will capture students whose ways of seeing the world and especially the South Asian region have shifted in the last ten years, and (b) to draw toward SASP faculty members from others parts of the University (Education, Dentistry, Geography, Global Health, Human Rights, Law, Public Health) who have ground-level research experience and knowledge of South Asia that has hitherto not been tapped to benefit undergraduates. Given these objectives it should be evident that SASP faculty are envisioning a fairly radical transformation (seconding) of the curriculum; we expect this step (discussed over the last 2 years) will rejuvenate a good program and make it even more compelling to students. It seems possible that Iowa's success with this project could point a direction that other area studies programs in other institutions would want to pursue.

d. Use of resources and personnel. IP provides a highly supportive framework for the realization of the SASP UISFL project. Its staff and deans are enthusiastic and its facilities are state of the art: meeting rooms, media, food service, publicity. Completion of the project, however, will require an unusual degree of coordination between SASP faculty in Liberal Arts and Sciences with faculty in other colleges as well as with colleagues and institutional collaborators in South Asia. In addition, the evaluation protocols will requires regular meetings and additional written documents. The project will thus make extra time demands on SASP faculty. The advent of intensive courses and credit-bearing workshops raises questions about how to allocate this extra burden. Instruction in the new courses and workshops as instructors or consultants and serving as a faculty advisers will be accounted as an overload by SASP faculty, and no salary is being

claimed from the grant for these. Stipends are sought in the form of summer salary (Iowa faculty) and stipends (visitors) for designing the new courses and workshops. The Director, however, will give up a single course each year for 2 years to be able to devote adequate time, and for this reason a nominal instructional replacement cost of \$4800 has been budgeted.

The SASP UISFL project represents a further development of the area studies model of international studies. While assuming that the premodern history of society, culture and religion is a powerful mode for explaining modern developments throughout the region, and while remaining attentive to the needs of advanced undergraduates (with eyes on graduate school) to attain a degree of mastery over regional languages, the SASP UISFL project moves into the 21st century with a new curricular emphasis on practical experience and contemporary relevance--prized considerations for many of our students. The numbers with such interests is large compared to 2 decades ago, but students do not knock in great numbers on the area studies door. South Asian studies can adapt to this reality without abandoning the seriousness that marked it earlier; however, students expect to be engaged earlier and differently now than in the past; compelling courses, focused workshops and study abroad experiences that reach for major current issues are on their minds. Speaking candidly, many of our brightest (honors) students in South Asian studies already have the capability via the Internet and journal/library databases to find out nearly everything the SASP faculty knows about current conditions of the region; they are asking for stronger evidence that we can assemble a deeper knowledge in smaller packages that speak to their tastes. The SASP UISFL project is an effort to do just that in the context of a major public university that also expects its faculty to devise means to bring research results into the classroom.

e. Equal access and treatment. The University of Iowa is committed to promoting excellence in education by attracting the most talented faculty, staff, and students. The Office of

Equal Opportunity and Diversity supports the University's aspiration and complies with all applicable federal, state, and University equal opportunity, affirmative action, nondiscrimination, and civil rights laws, regulations, and policies including those affecting members of racial and ethnic minorities, women, and the disabled. The University's commitment to diversity guides the University of Iowa in planning, setting priorities, and carrying out every aspect of its mission. International Programs strives to foster a welcoming and collaborative university climate where individual ideas, contributions, and goals are acknowledged, respected, and valued. Members of racial and ethnic minorities, women, handicapped persons, and the elderly are welcomed and encouraged by IP and faculty receive instructions and training to ensure these aspirations are met in the classroom, study abroad and other activities.

2. Quality of Key Personnel.

a. *The project director.* The Project Director, Professor Greenough, will commit 25 percent of his time annually to the proposed UISFL project to develop and implement a new South Asian undergraduate curriculum for the University of Iowa; this commitment will include 2 months in the summers of 2009 and 2010. Dr. Greenough, attended Reed College as an undergraduate and spent a year abroad in India before graduating from Columbia University with a bachelor's degree in 1968. He took his masters degree in South Asian history (1970) and his doctoral degree in the same field in 1977 at the University of Chicago after conducting dissertation research in Kolkata, India and rural West Bengal with the support of a fellowship from the American Institute of Indian Studies. Dr. Greenough joined the University of Iowa in 1974 and became a full professor of history (College of Liberal Arts and Sciences) in 1988; in 2002 he was appointed a professor of community and behavioral health in the College of Public Health. His training in South Asian history and economic anthropology at the University of Chicago in the

1970s emphasized interdisciplinary research methods on the frontier between cultural studies and economic history, and his dissertation (written under the direction of Professors Bernard S. Cohn, Ralph W. Nicholas and Ronald Inden), which explored war and famine in India in 1943-1944, involved both archival and ethnographic field studies in West Bengal. Over the last 35 years he has been involved as principal investigator in a series of interdisciplinary and often collaborative studies on famine, health, disease, epidemiology, environment, race, technology and innovation in different regions of India, Sri Lanka and Bangladesh; most of these studies resulted in publications. He is the author or co-editor of 3 books and has published several dozen articles, chapters, introductions and so forth. Books by Professor Greenough include *Against Stigma: Comparing Caste and Race in an Era of Global Justice* (co-edited with Balmurli Natrajan), 2009, Hyderabad: Orient Blackswan Publications); *Nature in the Global South: Environmental Projects in South and Southeast Asia* (co-edited with Anna L. Tsing), Duke University Press, 2003) [Indian paperback edition: Hyderabad: Orient Longman Publications, 2004]; and *Prosperity and Misery in Modern Bengal: The Famine of 1943-44* (New York: Oxford University Press, 1982). Dr. Greenough has taught a range of undergraduate and graduate courses on South Asian history and global health. One of these courses, "Civilizations of Asia: India," meets a general education requirement for B.A. students in the College of Liberal Arts and Sciences. Dr. Greenough's upper-level and graduate courses include "Imperialism and Modern India," "History of Public Health," "History of International Health," "Nature and Society in Historical Perspective," "Tsunami and Response to Natural Disaster," "Disease Politics and Health in South Asia," and "Museum Literacy and Historical Memory." He has directed doctoral students work of students have themselves become professors at other Universities. Professor Greenough has twice served as director of the University of Iowa's Title VI National Resource Center in International Studies; he

has also directed the interdisciplinary Crossing Borders Program and the Global Health Studies Program. These university-wide programs are among the most active interdisciplinary programs in the University (see <http://intl-programs.uiowa.edu/academic/index.html>). He has also served on editorial boards and fellowship committees in South Asian studies.

b. *Other key personnel.* The South Asian Studies Program has a collective leadership made up of 15 faculty and 3 non-academic staff members. It also relies on 5 academic collaborators in India, Bangladesh and Nepal who consult, teach and collaborate with Iowa faculty as well as counsel Iowa students when at their institutions. In addition to Dr. Greenough, the 14 core faculty members, who teach South Asian material and conduct research in the region, are:

§ **Dr. Corey Creekmur** is an Associate Professor in the Department of Cinema and Comparative Literature and director of the Institute for Cinema and Culture. Creekmur's teaching and research focus on international popular cinema (especially American and South Asian), cross-cultural film genres, and the way in which such films interact with other media (such as music) as well as discourses of race, gender, and sexuality. He also teaches courses, derived from the theoretical foundations of cultural studies and psychoanalysis, on the affective relation between film stars and fans. In addition to his main appointments in the Departments of English and of Cinema and Comparative Literature, he is affiliated with International Programs and Sexuality Studies.

§ **Dr. Alice L. Davison** is Associate Professor in the Department of Linguistics. Davison has a Ph.D. in Linguistics from the University of Chicago. She teaches Advanced Syntactic Theory, English Grammar, Language Universals and Linguistic Typology. Her main research areas concern Hindi-Urdu and other South Asian languages as well as syntax, semantics and pragmatics. Current research areas are focused on correlative clauses in Sanskrit and Hindi, long-

distance agreement and non-finite clauses, conditions on case marking in Hindi, word order and clause structure in Indic languages and the syntax of Hindi and linguistic parameters.

§**Dr. Gigi Durham** is an Associate Professor in the School of Journalism and Mass Communication. Durham has a PhD., from the University of Florida. Her work centers on media and the politics of the body, with an emphasis on gender, sexuality, race, and youth cultures. She has published widely on representations of women in fashion and beauty magazines and on adolescents' negotiations of mediated discourses of gender. She teaches classes in gender and media, critical theories of the media, and magazine writing.

§**Dr. Adi M. Hastings** is an Assistant Professor in the Department of Anthropology. Hastings has a PhD in Linguistic Anthropology from the University of Chicago. His research specialty concerns contemporary use of Sanskrit in India and multiple forms of popular culture including India posters, comics and cinema. He teaches courses on Language, Politics and Culture in South Asia and Popular Culture in South Asia.

§**Dr. Meena Khandelwal** is an Associate Professor in the Departments of Anthropology and Women's Studies. Khandelwal has a PhD from the University of Virginia. Khandelwal's published research has focused the relationship between Hindu family life and religious renunciation and sexuality. She has recently co-edited a volume entitled *Women's Renunciation in South Asia* (Palgrave Macmillan 2006). She is increasingly interested in issues of diaspora, migration and transnationalism.

§**Dr. Naresh Kumar** is an Assistant Professor of Geography at the University of Iowa and an Adjunct Faculty at the Population Studies and Training Center, Brown University. His research emphasizes quantitative methods relating health conditions to geographical location in India and in the US. He received his PhD from the Indian Institute of Technology, Kanpur.

§**Dr. Priya Kumar** is an Associate Professor in the Department of English. Kumar received her PhD in English from McGill University, Montreal, Canada. Her specialization is in postcolonial studies with a focus on South Asian literature and culture. Her areas of research and teaching include: nationalism and minority culture; discourses of cosmopolitanism and secularism; testimony and trauma theory; postcolonial feminist fiction and theory; the literature of displacement and exile.

§**Dr. Philip Lutgendorf** is Professor of Hindi and Modern Indian Studies in the Department of Asian Languages and Literature. He teaches all levels of Hindi as well as courses in modern Indian culture, oral performance, folk and popular Hinduism, Ramayana performance and interpretation, elementary and advanced Hindi, medieval Hindi literature, Indian epic and Puranic traditions, modern Indian literature and cinema. He is the newly elected director of the American Institute of Indian Studies, a national consortium of research universities with South Asian programs. §**Dr. Rangaswamy Rajagopal** is a Professor in the Department of Geography.

§**Dr. Harish Naraindas** is an Associate Professor in Sociology at the Center for Study of Social Systems, Jawaharlal Nehru University (JNU), New Delhi; he is also an Associate Professor of International Studies at the University of Iowa and has taught in Iowa for varying periods over the last 6 years. He holds a PhD in sociology from the School of Economics at Delhi University, India. His research focus is on the history and sociology of science and medicine, orthodox and heterodox systems of healing, reproductive health, and theories of governance. Naraindas has been a visiting faculty member in Sociology and International Programs on many occasions and is currently a collaborator on 2 research projects with SASP faculty.

§**Dr. Ramaswamy Rajagopal** is Professor of Geography at the University of Iowa. He received his Ph.D. from the University of Michigan. He teaches regularly on the issues of

environmental policy and its impact and on problems in environmental impact assessment and technology. His research is focused on understanding how the spatial, temporal, economic, and health components of environmental information influence public policy..

§**Mark Sidel, MA, JD**, is a Professor in the College of Law. His research focuses on law, philanthropy and the nonprofit sector, and on comparative law in Asia with a focus on Vietnam, China, and India and South Asia. Professor Sidel teaches philanthropy and nonprofit institutions, contracts, and comparative and international law. He has published extensively on comparative law in Asia, and on philanthropy, the nonprofit sector, and civil society, including a volume on anti-terrorism policy in comparative perspective, and a co-edited volume on philanthropy and law in South Asia. Before assuming his current position, Professor Sidel managed the regional program on philanthropy and the nonprofit sector for the Ford Foundation in South Asia (New Delhi, 1999-2000).

§**Dr. Fred Smith** is a Professor in the Department of Asian and Slavic Languages and Literature and the Department of Religious Studies. Smith's research interests include Vedic and Hindu ritual and religious traditions, medieval Indian religious Literature, the anthropology and sociolinguistics of ancient and classical India. He teaches all levels of Sanskrit as well as classical Indian literature, Vedic texts and performance, yoga; text and practice, The Puranas (esp. Bhagavata Purana), medieval Sanskrit devotional literature of North India, the composition of Vedic and Hindu religious and cultural traditions. He has published Sanskrit translations from most major and many minor genres including Vedic texts and contemporary tracts.

§**Dr. Sujatha Sosale** is an Associate Professor in the School of Journalism and Mass Communication, University of Iowa. Sosale has a Ph.D. in in Mass Communication from the University of Minnesota. Her areas of specialization are international communication/ media

globalization, and theory and modes of inquiry in media studies. Her research interests include communication, development, and social change; the political economy of global media; and media technology and society.

§Dr. Christopher Squier is a Professor in the Department of Oral Pathology, Radiology and Medicine, and director of graduate studies at the College of Dentistry. His research interests, which for many years has taken him to India for fieldwork, includes the relationship between the permeability of mucosal tissues and the pathogenesis of disease and tobacco control and cessation. Dr. Squier is the Director of the University's Global Health Studies Program.

The 4 key staff members closely linked to the SASP UISFL project are as follows:

§Dr. Edward Miner is the International Studies bibliographer in the University Library. He received his Ph.D. from the University of Illinois at Champaign-Urbana in 2000 and researched as an Andrew W. Mellon post-doctoral fellow of African Studies Librarianship at Indiana University from 2001-2002. His current areas of research include bibliography of the Global South, digital archives and librarianship, information technology and development and African sociolinguistics. Miner's research languages include Kiswahili, Arabic and Hindi, and in 2005 he made an acquisitions trip to India to meet with staff of the Library of Congress field office in New Delhi and to acquire Kannada language materials in Bangalore.

§Dr. Elena Osinsky is the Director of the Autonomous Language Learning Network (AllNET) unit in International Programs. She is a native Russian speaker and certified language acquisition specialist. Her doctorate was earned from the Foreign Language Acquisition Research and Evaluation Program at the UI.

§**Dr. Elise Fillpott** is a Visiting Assistant Professor of History and Visiting Scholar in the College of Education's Center for Evaluation and Assessment. Dr. Fillpot designed and directs Bringing History Home, a K-5 curriculum and professional development project that began in 2001, and the Grant Wood History Institute for middle and secondary teachers in eastern Iowa. In another project Dr. Fillpot studied student retention issues at the University of Iowa. Her research in K-12 and higher education topics involves mixed methods, as does her approach to program evaluation. She will serve as a contractor to guide the steering committee in elaborating standards and methods of evaluation for the UISFL project and will regularly meet with the committee and outside evaluator.

§**Amy Weismann, JD**, is the Deputy Director of the UI Center for Human Rights. Ms. Weismann is the Deputy Director of the UI Center for Human Rights, a unit of UI International Programs. She received her JD from the UI College of Law. As Deputy Director, she has managerial and developmental oversight of the Center's programmatic activities, staff and volunteer supervisory responsibilities, as well as grant development, research and implementation responsibilities. Prior to attending law school, she worked for many years in the refugee resettlement field where she was responsible for the securing and administering federal grants and regulations, as well as the coordination of social services for refugees in Iowa through Lutheran Immigration and Refugee Services.

Five faculty at foreign institutions in Hyderabad, New Delhi and Katmandu who are linked to the UI through Memorandums of Understanding and long-term exchange and research relationships, will be collaborators, consultants or instructors in new courses, workshops as well supervisors of student interns in South Asia. They are,

§Dr. Zafrullah Chowdhury, Coordinator of Gonoshasthaya Nagar Hospital and Director, Gonoshasthaya Kendra in Savar, Bangladesh. Dr. Chowdhury is a physician and cofounder of a celebrated “Peoples Health Centre” begun during the 1971 Bangladesh war. He welcomes students to the organizations centers and hospital for short and long-term research studies and internships. In his visits to Iowa he has emphasized the need for students to “get their hands on” as a complement to classroom learning—exactly the sentiment of most students as well.

§Dr. E. Haribabu who is a Professor of Sociology at the University of Hyderabad, India, where he is also Dean of Social Sciences and the director of the Centre for Knowledge, Culture and Innovation Studies. He has been also appointed Adjunct Professor of Sociology and International Programs at Iowa and has been a visiting faculty member several times.

§Dr. Ram B. Khadka who is a Professor of Ecology, School of Environmental Management and Sustainable Development (SchEMS), Kathmandu, Nepal. He has twice visited the UI, and several Iowa faculty have visited SchEMS. The UI and SchEMS have an exchange agreement to send students to and from both countries; 2 Nepali students have so far been completed their degrees. Dr. Khadka will assist SASP faculty in making internship placements of Iowa students interested in environmental development problems.

§Dr. M. S. Nagaraja Rao is the Director of the Vivekenanda Institute of Indian Studies in Mysore, which is in affiliation with the degree-granting Vivekenanda Institute of Leadership Development. Dr. Rao has had a distinguished career as an archeologist and was formerly the Director-General of the Archeological Survey of India. He has served as the local director in Mysore for Iowa’s study abroad program for 12 years.

§Dr. Sunita Reddy is an Assistant Professor at the Center for Social Sciences and Community Health at Jawaharlal Nehru University in New Delhi, India. She received her Ph.D.

from Hyderabad University in Social Anthropology. Professor Reddy's current areas of scholarship include maternal and child health, higher education among the marginalized, public health and disaster studies.

3. Budget and Cost Effectiveness

Generous internal funding for International Programs and the South Asian Studies Program will be used to provide cost sharing effort in funding this project. The UI is contributing significant staff effort, student internship scholarships, funds for twice yearly workshops, and curriculum development stipends in each year of the grant. The total requested and matched for each category is listed below. Further detail can be found in the line item budget.

Administrative personnel

Salary requested: \$13,577 (Year 1) and \$14,256 (Year 2) = \$27,833 total

Salary contributed by UI: \$34,429 (Year 1) and \$35,941 (Year 2) = \$70,370 total

Fringe requested: \$4,831 (Year 1) and \$5,082 (Year 2) = \$9,913 total

Fringe contributed by UI: \$9,793 (Year 1) and \$10,285 (Year 2) = \$20,077 total

Travel:

Travel funds requested: \$18,288 (Year 1) and \$13,988 (Year 2) = \$32,276 total

Travel funds contributed: \$20,000 (Year 1) and \$20,000 (Year 2) = \$40,000 total

Supplies:

Supplies funds requested: \$3,750 (Year 1) and \$3,750 (Year 2) = \$7,500 total

Supplies funds contributed: \$10,000 (Year 1) and \$10,000 (Year 2) = \$20,000 total

Other:

Other funds requested: \$36,700 (Year 1) and \$41,700 (Year 2) = \$78,400 total

Other funds contributed: \$4,000 (Year 1) and \$14,000 (Year 2) = \$18,000 total

Equipment, Construction and Contractual: nil.

Indirect Costs:

Indirect costs requested: \$6,172 (Year 1) and \$6,302 (Year 2) = \$12,474 total

Indirect costs contributed: \$6,258 (Year 1) and \$7,218 (Year 2) = \$13,476 total

Total: Total requested: \$83,317 (Year 1) and \$85,078 (Year 2) = \$168,395 total

Total contributed: \$84,480 (Year 1) and \$97,443 (Year 2) = \$181,923

Total project costs: \$350,318

4. Adequacy of Resources.

The UI campus covers 1900 hundred acres and has 125 buildings. People from all 50 states and over 106 other countries attend or work at the University. Total enrollment is approximately 30,000, with over 20,700 undergraduate and 9,500 graduate students attending the University full-time. Degrees are offered in the University's 11 Colleges: Liberal Arts and Sciences, Graduate Studies, Law, Business Administration, Education, Engineering, Dentistry, Medicine, Nursing, Pharmacy, and Public Health. The University employs approximately 1,700 tenured or tenure-track faculty. Ninety-eight percent of the tenured/tenure-track faculty possess the highest degree in their field. The University also employs approximately 13,000 permanent full-time and part-time staff. Among the faculty and staff, the UI boasts 18 Pulitzer Prize winners, 11 American Academy of Arts and Sciences inductees, 4 Howard Hughes Medical Investigators, 5 Former U.S. Poets Laureate, and 1 President's National Medal of Science recipient. The College of Law has consistently been recognized as one of the nation's best and is well-known for its interdisciplinary nature. The 50 faculty have published widely in history, social science, humanities, and also traditional law reviews. The school offers an International & Comparative Law program as well as study abroad opportunities in locations such as France, London, and Turkey. Iowa scientists,

including James Van Allen, have been pioneers in space research, designing and building research instruments for more than 50 successful U.S. satellites and space probes. The UI operates 1 of the nation's most advanced and comprehensive university-owned teaching hospitals. It also has developed the most technically advanced driving simulator in the world. Twenty six Instructional Technology Centers (computer labs) are located in the University's residence halls, libraries, academic departments, and the student union. These centers provide c 1,200 computers along with printers and software. The systems within these Centers are all connected to the Campus fiber optic computer network. The network allows connections to the mainframe and file servers on campus on which run applications such as e-mail, InfoHawk (the library's electronic card catalogue), the Internet, and other applications pertinent to courses of study. Wireless networking is throughout the campus.

The University has one of the more extensive research library systems in the country, including the Main Library, Hardin Library for the Health Sciences and 11 departmental libraries, including a Law library. The libraries contain approximately 4,210,463 bound volumes and 7,000,000 volumes on microfilm. In addition, the libraries hold 47,264 serials and 72,957 monographs. The Special Collections Department holds 200,000 rare books, 700 manuscript collections, and 10,000 individually cataloged manuscripts. In addition to the UI Libraries' catalog, INFOHAWK provides network access to the catalogs of other universities and organizations, and to several major databases that index publications in various fields, and to the library catalogs of the Committee on Institutional Cooperation (CIC), the academic consortium of the "Big 10" libraries (which is actually 11 plus the University of Chicago for a total of 12).

5. Plan of Evaluation.

a. *Evaluation overview.* Regular evaluation will be an integral feature of the project. In the Plan of Operation (see above) a sequence of major activities semester by semester is laid out; the on-going evaluation of these activities will run in parallel with the action plan. On-going evaluation will include: (i) Collecting student feedback (including students' anonymous course evaluation questionnaires and debriefings of students' written reports after internships) from their classroom-based and internship-based experiences. This information will be essential fuel for the steering committee's discussion and decision-making. We will also seek feedback from faculty teaching new short courses, visiting consultants and speakers and interns' employers; (ii) Dynamic improvement, which means that the project director and SASP steering committee will inform its programming and policies with continual feedback about the project's progress and challenges in meeting its goals; (iii) annual review of development, which means that each aspect of the project will be reviewed at the end of year 1 before embarking on year 2; this review will take the form of individual SASP faculty members reporting on the positive and negative aspects of each component, such as new courses, workshops, student placements, library and materials, etc.; (iv) and the collection and analysis of numerical indicators by International Programs administrative staff. The data collected will provide information on enrollments in new courses, levels of participation by faculty and students in workshops and lectures, number of hits made on the project's web portal, and number of items collected for project library collection. The data from year 1 will be consulted as we determine the components of the certificate in year 2. The 4 elements (i) through (iv) above describe the formative elements of the project evaluation, and will inform the project's structure and administration on a dynamic basis. The project summative evaluation will center on assessing the project's impact on students. The student outcomes assessments will seek tacit as well as

explicit information about their motivations to participate in short courses, workshops, lectures, and internships that are outside the ordinary classroom experiences of most students. In addition to graded coursework and field reports, we will ask students to self-assess their academic learning by means of a formal questionnaire administered twice yearly. Student feedback will provide not just summative information, however; we also envision a lightly-structured student-led 'howl-in' each semester in which all participants (i.e. the students but also faculty and staff) state their concerns as well as accomplishments. Notes taken from these meetings will be incorporated into the evaluation reports that will inform the project's ongoing adaptations and enhancements. Finally, we have budgeted for both an on-campus professional evaluator, Dr. Elise Fillpot, who will preside over formal evaluation meetings of the SASP steering committee twice each year, and for the services of an outside evaluator (TBA), who will spend 2 days on campus each year to review the project and evaluation data with faculty, students and staff. These data interpretation meetings will enable the project steering committee to enhance student learning by optimizing the project's activities using real time information. Evaluation has to anticipate crises requiring mid-course corrections by the Project Director in any part of the project. The semesterly meetings will be an occasion for discussing these steps.

b. *Timetable for conducting evaluations* (see also Timeline at end of application):

(i) SEMESTERLY MEETINGS (beginning July 2009; on-campus professional evaluator (Elise Fillpot) will preside over formal evaluation meetings with SASP faculty in December 2009, May 2010, December 2010, May 2011 with reference to the following materials: •collection of participation data in courses and workshops •collection of student feedback on individual courses and workshops on the basis of anonymized course evaluation questionnaires •collection of student self-assessments of their academic learning by means of

formal questionnaires • student group “howl-in” to obtain more spontaneous group assessments

- debriefings by faculty of students and students’ written reports after internships
- feedback from faculty teaching new intensive courses, visiting consultants and speakers and interns’ employers

(ii) ACADEMIC YEAR END MEETINGS (May 2010, May/June 2011).

- review of each segment of the project by SASP faculty members assigned separately to review strengths and weaknesses of new courses, workshops, library purchases, internships, cross-campus interaction, collaboration with foreign affiliates, etc.
- outside evaluator (TBA) will spend 2 days working with faculty, students and staff reviewing the project and evaluation materials including student reports on internship experiences. The visit will end with a group meeting of the outside evaluator, the inside evaluator, SASP faculty and the Project Director.
- performance reports to be sent to Department of Education program officers

6. Commitment to International Studies.

International Programs (IP), which includes the Office for Study Abroad (OfSA) and the Office of International Students and Scholars, enables UI students, faculty, staff and the public to learn from and about the world. IP administration, faculty and staff have the common objectives of internationalizing the undergraduate, graduate and professional curricula across departments and disciplines, promoting international scholarships and educational exchange, enhancing the Iowa experience for international students and scholars, furthering international knowledge and activities across the state, and helping create a community and society responsive to the increasingly international needs and obligations of citizenship. IP coordinates international activity at the campus level helps shape UI's strategic plan for international education. The International Studies B.A. degree program has 480 majors. The B.A. is a multi-disciplinary

program of study that allows students to explore opportunities in the humanities and social sciences from such disciplines as history, anthropology, economics, political science, geography, foreign languages, the arts and art history, and public health. The curriculum of the major is designed so that students will learn to appreciate and understand foreign cultures, focus on themes of global significance, and master the varied disciplinary approaches employed to study international issues. Students must choose a geographic or thematic areas of emphasis with several options, including Middle East and Muslim World Studies. Also offered is a Master's Degree in Interdisciplinary Studies with an emphasis in International Studies. In addition to these academic programs, IP sponsors the following programs and centers: Autonomous Language Learning Network, African Studies Program, Center for Asian and Pacific Studies, the Caribbean, Diaspora and Atlantic Studies Program, Center for Russian, East European, and Eurasian Studies, 18th and 19th Century Interdisciplinary Colloquium, Confucius Institute, Crossing Borders, European Studies Group, Foreign Language Acquisition Research and Education, Global Health Studies Program, Institute for Cinema and Culture, International Forum for U.S. Studies, Latin American Studies Program, Opera Studies Group, SASP, and the Center for Human Rights. International Programs currently has 105 jointly appointed faculty as well as more than 250 other faculty who join in various aspects of IP projects and activities. Resources to bolster the University Libraries' international collections have seen consistent 5% annual increases over the last 5 years. In FY2009, approximately \$60,000 was spent on acquisitions in support of South Asian Studies, the lion's share going to participation in the Library of Congress Cooperative Acquisitions Programs in New Delhi and Islamabad. Library collections are particularly strong in English language publications from India, Pakistan, Nepal, Sri Lanka, and Bangladesh, with significant holdings in Hindi and Sanskrit language materials, and a growing collection of Kannada language materials

from Karnataka state. The video collection is English and Hindi language feature film and documentary is particularly strong. Acquisitions arrangements have recently been added for current English language materials from Afghanistan. IP's faculty are supported by more than 40 full-time professional staff with regional and topical experience, who oversee media relations, accounting, cross-cultural programming, grant preparation, outreach, instruction, and research, and the OfSA and OISS. In addition, IP 400 unique outreach events annually that have a direct impact on the local and regional communities. These programs are free and open to the public and contribute to the university and its surrounding communities by offering enriching educational experiences about regions of the world and geopolitical issues that are often under-represented or not represented at all in local schools or other community venues. International exchange at the UI continues to be a priority, and the number of UI students studying abroad continues to increase. In academic year 2005-06, 1,103 students studied abroad in 64 countries. In addition, students and scholars from other countries are an important component of the university, and contribute significantly to teaching, research, and other scholarly activities. In fall 2006, international students numbered close to 2,200, with over 7% from the Middle East. In addition, the University hosted 887 visiting scholars across campus with approximately 7% of those individuals from the Middle East. Beyond study abroad programs, UI maintains 53 active exchange agreements with 20 countries throughout the world. IP has relationships with 6 institutions in the Middle East: University of Alexandria in Egypt, Haifa University and Hebrew University in Israel, Hashemite University in Jordan, and Naif Arab Academy for Security Science in Saudi Arabia. Many of these are general agreements pursuant to which the UI and foreign universities agree to the exchange of information, faculty, research activities, and students on a case-by-case basis.

7. Elements of the Proposed International Studies Program .

a. Aims of the program. The proposed project will add 8 courses in new subject matter and will engage at least 15 faculty from liberal arts and sciences, the professional colleges, interdisciplinary units and several faculty in collaborating South Asian institutions; it will also bring 8 visitors to campus who will participate in 4 intensive courses and 4 workshops on contemporary regional issues not previously part of the South Asian Studies curriculum. These activities have been organized to deepen students' and faculty members' knowledge of key issues emerging in and solutions emanating from South Asia. The project will also identify 12 Iowa students for internships in South Asia to embed them for at least a month in contexts of "development." These intensive activities are primarily experiential in purpose—they will mark students for life much like a Peace Corps stint. In support of these new activities and their instructional agenda, there will be ancillary but crucial expenses: 4 faculty will travel abroad to set up the internships sites; additions will be made to the Library's collections to serve the courses and workshops specialty areas; a part-time assistant will be required in the Main Library; and the director will be relieved from teaching 1 course each year in order to supervise the project.

b. Interdisciplinary adequacy of the program. SASP, the organizing academic unit for this application, is an interdisciplinary program (see list of core faculty above). The proposed project is wholly interdisciplinary; indeed, it will require disciplinary specialists in humanities fields to stretch themselves to work with colleagues in professional programs (Public Health, Law, Dentistry, for instance) when they participate in seminars, workshops and attend the other venues the project envisions. The short courses will have principal instructors from at least 10 disciplines but will also feature consultants from different fields, and the workshops will be both interdisciplinary (in setting the problems to be examined and multidisciplinary (in deciding the specific texts, films and readings to be assigned to students).

c. *Adequacy of new and revised courses to meet programmatic needs.* Because the project is intended to demonstrate a new curricular direction, it seems reasonable to space them out over the 2 years. The intensive courses, workshops and conference are relatively expensive because consultants and collaborators from both the US and abroad will participate. However, SASP and IP will set the enrollment caps on these courses at a relatively high level—20 to 30 students seems reasonable—so that their impacts in the University will be real.

d. *Adequacy of plans for language instruction.* It should be noted that the honors students in the International Studies B.A. who are the target of this project are required to complete 3 years of foreign language study for their degrees—this is 1 year more than the B.A. requirement for graduation from the College of Liberal Arts and Science. Language instruction in Hindi is already adequate for the project—the Department of Asian and Slavic Languages fields a full set of courses over 6 semesters and beyond and provide didactic classroom, native-Hindi speaker drilling and language laboratory facilities. The Hindi instructor (Philip Lutgendorf) and the Sanskrit instructor (Frederick Smith) are tenured full professors. The Hindi program also employs a part-time Hindi informant who drills students and offers them native-speaker conversation. A fully equipped Language Media Center backstops Hindi instruction with abundant audio, video and software resources, and the Library collects books and documents in Hindi and Sanskrit as part of the Library of Congress acquisition program. Students needing instruction in less commonly taught South Asian languages turn to the University's Autonomous Language Learning Network (ALLNet). ALLNet is an informant-based and learner-centered facility under the direction of a full-time language-acquisition specialist, Dr. Elena Osinskyaya. ALLNet students (approximately 25 per semester) are provided instructional materials (texts, software, reference works) and have weekly tutorials with native speakers for up to 4 semesters at no cost to the student. The native-

speaker tutors are mainly international graduate students trained by Dr. Osinskyaya, who monitors their effectiveness and follows their tutees' progress. ALLNet has proven successful for highly motivated learners, who in recent years students have studied Bengali, Kannada, Tamil, Telugu, Sinhala, Kashmiri and Nepali. When these learners return from sojourns in South Asia, ALLNet accommodates them again with study materials and tutors. In the absence of new faculty lines, ALLNet is a viable mechanism to meet the LCTL needs of students in the project.

8. Need for and Prospective Results of the Proposed Program.

a. Need for the project. Curricular programs in area studies that send high-performing undergraduates into foreign settings with good preparation are among the most effective forms of international education. Unlike classroom learning, where the emphasis is on content and learning to think and write, the benefits of international contacts, immersion in a foreign-language setting and entering into collaborations in the course of an internship are experiential. In this proposal, both forms of learning are being strengthened. An established interdisciplinary area studies program proposes to add a second level to its curriculum to give students access to new courses, workshops and foreign placements that will give them a tremendous impetus in their future careers. Candidly, SASP is chasing after some of its best students rather than the other way round.

b. Planning group for the project. The primary planning and steering group for the project will be the 15 SASP faculty members and half a dozen staff members associated with International Programs. The internal evaluator (Elise Fillpot) and the International Bibliographer (Edward Miner) will also join the planning-steering group, as will the directors of the Global Health Studies Program (Christopher Squier) and the Associate Director of the Center for Human Rights (Amy Weissman). The Dean (Downing Thomas) and Associate Dean (Kristine Fitch) for International Programs will be *ex officio*. University-level administration of the project will draw on personnel

in the University 's Grant Accounting and Sponsored Programs offices, who are familiar with monitoring and reporting federal grants (see below). The evaluation plan involves internal financial reviews as well as reports from expert internal and external evaluators to ensure high standards and to suggest timely changes as required (below).

9. Need for and Potential Impact of the Proposed Project

a. *Contribution of Federal funds to expected results.* During the process of preparing this application, the UISFL prospect stimulated faculty and administrators to reconsider the SASP program and to find matching funds for novel purposes like internships and intensive course development. Federal funding is now essential to realize the proposed project that is, in effect, a demonstration that real-world experience can be incorporated into an established South Asian studies program without sacrificing quality or commitment to a good area studies program based on the "civilizational" paradigm. In particular federal funds for faculty and visitor travel, course development, workshops, library materials and library assistant and evaluation will be important; these types of funding are difficult to secure institutionally, whereas the University and IP have considerable resources for student travel and faculty instructional effort. If the elements of the SASP UISFL project succeed in drawing student interest, the University will respond by continuing to fund intensive courses, expert workshops and internships after expiry of the grant. That is, sustainability is assured if we succeed. SASP faculty will be directly involved with all elements of the project during and beyond the grant period.

b and c. *Significance of project to the improvement of international studies and modern foreign languages and expected major regional and national impact.* What the University is attempting with the SASP-UISFL project may be of value to other universities that struggle with enrollments based on a "civilizational" model of serious but no longer wholly compelling area

studies. Area programs like Iowa's cannot demand students' enthusiasm and must follow their needs and interests. The 500 undergraduate majors in the International Studies BA program are clearly restless for challenging contemporary and active academic ventures. SASP is trying to shift the existing paradigm with a conscious strategy of giving students much of what they want/expect in order to reel them in later into our specialized upper-level humanities, advanced language and social science courses. This approach reverses an earlier model where we expected students to complete 4 to 6 or more courses in regional history, language, literature and art before setting them off to study abroad and have field-based adventures. We are convinced that the project will produce an immediate effect on our own campus (after due publicity) as early as fall 2009 as measured by registration for the intensive courses, attendance at the workshops and applications for the new internships.

d. *Provisions for sharing the materials and the results of the project with the higher education community.* The project will offer a set of new courses, workshops, internships and other resources that we expect can be replicated in part or whole at other US institutions of higher education. In particular, the capacity to enlarge the curricular offerings of the institution without increasing the faculty should prove attractive. Dissemination of results will take 3 forms: (a) attendance at *national conferences*, including UISFL meetings and University of Wisconsin annual South Asian Studies meetings in Madison WI, where the project director will describe the project in detail to other educators; (b) *a web-based SASP portal* with detailed information about the project's activities, course, workshops, visitors, collections and profiles of Iowa student interns, and including students' I-folios; (c) an *open invitation* via internet announcements to other institutions to send participants including students to the workshops and conference described in the Plan of Operation.

Project Narrative

Other Narrative

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Attachment 2:

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Attachment 3:

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Curriculum Vitae of Key Personnel

Paul Greenough, Project Director, Professor in Department of History

Elena Osinsky, ALLNet Director

Elise Fillpot, Visiting Assistant Professor in Department of History

Paul Greenough

¶Paul Greenough has three broad areas of interest. One area has been the history of public health. He has published several historical papers on smallpox control in India between 1800 and 1975; he currently is collaborating with a UK historian, Dr. Sanjoy Bhattacharya, on the history of smallpox eradication in Bangladesh, 1960-75. Off and on for quite a few years he has been writing a book about investigative epidemiology in the US Centers for Disease Control, and for the completion of this projects he has followed CDC epidemiologists abroad to see how they fare outside their North American cultural moorings. ¶A second area of his interest is the social history of India, for which he's managed to write at different times about rice-eating Bengali peasants and proletarians during famines, supercilious Indian rajahs as tourists abroad, imperious conservation ecologists as designers of tiger reserves, rebellious Indian subject-citizens in the second World War, and recent innovations in Indian vaccinology. ¶A third area of interest is in the cultural, material and political relationships between India and other parts of the world during the imperial period (1800-1960), and the follow-on consequences such as the diasporic ties between India, East Africa and the Caribbean.

Present positions

- Professor of History (primary)
- Professor of Community and Behavioral Health (secondary)
- Past Director, Crossing Borders Program
- Past Director, Global Health Studies Program
- Past Director, Title VI National Resource Center in International Studies
- Current Director, South Asia Tsunami Research Project

Education:

- Columbia University BS in history with honors cum laude, 1968
- University of Chicago Ph.D. in South Asian history, 1977

Visiting Positions:

- Humanities Research Institute, University of California, Irvine 2001
- University of California, Irvine, Humanities Research Institute, 2000
- South Asian Institute, Heidelberg University, spring 1992
- Epidemiology Program Office, US Centers for Disease Control and Prevention, 1985-87

Research Languages: Bengali, German, Spanish

Selected publications

Greenough, P. 2008. Co-editor (with M. Natrajan), *Against Stigma: Global Studies in Caste and Race Since Durban* (Orient Blackswan Publications, Hyderabad).

Greenough, P. 2003. *Nature in the Global South: Environmental Projects in South and Southeast Asia* (edited with Anna Tsing), (Duke University Press). [Indian paperback edition: Hyderabad: Orient Longman Publications, 2004].

Greenough, P. 1982. *Prosperity and Misery in Modern Bengal: The Famine of 1943-1944*. (New York: Oxford University Press, 1983).

Greenough, P. *Biplabi: a Journal of Civil Rebellion in Bengal, 1942-44* (in preparation).

Greenough, P. *Medical Detectives from Atlanta: A History of the US Epidemic Intelligence Service, 1951-2001* (under contract to Oxford University Press).

Greenough, P. "Bio-ironies of the Fractured Forest: India's Tiger Reserves," in Candace Slater, ed., Rainforests Then and Now (Berkeley: University of California Press, 2004).

Greenough, P. "Naturae Ferae: Wild Animals in South Asia and the Standard Environmental Narrative" in Agrarian Studies: Synthetic Work at the Cutting Edge, eds. James C. Scott and Nina Bhatt (New Haven: Yale University Press, 2001).

Greenough, P. "Hunter's Drowned Land: A Science Fantasy of the Bengal Sunderbans," in Richard Grove, Vinita Damodaran, Satpal Sangwan, editors, Nature and the Orient: Essays on the Environmental History of South and Southeast Asia. Delhi: Oxford University Press, 1998. Pp. 237-72.

Greenough, P. ed., Imunization and Culture: Compliance and Resistance in Large-scale Public Health Campaigns, editor of symposium issue, Social Science and Medicine 41, 5 (September 1995)

Greenough, P. "Nation, Economy and Society Displayed--the Indian Crafts Museum, New Delhi," in Carol A. Breckenridge, ed., Consuming Modernity: Culture and Contestation in a Postcolonial World. Minneapolis: University of Minnesota Press, 1995. Pp. 216-48.

Greenough, P. "Global Immunization and Culture: Compliance and Resistance in Large-scale Public Health Campaigns," Symposium Introduction, Social Science and Medicine 41, 5 (September 1995): 605-07.

Greenough, P. "Intimidation, Resistance and Coercion in the Final Stages of the South Asian Smallpox Eradication Campaign, 1973-75," Social Science and Medicine 41, 5 (September 1995): 633-45.

Greenough, P. "Inhibited Conception and Women's Agency: a Comment on One Aspect of Dyson's 'On the Demography of South Asian Famines,'" Health Transition Review 2, 1 (1992): 101-05.

Greenough, P. "Political Mobilization and the Underground Literature of the 'Quit India' Movement," Modern Asian Studies 17, 2 (August 1983): 353-86. *Reprinted* in Subho Basu, Sanjoy Bhattacharya and Robert Keys, eds., "THE SECOND WORLD WAR AND SOUTH ASIA," Social Scientist special number (New Delhi), vols 314-15 (July-August 1999): 11-47.

Greenough, P. "Food, Famine and the Chinese State: Comments from a South Asian Perspective," Journal of Asian Studies 41, 4 (August 1982): 789-97

Greenough, P. "Variolation and Vaccination in South Asia, c. 1700-1865: a Preliminary Note," *Social Science and Medicine* 14D (1980): 345-47

ELENA OSINSKY

1111 UCC, International Programs, The University of Iowa, Iowa City, IA, 52242
elena-osinsky@uiowa.edu

EDUCATION

M.A., Information Science, The University of Iowa, Iowa City, IA, 2005

M.A., Education, The University of Iowa, Iowa City, IA, 2003

B.A., Foreign Language Education, Moscow State University, Moscow, Russia, 1993

ACADEMIC ADMINISTRATIVE EXPERIENCE

Director of ALLNet/IP Doctoral Programs Coordinator

International Programs, The University of Iowa, August 2006 – present

- Manage day-to-day operations of the ALLNet program
- Serve as a coordinator for SLA and CB Programs
- Administer JFDP and FLTA programs

Director/Outreach Coordinator for ALLNet Program

International Programs, The University of Iowa, August 2005 – August 2006

- Managed operations of the program including recruiting and training tutors
- Developed and teach workshops for tutors
- Conducted research in foreign language learning and second language acquisition

Web Administrator

International Programs, The University of Iowa, January 2005 – August 2005

- Supported 26 IP programs and offices web sites
- Trained graduate assistants with Contribute performance
- Created instructional guides on web applications

Web Coordinator/Research Assistant

Office of Research and Development, International Programs, The University of Iowa,
August 2002 - August 2005

- Designed and supported the ORD web-site
- Advised students in the Grants Resource Center
- Assisted in identifying grants for students and faculty

Research Assistant

Division of Psychological & Quantitative Foundations, College of Education,
The University of Iowa, March 2001 - May 2001

- Developed and maintained the database for the project
- Provided management of students' files and their school progress

Research Assistant

International Education Projects, College of Education, The University of Iowa, August 2000 - March 2001

- Facilitated Civic Education curriculum development project for two countries (Moldova, Georgia)
- Organized events, travel and accommodation for participants

TEACHING EXPERIENCE

Instructor

College of Education, The University of Iowa, June 2001 – July 2005

- Taught *07E: 102 Technology in the Classroom* course
- Assisted faculty and staff with web authoring tools
- Supported the Professional Development Program for e-portfolio teachers' trainings

Teaching Assistant

Russian Program, The University of Iowa, Summer 2001

- Taught *Intensive Intermediate Russian* course
- Developed and managed the curriculum for the course
- Designed teaching materials

PUBLICATIONS

- *Modern Language Instructors' Perceptions of the Importance of Digital Literacy and their Applications in the Classroom* [submitted].
- *Parents, Kids, Teachers Investigators*, Co-author, *Primary Voices*, January 2000

PRESENTATIONS

"e-Portfolio as a Professional Development and Assessment Tool", 2nd Annual Conference on Cultures and Languages Across the Curriculum, Oct. 13-14, 2006 in Portland, OR

"Professional Development for Language Tutors in Autonomous Language Learning Settings", NCOLCTL conference, April 28-30, 2006 in Madison, WI.

"Expanding Outreach Capacities through Technology", Title VI and Fulbright-Hays National Outreach Conference, April 28-29, 2006 in Madison, WI.

Reengineering an Integrated System for Hospital-based Quality Improvement/Outcomes Research, Co-presenter at the Intelligent Data Analysis in Medicine and Pharmacology (IDAMAP) Conference, Stanford University, Sep. 2004.

HONORS

Dr. John Martin Scholarship, The University of Iowa, Iowa City, IA, May 2002

Dr. Elise Fillpot
Curriculum Vita
Current Positions

Director, Bringing History Home in Cedar Rapids

Director, The Grant Wood History Institute

Visiting Scholar, The University of Iowa College of Education

Visiting Professor, The University of Iowa, Department of History Education
Education

2004 Higher Education Administration, The University of Iowa

Dissertation: "A Study of Selected Variables Associated with Freshman Attrition at The University of Iowa"

1989 M.A. History Texas Tech University

Thesis: "The Tribally Controlled Community Colleges Act of 1978"

1986 B.A. History University of Illinois at Urbana-Champaign 1986

Thesis: "Using Education for Assimilation: U.S. Native American"

Education, Program Development and Leadership

- ◆ Designed and secured \$3.5 million funding for K-12 history curriculum and professional development projects:
 - ◆ 2008 – 4-year, \$998,000 U.S. DOE grant.
 - ◆ 2006 – 3-year, \$958,000 U.S. DOE grant.
 - ◆ 2003 – 3-year, \$938,000 U.S. DOE grant.
 - ◆ 2001 – 3-year, \$701,000 U.S. DOE grant.
- ◆ To date, the programs have served 235 teachers in more than thirty Iowa school districts, with 250 additional teachers scheduled to participate in 2008-12 programming.
- ◆ Project partners include faculty from The University of Iowa, Knox College, The University of Northern Iowa, St. Ambrose University and Purdue University at Fort Wayne. Iowa Public Television, the Hometown Perry Iowa museum, the Cedar Rapids African American Museum and Iowa Council for the Social Studies have also collaborated with the program.
- ◆ Completed the 2001 program with all proposed goals met or exceeded, on time and \$80,000 below budget. Successfully completed the 2003 BHH program and used unexpended funds to expand the project into two additional school districts.

The project's excellence has been annually recognized by program officers in the Office for Innovation and Improvement within the U.S. DOE, and was the featured program in the February 14, 2005 edition of the U.S. DOE newsletter, *The Education Innovator*.

Higher Education, Research and Teaching

2007-09 University of Iowa Iowa City, IA

Visiting Assistant Professor, Department of History

- ◆ Designed and teach a course titled Teaching History: Approaches in Lesson Design. This initiative established a pre-service teacher preparation emphasis within the UI Department of History. Student evaluations for the course are consistently excellent.

2006-09 University of Iowa Iowa City, IA

Visiting Scholar, College of Education

2000-01 University of Iowa Iowa City, IA

Research Assistant, Office of the Registrar

- ◆ Designed, implemented, analyzed and presented retention survey research project for the Iowa Board of Regents
- ◆ Compiled graduation survey data for the Iowa Board of Regents

1987-89 & 1996-97 Texas Tech University Lubbock, TX

Teaching Assistant

- ◆ Three 3-hour sections of U.S. History to 1877, and 1877 to the present

Part-time Instructor

- ◆ Four 3-hour sections • U.S. History, 1877 to the Present
- ◆ Two 3-hour sections • Rhetoric and Composition

1993 Flathead Valley Community College Libby, MT

Adjunct Instructor

- ◆ One 3-hour section • American Literature to 1850

**Implementing a “Second-Curriculum” Project in Undergraduate
South Asian Studies at the University of Iowa, 2009-11**

Timeline for Projected Activities

Summer 2009.

July-August. Preparatory meeting of SASP steering committee. Plan fall intensive course and workshop. Appoint library assistant. Invite off-campus participants to workshops in fall and spring.

Fall 2009.

September. SASP steering committee meeting and evaluation.

October. Begin intensive course on “Tobacco, Opium and Society in South Asia.”

October. SASP steering committee meeting and evaluation.

November. Workshop on “Natural Disaster in South Asia: Local and Global Agendas.”

November. SASP steering committee meeting and evaluation.

November. Selection of student interns for summer 2010 and following semester.

December. SASP steering committee meeting and evaluation.

Spring 2010.

January. Begin regular course on “Women’s Movements in South Asia Today.”

January. SASP steering committee meeting and evaluation.

February. SASP steering committee meeting and evaluation.

March (?). Project director to attend annual UISFL meeting, Washington

March. SASP steering committee meeting and evaluation.

April. Intensive course on “Religious Rituals and the Asian Environment: Hindu, Buddhist and Muslim Perspectives.”

April. SASP steering committee meeting and evaluation.

May. Workshop on “Religious Rituals and the South Asian Environment: Hindu, Buddhist and Muslim Perspectives.”

May. SASP steering committee meeting and evaluation.

Summer 2010.

May-June. Intensive course on “Social Entrepreneurship and Micro-lending in South Asia.”

May-June. First external evaluator campus visit with SASP steering committee and IP personnel.

June. SASP steering committee meeting and evaluation. Selection of student interns for following fall semester 2010 and summer 2011.

Fall 2010.

August. SASP steering committee meeting and evaluation.

August. Begin regular 15-week course “Introduction to India Now.”

September. SASP steering committee meeting and evaluation.

October. Intensive course on “Historical Memory and Museum Literacy in South Asia.”

October. SASP steering committee meeting and evaluation.

November. Selection of student interns for summer 2010 and following semester.

November. SASP steering committee meeting and evaluation.

Spring 2011.

January. SASP steering committee meeting and evaluation.

January. Begin regular 15-week course “Migrants, Cosmopolitans, and Refugees: The Literature of Displacement and Exile.”

February. SASP steering committee meeting and evaluation.

March (?). Project director to attend annual UISFL meeting, Washington.

March. SASP steering committee meeting and evaluation.

April. Workshop on “Democracy from Below: South Asian Gender and Caste Politics.”

April. SASP steering committee meeting and evaluation.

May. SASP steering committee meeting and evaluation.

Spring 2011. Conference on “New Culture, New Welfare in South Asia.”

Summer 2011.

May-June. Intensive course on “Indian Popular Film, New Media and the Diaspora.”

May. SASP steering committee meeting and evaluation.

May-June. Second external evaluator campus visit with SASP steering committee and IP personnel.

June. Final SASP steering committee meeting and evaluation.

July-August. Preparation of final reports.



International Programs
1111 UCC
Iowa City, IA 52242-5500
319-353-2700 Fax 319-335-0280
downing-thomas@uiowa.edu

Christine Corey
International Education Programs Service
US Department of Education
1990 K Street, N.W. Room 6069
Washington, D.C. 20006-8521

UISFL Reviewers,

I am pleased to write a letter in support of Professor Paul Greenough's application for the Undergraduate International Studies and Foreign Language program. With this project, he proposes to create opportunities for our undergraduate students to learn about South Asia by enhancing our curricular offerings, developing internship opportunities, providing language instruction, and hosting conference and workshops.

In addition to providing staff effort to the project, International Programs will contribute the following: student internship scholarships (totaling \$40,000); one curriculum development stipend per year (totaling \$8,000); expenses for the New Culture New Welfare Conference in Spring 2011 (totaling \$10,000); and funds to offset expense of the twice yearly workshops (totaling \$4,000).

Sincerely,

Downing A. Thomas
Associate Provost and Dean, International Programs

Cc: Kristi Fitzpatrick

Budget Narrative

Budget Narrative

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Implementing a "Second-Curriculum" Project in Undergraduate South Asian Studies at the University of Iowa, 2009-11
Proposed Budget

	A	B	C	D	E	F	G
1	UISFL 4-20-09	Year 1		Year 2		Total	
2		UISFL	UI	UISFL	UI	UISFL	UI
3	Personnel						
4	Paul Greenough, Project Director (25% effort) based on \$96,700 annual salary with 5% increase in Year 2	4,835	19,340	5,077	20,307.00	9,912	39,647
5	Elena Osinskaya, ALLNet Director (10% effort) based on \$46,150 salary with 5% increase in Year 2	4,615	-	4,846	-	9,461	-
6	Study Abroad Advisor (10% effort) based on salary of \$47,000 with 5% increase in Year 2)	-	4,700	-	4,935	-	9,635
7	Heidi Vekemans, Event Coordination (20% effort) based on \$41,270 annual salary with 5% increase in Year 2	4,127	4,127	4,333	4,333	8,460	8,460
8	Joanna Wiese, Web Graduate Assistant (10% effort) based on annual salary of \$20,622 with 5% increase in Year 2)		2,062		2,165	-	4,228
9	Library Assistant (10 hours/week @ \$8/hr)	-	4,200		4,200		8,400
10	Total Salaries:	13,577	34,429	14,256	35,941	27,833	70,370
11							
12	Fringe Benefits						
13	Greenough Fringe @ Faculty rate of 30.3%	1,465	5,860	1,538	6,153	3,003	12,013
14	Osinskaya Fringe @ P&S rate of 38.5% & 38.7%	1,777	-	1,875	-	3,652	-
15	Study Abroad Fringe @ P&S rate of 38.5% & 38.7%	-	1,810	-	1,900	-	3,709
16	Vekemans Fringe @ P&S rate of 38.5% & 38.7%	1,589	1,589	1,668	1,677	3,257	3,266
17	Wiese Fringe @ GA rate of 19.8%	-	408	-	429	-	837
18	Library Student Assistant Fringe @ 3%	-	126	-	126	-	252
19	Total Fringe:	4,831	9,793	5,082	10,285	9,913	20,077
20							
21	Travel						
22	Project Director RT Airfare to annual meeting (Cedar Rapids to DC)	700		700		1,400	-
23	Project Director hotel for annual meeting (2 nights @ \$233/night)	466		466		932	-
24	Project Director Per Diem for annual meeting (2 days @ \$61/day)	122		122		244	-
25	Faculty Instructors' Expenses to South Asia 2/YR @ \$2,300)	4,600	-	4,600		9,200	-
26	Workshop attendees' expenses for fall and spring workshops (International) 3/year @ \$2300	6,900		4,600		11,500	-
27	Workshop attendees' expenses for fall and spring (Domestic) 4 in Year 1 & 2 in Year 2 @1000	4,000		2,000		6,000	-

Implementing a "Second-Curriculum" Project in Undergraduate South Asian Studies at the University of Iowa, 2009-11
Proposed Budget

	A	B	C	D	E	F	G
1	UISFL 4-20-09	Year 1		Year 2		Total	
2		UISFL	UI	UISFL	UI	UISFL	UI
28	Outside Evaluator Travel expenses (airfare & per diem)	1,500		1,500		3,000	-
29	Student Internships (6/year)	-	20,000	-	20,000	-	40,000
30	Travel Total:	18,288	20,000	13,988	20,000	32,276	40,000
31							
32	Equipment Total	-	-	-	-	-	-
33							
34	Supplies						
35	Resource Center & Library Materials (LIB)	-	10,000	-	10,000	-	20,000
36	Publicity and Dissemination materials	750		750		1,500	
37	Materials for ALLNet (software, tutor materials, etc.)	3,000		3,000		6,000	-
38	Total Supplies:	3,750	10,000	3,750	10,000	7,500	20,000
39							
40	Total Contractual:	-	-	-	-	-	-
41							
42	Total Construction:	-	-	-	-	-	-
43							
44	Other:						
45	Course Development Stipends, 4/yr @ \$4000	12,000	4,000	12,000	4,000	24,000	8,000
46	Fall 2008 Workshop (Meals, Room, Workshop materials)	3,100			-	3,100	-
47	Spring 2009 Workshop (Meals, Room, Workshop Materials)	3,100				3,100	-
48	Fall 2009 Workshop (Meals, Room, Workshop Materials)	-		3,100		3,100	-
49	Spring 2010 Workshop (Meals, Room, Workshop Materials)	-		3,100		3,100	-
50	Workshop attendees honoraria (6 @ \$1500/person)	9,000		9,000		18,000	-
51	Outside evaluator travel honoraria (1/yr)	2,000		2,000		4,000	-
52	Internal Evaluation honoraria	3,000		3,000		6,000	-
53	New Culture New Welfare Conference			5,000	10,000	5,000	10,000
54	Student stipends for intensive language study (AllNet) 6/year @\$750 each	4,500		4,500		9,000	
55	Total Other	36,700	4,000	41,700	14,000	78,400	18,000
56							
57	Total Direct Costs:	77,146	78,222	78,776	90,225	155,921	168,447
58							
59	Total Indirect Costs	6,172	6,258	6,302	7,218	12,474	13,476
60	Indirect costs @ 8% of Total Direct Costs					-	-
61							

Implementing a "Second-Curriculum" Project in Undergraduate South Asian Studies at the University of Iowa, 2009-11
Proposed Budget

	A	B	C	D	E	F	G
1	UISFL 4-20-09	Year 1		Year 2		Total	
2		UISFL	UI	UISFL	UI	UISFL	UI
62	Total Training Stipends	-	-	-	-	-	-
63							
64	Total Costs	83,317	84,480	85,078	97,443	168,395	181,923
65							

**Implementing a “Second-Curriculum” Project in Undergraduate
South Asian Studies at the University of Iowa, 2009-11**

Budget Narrative

Generous internal funding for International Programs and the South Asian Studies Program will be used to provide cost sharing effort in funding this project. The University of Iowa (UI) is contributing significant staff effort, student internship scholarships, funds for twice yearly workshops, and curriculum development stipends in each year of the grant.

Administrative personnel: Salaries and fringe are budgeted at projected rates set by UI for each of the following personnel. The Project Director, Paul Greenough, will devote 25% effort (5% effort requested from UISFL and 20% effort contributed) during each year of the grant , (\$4,835 requested and \$19,240 contributed in Year 1, \$5,077 requested and \$20,307 contributed in Year 2, plus fringe at the faculty rate of 30.3%). Elena Osinskaya, Director of the Autonomous Language Learning Network will contribute 10% effort (5% requested from UISFL and 5% contributed in each year of the grant - \$2,308 each for Year 1 and \$2,423 each for Year 2, plus fringe at the Professional & Scientific (P&S) staff rate of 38.5%). An advisor from the Office of Study Abroad will contribute 10% effort and was figured using the average salary of \$47,000 per year (\$4,700 in Year 1 and \$4,935 in Year 2 plus fringe figured at the P&S rate of 38.5%). Heidi Vekemans, Event Coordinator, will provide 20% effort to the project (10% effort requested from UISFL and 10% effort contributed - \$4,127 each in Year 1 and \$4,333 each in Year 2, plus fringe figured at the P&S rate of 38.5%). Joanna Wiese, Web Development Graduate Assistant will contribute 10% effort to the project (\$2,062 in Year 1 and \$2,165 in Year 2, plus fringe at the Graduate Assistant rate of 19.8%). A student-hourly employee in the Main Library will contribute 10/hours per week to the project at a rate of \$8/hour (\$4,200 in each year of the grant, plus fringe at the student hourly rate of 3%).

Travel: Funds are requested for faculty and staff travel in the amount of \$16,788 in Year 1 and \$12,488 in Year 2 for a total of \$29,276 over the grant period. Domestic airfare was averaged at \$700 per roundtrip ticket and international airfare was estimated using current quotes from travelocity.com. US State Department per diem rates were used to calculate food and lodging expenses. Funds are requested to support Project Director travel to the annual meeting in Washington, DC in each year of the grant (\$1,288 per trip); one trip to South Asia for two faculty members (\$4,600 in each year of the grant for airfare and per diem); travel expenses for three international visiting lecturers each year (\$6,900 each year for airfare and per diem); travel expenses for six visiting lecturers from within the United States, four in Year 1 and two in Year 2 (\$4,000 in Year 1 and \$2,000 in Year 2); travel expenses for outside evaluator to visit UI campus in each year of the grant (\$1,500 each year).

UI will contribute \$20,000 in each year of the project for student scholarships to participate in student internship programs.

Equipment: nil.

Supplies: The Project Director requests \$750 each year for materials and supplies involved in publicizing the activities of the program and disseminating the results. In addition, \$3,000 per year of the grant is requested to supplement language instruction materials (software, textbooks, videos, etc.) for the Autonomous Language Learning Network. UI will contribute \$10,000 per year of the grant to enhance international library collections.

Contractual: nil.

Construction: nil.

Other: The Project Director proposes significant curriculum development to enhance offerings for undergraduate students and proposes four new courses each year of the grant.

Funds for three course development stipends per year at \$4,000 each is requested from UISFL. UI will contribute on course development stipend in the amount of \$4,000 each year of the grant. The Project Director proposes to host two workshops each year, one per semester. Funds to cover food, room rental, publicity and other associated expenses are requested in the amount of \$2,100 per workshop (\$4,200 in each year of the grant). UI will contribute \$1000 to cover expenses associated with each workshop (\$2,000 in each year of the grant). Honoraria is requested for the following individuals: Six workshop attendees in the amount of \$1,500 per person (\$9,000 in each year of the grant); one evaluator external to the university (\$2,000 per year of the grant); and one internal evaluator (\$3,000 per year of the grant). A large conference titled “New Culture New Welfare” will be hosted by UI in the second year of the grant and funds in the amount of \$5,000 are requested to offset the significant expenses of a large-scale conference. UI will contribute \$10,000 to fund the event. Lastly, six stipends for language study through ALLNet are requested in each year of the grant (six/year at \$750 per stipend for a total of \$4,500 in each year of the grant).

Indirect Costs: Indirect expenses were calculated at the rate of 8% of the Total Direct Costs which total \$77,146 in Year 1 and \$78,776 in Year 2 . Indirect costs total \$6,172 in Year 1 and \$6,302 in Year 2 (\$12,474 for the project period). UI is contributing \$6,258 in Year 1 and \$7,218 in Year 2 (\$13,476 for the project period).

Total: The Project Director requests \$83,317 for Year 1 (UI to match \$84,480) and \$85,078 for Year 2 (UI to match \$97,443), rendering the entire amount requested from UISFL grant for two years into \$168,395 and the entire amount of UI cost share for the grant period into \$181,923.