

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

**APPLICATION FOR GRANT  
UNDER THE**

IFLE Fiscal Year (FY) 2014 National Resource Centers

CFDA # 84.015A and 84.015B

PR/Award #      P015A140020      P015B140020

**Leland Stanford Junior University/Trustees**

**ORIGINAL**

# **GRANT APPLICATION**

for the 2014-2017

**Latin America National Resource Center**  
and  
**Foreign Language and Area Studies Fellowships**  
Programs

CFDA No. 84.015 A&B

submitted by the

**Center for Latin American Studies**

on behalf of

**Stanford University**

June 30, 2014



**STANFORD UNIVERSITY**  
**STANFORD, CA 94304-8445**

Office of Sponsored Research  
3160 Porter Drive, Suite 100  
Palo Alto, CA 94304-8445

June 24, 2014

Kate Maloney  
U.S. Department of Education  
Application Control Center  
Attention: (CFDA Numbers 84.015A and 84.015B)  
LBJ Basement Level 1  
400 Maryland Avenue, SW.  
Washington, DC 20202-4260

Sponsor Reference: OMB 1840-087  
Stanford Reference: SPO 116445

Title: National Resource Center - Center for Latin American Studies  
Principal Investigator: Rodolfo Dirzo  
Period: 08/15/14 - 08/14/18  
Amount Requested: \$ 2,238,503.00

Dear Ms. Maloney,

On behalf of Stanford University, it is a pleasure to submit the attached proposal requesting new funding support. The proposal and supporting materials are enclosed and incorporated by reference.

Stanford University is a nonprofit U.S. institution of higher education which conducts fundamental research in basic and applied science and engineering that is widely and openly published and made available to the scientific and academic community. Stanford University has an Openness in Research Policy, which can be viewed at <http://doresearch.stanford.edu/openness>. Based on this policy, as well as federal laws prohibiting discrimination based on nationality, country of origin, ethnicity, gender, race or religion, Stanford does not undertake classified work, research requiring national security controls, or research whose results are subject to export control. Stanford cannot accept any conditions of award which would restrict any member of the research group, including faculty, students and staff, from the ability to participate fully in all of the intellectually significant portions of the project. For these reasons, sponsors may not provide export control-listed information to Stanford unless it has received its written concurrence. Stanford retains the right to decline receipt of export control-listed information that a sponsor wishes to provide. In the event that a sponsor makes such a disclosure to Stanford without its concurrence, Stanford reserves the right to immediately terminate the Agreement. In the event of termination, Stanford shall recover costs for all non-cancellable commitments.

In the event of an award, Stanford should be identified as "The Board of Trustees of the Leland Stanford Junior University", a body having corporate powers under the laws of the State of California. Notwithstanding any terms of the proposal, Stanford University reserves the right, prior to the acceptance of an award, to negotiate terms and conditions in accordance with Stanford University policy.

Thank you for your consideration of this proposal and should you require additional information, please feel free to contact me.

Sincerely,

A handwritten signature in blue ink that reads "Catalina Verdu-Cano".

Catalina Verdu-Cano  
Contract and Grant Officer  
(650)725-2717  
[cverduca@stanford.edu](mailto:cverduca@stanford.edu)

Stanford University 2014-2017 NRC & FLAS Grants Proposal

Latin American Studies

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Application for Federal Assistance SF-424		
* 1. Type of Submission: <input type="checkbox"/> Preapplication <input checked="" type="checkbox"/> Application <input type="checkbox"/> Changed/Corrected Application	* 2. Type of Application: <input checked="" type="checkbox"/> New <input type="checkbox"/> Continuation <input type="checkbox"/> Revision	* If Revision, select appropriate letter(s): <input type="text"/> * Other (Specify): <input type="text"/>
* 3. Date Received: <input type="text" value="n/a"/>	4. Applicant Identifier: <input type="text" value="n/a"/>	
5a. Federal Entity Identifier: <input type="text" value="n/a"/>	5b. Federal Award Identifier: <input type="text" value="n/a"/>	
<b>State Use Only:</b>		
6. Date Received by State: <input type="text" value="n/a"/>	7. State Application Identifier: <input type="text" value="n/a"/>	
<b>8. APPLICANT INFORMATION:</b>		
* a. Legal Name: <input type="text" value="Board of Trustees of the Leland Stanford Junior University"/>		
* b. Employer/Taxpayer Identification Number (EIN/TIN): <input type="text" value="94-1156365"/>	* c. Organizational DUNS: <input type="text" value="0092142140000"/>	
<b>d. Address:</b>		
* Street1: <input type="text" value="3160 Porter Drive"/>	Street2: <input type="text"/>	
* City: <input type="text" value="Stanford"/>	County/Parish: <input type="text"/>	
* State: <input type="text" value="CA: California"/>	Province: <input type="text"/>	
* Country: <input type="text" value="USA: UNITED STATES"/>	* Zip / Postal Code: <input type="text" value="94305-8445"/>	
<b>e. Organizational Unit:</b>		
Department Name: <input type="text" value="Office of Sponsored Research"/>	Division Name: <input type="text" value="Humanities and Sciences"/>	
<b>f. Name and contact information of person to be contacted on matters involving this application:</b>		
Prefix: <input type="text" value="Prof."/>	* First Name: <input type="text" value="Rodolfo"/>	
Middle Name: <input type="text"/>	* Last Name: <input type="text" value="Dirzo"/>	
Suffix: <input type="text"/>	Title: <input type="text" value="Professor of Biology"/>	
Organizational Affiliation: <input type="text" value="Stanford University"/>		
* Telephone Number: <input type="text" value="650-725-0502"/>	Fax Number: <input type="text" value="650-723-9822"/>	
* Email: <input type="text" value="rdirzo@stanford.edu"/>		

**Application for Federal Assistance SF-424**

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

0: Private Institution of Higher Education

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

\* Other (specify):

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

US Department of Education

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

84.015 A&B

CFDA Title:

National Resource Centers and Foreign Language and Area Studies Fellowships Programs

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

ED-GRANTS-84.015 A,B

\* Title:

National Resource Centers and Foreign Language and Area Studies Fellowships Programs

**13. Competition Identification Number:**

n/a

Title:

n/a

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

Add Attachment

Delete Attachment

View Attachment

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

National Resource Centers and Foreign Language and Area Studies Fellowships Programs

Attach supporting documents as specified in agency instructions.

Add Attachments

Delete Attachments

View Attachments

**Application for Federal Assistance SF-424**

**16. Congressional Districts Of:**

\* a. Applicant

\* b. Program/Project

Attach an additional list of Program/Project Congressional Districts if needed.

**17. Proposed Project:**

\* a. Start Date:

\* b. End Date:

**18. Estimated Funding (\$):**

* a. Federal	<input type="text" value="554,462.28"/>
* b. Applicant	<input type="text" value="0.00"/>
* c. State	<input type="text" value="0.00"/>
* d. Local	<input type="text" value="0.00"/>
* e. Other	<input type="text" value="0.00"/>
* f. Program Income	<input type="text" value="0.00"/>
* g. TOTAL	<input type="text" value="554,462.28"/>

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

- a. This application was made available to the State under the Executive Order 12372 Process for review on
- b. Program is subject to E.O. 12372 but has not been selected by the State for review.
- c. Program is not covered by E.O. 12372.

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

Yes  No

If "Yes", provide explanation and attach

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

\*\* I AGREE

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

**Authorized Representative:**

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

\* Title:

\* Telephone Number:  Fax Number:

\* Email:

\* Signature of Authorized Representative: 

\* Date Signed:

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

**1. Project Director:**

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

Address:

\* Street1:

Street2:

\* City:

County:

\* State:  \* Zip Code:  Country:

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

\* Email Address:

**2. Novice Applicant:**

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

Yes  No

**3. Human Subjects Research:**

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

Yes  No

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

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

No Provide Assurance #(s), if available:

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

**ASSURANCES - NON-CONSTRUCTION PROGRAMS**

Public reporting burden for this collection of information is estimated to average 15 minutes per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the Office of Management and Budget, Paperwork Reduction Project (0348-0040), Washington, DC 20503.

**PLEASE DO NOT RETURN YOUR COMPLETED FORM TO THE OFFICE OF MANAGEMENT AND BUDGET.  
SEND IT TO THE ADDRESS PROVIDED BY THE SPONSORING AGENCY.**

**NOTE:** Certain of these assurances may not be applicable to your project or program. If you have questions, please contact the awarding agency. Further, certain Federal awarding agencies may require applicants to certify to additional assurances. If such is the case, you will be notified.

As the duly authorized representative of the applicant, I certify that the applicant:

1. Has the legal authority to apply for Federal assistance and the institutional, managerial and financial capability (including funds sufficient to pay the non-Federal share of project cost) to ensure proper planning, management and completion of the project described in this application.
2. Will give the awarding agency, the Comptroller General of the United States and, if appropriate, the State, through any authorized representative, access to and the right to examine all records, books, papers, or documents related to the award; and will establish a proper accounting system in accordance with generally accepted accounting standards or agency directives.
3. Will establish safeguards to prohibit employees from using their positions for a purpose that constitutes or presents the appearance of personal or organizational conflict of interest, or personal gain.
4. Will initiate and complete the work within the applicable time frame after receipt of approval of the awarding agency.
5. Will comply with the Intergovernmental Personnel Act of 1970 (42 U.S.C. §§4728-4763) relating to prescribed standards for merit systems for programs funded under one of the 19 statutes or regulations specified in Appendix A of OPM's Standards for a Merit System of Personnel Administration (5 C.F.R. 900, Subpart F).
6. Will comply with all Federal statutes relating to nondiscrimination. These include but are not limited to: (a) Title VI of the Civil Rights Act of 1964 (P.L. 88-352) which prohibits discrimination on the basis of race, color or national origin; (b) Title IX of the Education Amendments of 1972, as amended (20 U.S.C. §§1681-1683, and 1685-1686), which prohibits discrimination on the basis of sex; (c) Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. §794), which prohibits discrimination on the basis of handicaps; (d) the Age Discrimination Act of 1975, as amended (42 U.S.C. §§6101-6107), which prohibits discrimination on the basis of age; (e) the Drug Abuse Office and Treatment Act of 1972 (P.L. 92-255), as amended, relating to nondiscrimination on the basis of drug abuse; (f) the Comprehensive Alcohol Abuse and Alcoholism Prevention, Treatment and Rehabilitation Act of 1970 (P.L. 91-616), as amended, relating to nondiscrimination on the basis of alcohol abuse or alcoholism; (g) §§523 and 527 of the Public Health Service Act of 1912 (42 U.S.C. §§290 dd-3 and 290 ee 3), as amended, relating to confidentiality of alcohol and drug abuse patient records; (h) Title VIII of the Civil Rights Act of 1968 (42 U.S.C. §§3601 et seq.), as amended, relating to nondiscrimination in the sale, rental or financing of housing; (i) any other nondiscrimination provisions in the specific statute(s) under which application for Federal assistance is being made; and, (j) the requirements of any other nondiscrimination statute(s) which may apply to the application.
7. Will comply, or has already complied, with the requirements of Titles II and III of the Uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970 (P.L. 91-646) which provide for fair and equitable treatment of persons displaced or whose property is acquired as a result of Federal or federally-assisted programs. These requirements apply to all interests in real property acquired for project purposes regardless of Federal participation in purchases.
8. Will comply, as applicable, with provisions of the Hatch Act (5 U.S.C. §§1501-1508 and 7324-7328) which limit the political activities of employees whose principal employment activities are funded in whole or in part with Federal funds.

9. Will comply, as applicable, with the provisions of the Davis-Bacon Act (40 U.S.C. §§276a to 276a-7), the Copeland Act (40 U.S.C. §276c and 18 U.S.C. §874), and the Contract Work Hours and Safety Standards Act (40 U.S.C. §§327-333), regarding labor standards for federally-assisted construction subagreements.
10. Will comply, if applicable, with flood insurance purchase requirements of Section 102(a) of the Flood Disaster Protection Act of 1973 (P.L. 93-234) which requires recipients in a special flood hazard area to participate in the program and to purchase flood insurance if the total cost of insurable construction and acquisition is \$10,000 or more.
11. Will comply with environmental standards which may be prescribed pursuant to the following: (a) institution of environmental quality control measures under the National Environmental Policy Act of 1969 (P.L. 91-190) and Executive Order (EO) 11514; (b) notification of violating facilities pursuant to EO 11738; (c) protection of wetlands pursuant to EO 11990; (d) evaluation of flood hazards in floodplains in accordance with EO 11988; (e) assurance of project consistency with the approved State management program developed under the Coastal Zone Management Act of 1972 (16 U.S.C. §§1451 et seq.); (f) conformity of Federal actions to State (Clean Air) Implementation Plans under Section 176(c) of the Clean Air Act of 1955, as amended (42 U.S.C. §§7401 et seq.); (g) protection of underground sources of drinking water under the Safe Drinking Water Act of 1974, as amended (P.L. 93-523); and, (h) protection of endangered species under the Endangered Species Act of 1973, as amended (P.L. 93-205).
12. Will comply with the Wild and Scenic Rivers Act of 1968 (16 U.S.C. §§1271 et seq.) related to protecting components or potential components of the national wild and scenic rivers system.
13. Will assist the awarding agency in assuring compliance with Section 106 of the National Historic Preservation Act of 1966, as amended (16 U.S.C. §470), EO 11593 (identification and protection of historic properties), and the Archaeological and Historic Preservation Act of 1974 (16 U.S.C. §§469a-1 et seq.).
14. Will comply with P.L. 93-348 regarding the protection of human subjects involved in research, development, and related activities supported by this award of assistance.
15. Will comply with the Laboratory Animal Welfare Act of 1966 (P.L. 89-544, as amended, 7 U.S.C. §§2131 et seq.) pertaining to the care, handling, and treatment of warm blooded animals held for research, teaching, or other activities supported by this award of assistance.
16. Will comply with the Lead-Based Paint Poisoning Prevention Act (42 U.S.C. §§4801 et seq.) which prohibits the use of lead-based paint in construction or rehabilitation of residence structures.
17. Will cause to be performed the required financial and compliance audits in accordance with the Single Audit Act Amendments of 1996 and OMB Circular No. A-133, "Audits of States, Local Governments, and Non-Profit Organizations."
18. Will comply with all applicable requirements of all other Federal laws, executive orders, regulations, and policies governing this program.

SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL 	TITLE Contract and Grant Officer
APPLICANT ORGANIZATION Board of Trustees of the Leland Stanford Junior University	DATE SUBMITTED 6/24/2014

---

## CERTIFICATION REGARDING LOBBYING

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

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

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

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

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

### Statement for Loan Guarantees and Loan Insurance

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

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

* APPLICANT'S ORGANIZATION	
Board of Trustees of the Leland Stanford Junior University	
* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE	
Prefix: <input style="width: 80px;" type="text"/>	* First Name: <input style="width: 180px;" type="text" value="Catalina"/> Middle Name: <input style="width: 120px;" type="text"/>
* Last Name: <input style="width: 350px;" type="text" value="Verdu-Cano"/>	Suffix: <input style="width: 100px;" type="text"/>
* Title: <input style="width: 380px;" type="text" value="Contract and Grant Officer"/>	
* SIGNATURE: <input style="width: 250px;" type="text" value="Catalina Verdu-Cano"/>	* DATE: <input style="width: 150px;" type="text" value="6/24/2014"/>

---

## DISCLOSURE OF LOBBYING ACTIVITIES

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

Approved by OMB

0348-0046

(See reverse for public burden disclosure.)

<b>1. Type of Federal Action:</b> <input type="checkbox"/> a. contract <input type="checkbox"/> b. grant <input type="checkbox"/> c. cooperative agreement <input type="checkbox"/> d. loan <input type="checkbox"/> e. loan guarantee <input type="checkbox"/> f. loan insurance	<b>2. Status of Federal Action:</b> <input type="checkbox"/> a. bid/offer/application <input type="checkbox"/> b. initial award <input type="checkbox"/> c. post-award	<b>3. Report Type:</b> <input type="checkbox"/> a. initial filing <input type="checkbox"/> b. material change <b>For Material Change Only:</b> year _____ quarter _____ date of last report _____
<b>4. Name and Address of Reporting Entity:</b> <input type="checkbox"/> Prime <input type="checkbox"/> Subawardee Tier _____, if known:  <p style="text-align: center; color: red; font-size: 24px; font-weight: bold;">NOT APPLICABLE</p> Congressional District, if known:	<b>5. If Reporting Entity in No. 4 is a Subawardee, Enter Name and Address of Prime:</b>  Congressional District, if known:	
<b>6. Federal Department/Agency:</b>	<b>7. Federal Program Name/Description:</b>  CFDA Number, if applicable: _____	
<b>8. Federal Action Number, if known:</b>	<b>9. Award Amount, if known:</b> \$	
<b>10. a. Name and Address of Lobbying Registrant</b> (if individual, last name, first name, MI):	<b>b. Individuals Performing Services</b> (including address if different from No. 10a) (last name, first name, MI):	
<b>11.</b> Information requested through this form is authorized by title 31 U.S.C. section 1352. This disclosure of lobbying activities is a material representation of fact upon which reliance was placed by the tier above when this transaction was made or entered into. This disclosure is required pursuant to 31 U.S.C. 1352. This information will be available for public inspection. Any person who fails to file the required disclosure shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.	Signature: <u><i>Catalina Verdu</i></u> Print Name: <u>Catalina Verdu - Cano</u> Title: <u>Contract and Grant Officer</u> Telephone No.: <u>650-725-2717</u> Date: <u>6/24/2014</u>	
<b>Federal Use Only:</b>	Authorized for Local Reproduction Standard Form LLL (Rev. 7-97)	

### **GEPA Section 427 Statement**

The Center for Latin American Studies (CLAS) and Stanford University are in compliance with all applicable Federal and State laws, and welcome students for admission to its academic programs for which they are otherwise qualified without regard to age, marital status, race color, creed, gender, sexual preference, national origin, disability, or status as a disabled veteran or veteran of the Vietnam era.

CLAS and Stanford University embrace both the letter and the spirit of the Americans With Disabilities Act. Stanford University informs all students, faculty, staff, affiliates, and members of the general public of the availability of services to ensure equitable access. Access information is disseminated in both printed and electronic formats throughout the University's expansive service area.

CLAS holds outreach activities in fully accessible facilities administered by Stanford University and the Office of Accessible Education and works with off-site institutions for outreach activities held off campus. All information disseminated by the Center is made available in a variety of formats for participants with varying disabilities and learning needs.

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

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

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

see attached

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

see attached

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

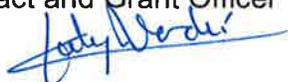
Name of Applicant Institution and Center: Board of Trustees of the Leland Stanford Junior Univ.

Name/Title of Authorized Representative (Printed): Catalina Verdu-Cano

Title: Contract and Grant Officer

Telephone: 650-725-2717

Signature:



E-mail: [cverduca@stanford.edu](mailto:cverduca@stanford.edu)

Date: 6/24/2014

**National Resource Centers (NRC) Program  
Foreign Language and Area Studies Fellowships (FLAS) Program**

**Supplemental Information to Meet Statutory Requirements**

**Information Requirement 1: Diverse Perspectives in Funded Activities**

The Center for Latin American Studies (CLAS) is an area studies center within Stanford University, a private, non-profit, non-denominational institution committed to the principle of diversity. Stanford President John Hennessy states: “To encourage such diversity, we prohibit discrimination and harassment and provide equal opportunity for all employees and applicants for employment regardless of race, color, religious creed, national origin, ancestry, sex (including gender, as defined under the California Fair Employment and Housing Act), sexual orientation, veteran status, marital status, age disability, medical condition, or any other trait or status protected by applicable law.” “Stanford University...reaffirms its commitment to diversity and affirmative action, as well as to equal opportunity. Our educational purposes will be served best if the country’s demographic diversity finds a presence on campus, and we thereby reflect the full range and full capacity of society.” The President’s statements apply not only to employment at the University but also to application to all academic programs, including those administered or funded by CLAS.

The Center for Latin American Studies National Resource Center is committed to open debate and the exploration of a wide range of viewpoints, a commitment that is supported by Stanford policy and strongly demonstrated by the Center’s forty-year record of public programming, publications and outreach. The four-year NRC program activities outlined in this proposal are designed to foster such diversity of views and exchange of ideas. Organized research activities will explore a wide range of trans-national and trans-regional issues, with participants from the U.S. and abroad; academic courses and public programming will represent the full diversity of the culture, languages, and religions of the United States, and Latin America broadly defined. Planned public lectures will foster intellectual debate and exchange from various perspectives and political viewpoints on issues affecting Latin America as well as debate and openness on any single nation’s political, social or economic situation. Outreach activities will expose community college and K-12 teachers and students to a wide range of materials to expand understanding and discussion on regional issues. Additionally, CLAS is able to draw on the diverse viewpoints of experts from Stanford’s two think tanks, the Hoover Institution and the Freeman Spogli Institute for International Studies. CLAS is a non-political, academic unit that promotes the lively and free exchange of ideas for the furthering of knowledge in all aspects, both historical and contemporary, of Latin American studies.

**National Resource Centers (NRC) Program  
Foreign Language and Area Studies Fellowships (FLAS) Program**

**Supplemental Information to Meet Statutory Requirements**

**Information Requirement 2: Areas of National Need**

The Center for Latin American Studies (CLAS) National Resource Center at Stanford University will encourage government service in areas of national need, as identified by the US Department of Education, as well as in areas of need in the education, business and non-profit sectors by:

- 1) Training university students in advanced Latin American languages that have been identified by multiple US Federal Agencies as Priority Languages for national needs: Portuguese and Quechua; including providing funding for summer language training for our students both in the U.S. and abroad. Many of our graduates enter careers in government, business and the non-profit sectors.
- 2) Supporting and developing programs to enhance language pedagogy standards of Stanford and local Community College language instructors. CLAS will work with the Stanford Language Center (SLC) and the Stanford Teacher Education Program (STEP) within the Stanford Graduate School of Education to provide Modified Oral Proficiency Interview (MOPI) certification to community college language instructors in Latin American languages of national need. CLAS will collaborate with SLC and three West Coast universities to develop OPI guidelines for Nahuatl language, which will be utilized nationally.
- 3) Training significant numbers of students in our intensive, one-year M.A. program in Latin American Studies, with emphasis on interdisciplinary coursework. Large percentages of these advanced graduates go on to careers in the non-profit sector, government, journalism, education, and law.
- 4) Developing areas studies course offerings that are among the richest in the nation. Over 3,000 students from every possible major and discipline took courses last year on Latin American topics. These students enter the national workforce annually with an enhanced understanding of the region within a global context. New course development and offerings in this grant proposal will enhance the variety of topics and expertise on the region, and further strengthen our already excellent offerings.
- 5) Engaging in outreach activities to train new and veteran teachers about Latin America, and working with them to bring global perspectives into their classrooms. This will be accomplished by working with the Center to Support Excellence in Teaching (CSET) within the Stanford Graduate School of Education to provide K-12 teachers with relevant area studies knowledge through summer and year-long workshops; collaboration with community college instructors and the Stanford Program on International and Cross-cultural Education (SPICE) in adapting K-14 curricular units on a variety of international topics; and collaboration between community college teachers and the Center for Spatial and Textual Analysis (CESTA), to develop innovative uses of digital technology to enhance area studies instruction.

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

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

**APPLICATION TYPE**

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

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

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

Language	Eligible Now? Y/N
Portuguese	Y
Quechua	Y
Nahuatl	N

May 20, 2014

U.S. Department of Education  
400 Maryland Avenue, S.W.  
Washington, DC 20202-4260

To Whom it May Concern:

This letter is to show my strong support for Stanford University's Department of Education Title VI NRC & FLAS Programs grant proposal, CFDA Nos. 84.015A&B. If awarded, this grant will allow Stanford University to partner with College of San Mateo faculty to strengthen and enhance area studies instruction at our institution. Stanford's excellent resources and proven track record of Community College outreach and instructional development will greatly benefit our faculty and students. Word of this proposed project has already garnered great interest among our faculty and staff and we look forward to a positive outcome to this application and the work the grant will engender.

Sincerely,



Kevin D. Henson, Ph.D.  
Dean of Creative Arts and Social Science  
College of San Mateo  
1700 W. Hillsdale Blvd.  
San Mateo, CA 94402  
(650) 574-6581  
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May 20, 2014

U.S. Department of Education  
400 Maryland Avenue, S.W.  
Washington, DC 20202-4260

To Whom it May Concern:

This letter is to show my strong support for Stanford University's Department of Education Title VI NRC & FLAS Programs grant proposal, CFDA Nos. 84.015A&B. If awarded, this grant will allow Stanford University to partner with Foothill College faculty to strengthen and enhance area studies instruction at our institution. Stanford's excellent resources and proven track record of Community College outreach and instructional development will greatly benefit our faculty and students. Word of this proposed project has already garnered great interest among our faculty and staff and we look forward to a positive outcome to this application and the work the grant will engender.

Sincerely,

Paul Starer  
Dean of Language Arts and Learning Resource Center  
Foothill College  
650-949-7227

18 June 2014

U.S. Department of Education  
400 Maryland Avenue, S.W.  
Washington, DC 20202-4260

To Whom It May Concern:

The Center to Support Excellence in Teaching (CSET) is strongly in support of Stanford University's Department of Education Title VI NRC & FLAS Programs grant proposal, CFDA Nos. 84.015A&B. If awarded, this grant will provide a unique opportunity for the Latin American Studies Center to partner with us to strengthen and integrate area studies and language into the professional development workshops and course that CSET designs for K-12 instructors. We are particularly excited about the possibility of developing an academic year program for Spanish-speaking teachers.

The mission of CSET is to improve student achievement through research, design, and development activities that improve the quality of K-12 teaching. We design our work to transform teaching at its most fundamental level so we can lead a national effort to invest in teachers and teaching. To achieve our mission we know that we must start with teachers, who are central to improving the quality of instruction. We cannot improve student achievement without focusing on the development of teacher knowledge and skills. Our partnership with the Latin American Studies Center offers us a strategy to broaden the content expertise of the Center faculty and reach more teachers.

CSET is uniquely situated to conduct high-quality professional development because our center is staffed by a mix of people with prior experience in content-specific mentoring, varied teaching experiences, and highly developed research expertise. The 40 people who are currently part of the CSET community represent faculty, doctoral students, and staff who are committed to supporting excellence in teaching by developing and researching effective professional development programs. We look forward to expanding our community through this new partnership.

The CSET team looks forward to a positive outcome for this application so we can realize the collaborations and impact we have envisioned through the proposed activities.

Sincerely,



Janet Carlson  
Executive Director

## Stanford University, Center for Latin American Studies (CLAS) Title VI Abstract

**Description:** Founded nearly fifty years ago, CLAS is an interdisciplinary, teaching, research, and outreach center that serves as a major national resource for the study of the region. CLAS's mission is to support faculty and students across disciplines in their pursuit of expertise on Latin America and to provide a forum for the public to appreciate the region's global significance.

**Degree Programs:** CLAS offers a master of arts degree as well as an undergraduate minor and honors options in Latin American Studies (LAS), and supports LAS concentrations for graduate and undergraduate students in over 12 departments and programs. In the past five years, 47 students have an MA and 14 have completed the undergraduate minor and honors option.

**Languages and Disciplines Covered:** In AY 2013, Stanford offered 55 Spanish, Portuguese, and Quechua classes with a total enrollment of 1,831. In that same year, Stanford offered 262 courses in 38 disciplines with an enrollment of 3,170 students.

**Faculty:** CLAS hosts 54 affiliated faculty members representing 20 disciplines. Thirteen of these are housed in professional schools. All teach courses related to Latin America.

**Library:** Stanford University libraries hold over 380,000 monographs and several thousand periodicals on Latin America, principally devoted to the humanities and social sciences. The collection is especially strong on Brazil, Mexico, Chile, and the US-Mexico Border. The Hoover Institution Archives contain many primary collections of Latin American-related documents while the Law Library collects legal monographs in Spanish, Portuguese and English from Latin America jurisdictions. Their law collection's emphasis is in Argentina, Chile, Brazil and Mexico.

**Enhancement Activities Unique to the Center:** CLAS's Tinker Visiting Professorship Program provides access to current Latin American research in the social sciences, humanities, and exact sciences. Tinker Visiting Professors come to Stanford for one quarter. These visits facilitate and strengthen important linkages with Latin American institutions across disciplines.

**Outreach:** CLAS's outreach activities include: (1) professional and curriculum development programs for K-14 instructors (2) professionalization of less commonly taught languages in the K-16 curriculum (3) public conferences and programs (4) LAS instruction for 6-12 students in underrepresented community schools.

**Primary Objectives of 2014-17 Funding Cycle:** (1) Enhance the internationalization of K-14 professional development programs in collaboration with the Graduate School of Education (*NRC's Absolute Priority and Competitive Preference Priority 2*), two local community colleges (*NRC's Absolute Priority and Competitive Preference Priority 1*), and other academic and research centers and programs. (2) Enhance and professionalize Spanish and LCTL instruction in the K-12 and Community College classrooms (*NRC's Competitive Preference Priority 1*). (3) Continue strengthening our Portuguese and Quechua programs and develop a Nahuatl Studies program in collaboration with UC Los Angeles, UC Berkeley, and University of Utah, which include professional development of Nahuatl instructors to meet national needs. (4) Enrich Green Library collections and digitation projects of Latin American materials and expand access to library materials. (5) Foster access to the study of Latin America and Portuguese, Quechua, and Nahuatl languages for high achieving students who demonstrate financial need (*FLAS Competitive Preference Priorities 1 and 2*).

## COMMON ACRONYMS AT STANFORD UNIVERSITY

<b>ACTFL</b>	American Council on the Teaching of Foreign Languages
<b>BOSP</b>	Bing Overseas Studies Program
<b>CDC</b>	Career Development Center
<b>CDDRL</b>	Center on Democracy, Development, and the Rule of Law
<b>CLAS</b>	Center for Latin American Studies
<b>CLASP</b>	Consortium of Latin American Studies Programs
<b>CSET</b>	Center to Support Excellence in Teaching (Graduate School of Education)
<b>EPAA</b>	East Palo Alto Academy
<b>GSB</b>	Graduate School of Business
<b>GSE</b>	Graduate School of Education
<b>ILAC</b>	Iberian and Latin American Cultures
<b>IR</b>	Program in International Relations
<b>LCTL</b>	Less Commonly Taught Languages
<b>MOPI</b>	Modified Oral Proficiency Interview
<b>OPI</b>	Oral Proficiency Interview
<b>PUC-Chile</b>	Pontificia Universidad Católica de Chile
<b>SAAGE</b>	Stanford Academic Alliance for Global Enrichment
<b>SCC-GEP</b>	Stanford-Community College Global Education Partnership
<b>SGS</b>	Stanford Global Studies
<b>SHREI</b>	Stanford Human Rights Education Initiative
<b>SLC</b>	Stanford Language Center
<b>SOPI</b>	Simulated Oral Proficiency Interviews
<b>SPICE</b>	Stanford Program on International and Cross-Cultural Education
<b>SSTI</b>	Stanford Summer Teacher Institute
<b>STEM</b>	Science, Technology, Engineering, and Mathematics
<b>WAN</b>	Western Alliance for Nahuatl Studies

## **1. Commitment to the Subject Area.**

Stanford University is deeply aware of the importance of Latin American area and language studies. This is consistent with the fact that this region plays a crucial role in the global landscape from many important perspectives, including its rich history and cultural diversity, economic development, political change, and concentration of natural resources, as well as the fact that over one third of California's population is Latino. Many U.S. Latino and Latin American nationals attend Stanford, and thousands of Latin Americans are among its alumni, including two former Latin American presidents (Alejandro Toledo of Peru and Ricardo Maduro of Honduras).

Over the last 25 years, Stanford has placed considerable emphasis on interdisciplinary and comparative international research and teaching in an effort to address several of the world's most complex problems (e.g., poverty alleviation, global environmental change, etc.), and to educate leaders with the knowledge and expertise to make an impact on a global level, including in Latin America. To this end, Stanford established the Center for Latin American Studies (CLAS) in 1965. Likewise, in 1987, Stanford opened the Freeman Spogli Institute for International Studies (FSI), an important resource for scholars interested in Latin America through the Institute's Center for Democracy, Development, and the Rule of Law (CDDRL) and Center for Health Policy. In 2005, the university launched the Stanford International Initiative to promote campus collaboration and to seek solutions of global importance, including international security, governance, and the advancement of human well-being. Through this initiative, Latin Americanists from disciplines as diverse as economics, history, political science, biology, and medicine have engaged, for example, in interdisciplinary research on poverty and inequality in Latin America; the conservation and sustainable management of the region's prolific biological resources; and the impact of higher education expansion in large developing countries, such as

Brazil. Since its inception, the International Initiative has raised over \$350M for the support of international research and programs (\$256M), faculty (\$66M), fellowships (\$23M), and state-of-the-art facilities (\$14M), providing new faculty research funding, developing new courses, and promoting outreach to policy makers and the public. Also in 2005, CLAS joined the newly created Division of International, Comparative and Area Studies (now the Stanford Global Studies Division) and has continued to actively collaborate with other area studies centers, leading to joint faculty conferences, an annual career development panel for our MA students, and an annual international film festival open to the public. The Woods Institute for the Environment is one of the many places on campus where the interdisciplinary study of Latin America is pursued. Woods has created the Initiative Osa-Golfito in Costa Rica, a multidisciplinary program addressing the challenge of integrating human and nature well-being, with CLAS faculty Rodolfo Dirzo and Professor William Durham as co-directors of the initiative. The School of Humanities and Sciences has increased funding for collaborative projects among the SGS centers and for initiatives on global studies and multi-disciplinary faculty hires, and has instituted a new fellowship that provides funding specifically for area studies MA students for language study and research abroad. Furthermore, SGS is proposing a new Global Studies Minor, which will increase awareness of international and area studies issues and give students another platform to undertake international area studies. Beyond this, four recent initiatives consolidate the study of Latin America at Stanford. **(1)** In 2012, the Lemann Foundation and Stanford University opened the Lemann Center for Educational Entrepreneurship and Innovation in Brazil to develop education in Brazil through professional training, policy research, and innovative projects. Part of the Stanford University Graduate School of Education (GSE), the Lemann Center provides graduate student fellowships, hosts

visiting scholars and visiting student researchers, and offers research opportunities to Stanford affiliates, including graduate students, faculty, and educational entrepreneurs. (2) Launched in April 2013, the Stanford Law School’s Stanford Human Rights Center (SHRC) promotes research, student engagement, and policy development in the area of international human rights and global social justice. SHRC, directed by CLAS affiliated professor James Cavallaro, concentrates much of its projects and programs in Latin America. SHRC supports the production of scholarship on specific areas, including a current project on education materials on the Inter-American System, research in the area of Business and Human Rights, and a project on the intersection of human rights claims by indigenous peoples and energy development projects. SHRC also awards up to two fellowships annually for post-graduate work with focus, engagement, and activities in the Global South. (3) Stanford’s Bing Overseas Studies Program (BOSP) has centers in 13 countries, including Santiago, Chile. In addition to the traditional study abroad experiences offered through these centers, alternative study abroad opportunities are available through BOSP’s three-week Overseas Seminars for Stanford undergraduate students. These seminars are taught and led by Stanford faculty at various locations around the world, which change every year (Section 2C and Table 1.1). (4) Two new SGS student funding opportunities were started in 2014: (i) SGS Summer Internships (25% awarded for Latin

America this summer, with 4 in Nicaragua and 5 in Brazil), and (ii) SGS Graduate Research funding for summer 2014, totaling \$35,000, including the support of one MA student in Latin American Studies (\$6000).

Table 1.1 - BOSP Overseas Seminars: Student Participation					
2010-11		2011-12		2012-13	
Mexico	14	Brazil	15	Brazil	15
				Costa Rica	12
				Mexico	15

Financial Support. *The Center for Latin American Studies*. CLAS is housed a 5,000 sq. ft. historic home built in the 1890s on an almost half of an acre. Casa Bolívar, near the heart of

campus, is equipped with a seminar room with A/V projection capabilities for hosting lectures and courses, office space for staff, the faculty director and visiting professors, a student workspace with computing and printing capabilities, Wi-Fi, and a lawn for outdoor events. CLAS is fortunate to have endowments that cover the entirety of its annual operating expenses (equipment purchases and supplies, CLAS staff salaries, Tinker Visiting Professor salaries, public programs, student financial aid, and faculty and student grants) with total annual payouts averaging \$1,000,000. In addition, CLAS receives support from the Office of the Provost and the Humanities and Sciences Dean’s Office for supplemental FLAS fellowships funding (averaging \$52,000 per year) as well as from the new SGS student summer internships and research funding (\$33,000 in summer 2014). *Teaching Staff.* The University provides \$5,963,909 for the salaries of 66 faculty who teach on Latin America or the languages thereof. In the past 10 years,

Table 1.2 - Tenure-Track Latin Americanists Appointed Since 2010	
Michele Barry	Professor of Medicine and Tropical Diseases
Paulo Blikstein	Assistant Professor of Education
James Cavallaro	Professor of Law
Angela Garcia	Assistant Professor of Anthropology
Ana Raquel Minian Andjel	Assistant Professor of History
Mikael Wolfe	Assistant Professor of History

Stanford has hired 20 tenured-track faculty with strong teaching and research commitments to Latin

America, six of whom were appointed in the last five years (Table 1.2). *Library Support.* Last year, Stanford expended \$832,600 for the Library’s Latin America & Iberian Collections, which includes \$188,500 staff support (Section 5). In addition, Stanford supports the Foreign, Comparative and International Law Librarian and one full-time Latin American languages materials cataloger in Stanford’s Robert Crown Law Library (\$140,000). Herbert S. Klein, Professor of History and former CLAS Director, serves as the curator of the Latin America collection in the Hoover Institution Library and Archives. *Linkages with Institutions Abroad.* Last year, the University expended \$1,117,000 for the operation of the Stanford Overseas Center

in Santiago, Chile, (Section 2C). Stanford also has formal agreements with universities across the world. One of significant importance is the teacher training agreement between the Stanford Teacher Education Program at the GSE and the Pontificia Universidad Católica de Chile (PUC-Chile). Signed in June 2008, the agreement provides an opportunity for faculty from the universities to collaborate on research and for students at the Chilean university to receive teacher training at Stanford. The Stanford Technology Ventures Program (STVP)'s Global Partners program works with leading universities around the globe to build thriving entrepreneurship ecosystems at their campuses and in their region. Michael Leatherbee, a Ph.D. candidate at the SVTP in the Department of Management Science & Engineering at Stanford University, led the establishment of a partnership for entrepreneurship education between PUC-, STVP, and the Ministerio de Economía de Chile. STVP's current global partners include the Universidad del Desarrollo in Chile and the National Research and Innovation Agency in

Uruguay. *Outreach Support*. Title VI funding has been instrumental in the development of CLAS outreach programs. During the last quadrennium, CLAS worked with California community college instructors to develop human rights and area studies curriculum for their classrooms, holding professional development workshops and a

Activity	Support
Operational Support	
CLAS Administrative Support	\$245,774.02
CLAS Tinker and Nabuco Visiting Professors	\$374,334.96
Teaching Staff (salary + fringe)	
LAS Area Faculty	\$4,862,879.85
Language Faculty	\$1,192,781.85
Green Library (Salaries & Acquisitions)	
Acquisitions	\$644,100.00
Salaries	\$188,500.00
Linkages with Institutions Abroad	
Stanford in Santiago	\$1,117,000.00
MA Student Fellowship Aid, CLAS	
Stanford (Provost and Dean)	\$49,200.00
CLAS Endowments	\$290,890.00
Outreach Program, CLAS	
Lecture Series and Co-sponsored events	\$37,500.00
K-14 Professional Development Programs	\$15,007.71
Faculty Conference Program, CLAS	\$17,636.05
Undergraduate Internships & Field Research, CLAS, etc.	
Haas Center, Latin America	\$36,000.00
Vice Provost of Undergraduate Education	\$330,000.00
CLAS Gifts and Endowments	\$16,069.50
Graduate Student Field Research & Working Groups, CLAS	\$8,549.00
Support to PhDs with Latin America Focus	\$2,158,740.00
<b>TOTAL</b>	<b>\$11,584,962.94</b>

symposium each year. CLAS also established a partnership with two local high schools in under-

resourced communities to offer a Latin American Studies course, taught by Stanford faculty, to high school students. This partnership earned CLAS the prestigious Stanford Community Partnership Award (Section 7.) *Targeted Financial Support to LAS Students*. Stanford provides 2.3 million in fellowship support to PhD students in fields involving Latin America. Last year, CLAS expended \$290,890 in financial aid for its MA students. In addition, CLAS provided \$24,618 in undergraduate internship and graduate research and working group grants. Undergraduate Advising and Research, the Haas Center for Public Service, and the Vice Provost for Undergraduate Education awarded \$366,000 students to carrying out research or internships in Latin America. *Financial Support for FLAS Fellows*. Stanford grants \$125,000 per year to cover the difference between Stanford tuition and the amount allotted for FLAS awards. The Provost and the Dean of Humanities & Sciences provided for one FLAS fellow from a professional school and one enrolled in CLAS MA program. CLAS uses its own endowed funds to “top-off” all remaining FLAS awards granted. (Table 1.3)

## 2. Quality of Curriculum Design

	Minor	Honors	MA
Survey course (ILAC 131/OSPSANTG 68)	5	5	
Core courses			15
Breadth (cognate) courses	10-20	8-10	15
Depth courses (concentration)	0-10	4-5	10-15
Study/research/work in Latin America	recommended	recommended	required for admission
LATINAM 198: Honors Thesis		1-10	
LATINAM 201: Senior Honors Seminar		5	
LATINAM 200: Graduate Seminar			3
LATINAM 398: Masters Thesis			0-10
7th Qtr Spanish or Portuguese	required	required	required for admission
8th Qtr Spanish or Portuguese	0-5	0-5	
2 <sup>nd</sup> Latin American language	0-5	0-10	3-6
Minimum total quarter units	25	35*	45**
*units may be double-counted toward a non-LAS major under special circumstances			
**units may be double-counted toward a JD degree, for students in the joint JD-MA degree program			

CLAS undergraduate programs and graduate degrees are structured to meet the needs of students with little academic background on Latin America. Courses provide students with a foundation in the region and draw on the strengths of Latin Americanist faculty in three main areas: (1) Culture and Society, (2) Environment, Ecology, and Sustainability, and (3) Political Economy (Table 2). The rigor and requirements of the program ensure that our graduates leave Stanford with knowledge, expertise, and language skills at levels sought after by employers in many fields (see Table 9.2 for placements).

**2A. Undergraduate programs.** CLAS offers the Undergraduate Minor and the Honors Certificate in Latin American Studies and works with departments and programs to support LAS teaching in schools across campus and abroad. The LAS introductory course (ILAC 131) is taught in English with a Spanish sub-section for Spanish majors and undergraduate students with Intermediate-Advanced language competency. This course meets the General Education Requirement and is part of the Gateways to the World program, which consists of courses that prepare students for study abroad. The Minor in LAS is for students in any major who would like to establish a complementary concentration on the region. CLAS requires that students demonstrate advanced proficiency in Spanish or Portuguese and complete 25 additional units of coursework certified for the Minor; and urges students to pursue field experience or study abroad in Latin America. Opportunities to study and do research in Latin America abound at Stanford (Section 2C). In the past four years 100% of our Minor and Honor Certificate students have studied, carried out field research, and/or held internships abroad. The CLAS Honors Certificate is open to majors in any field. Students in this program are required to complete a senior research thesis, undertaken with the guidance of a faculty advisor, demonstrate advanced proficiency in Spanish or Portuguese, and complete one general survey course, two breadth courses, one depth

course, the Honors Seminar, Honors Thesis units, and other courses with Latin American content for a total of 35 quarter units, all chosen in consultation with their academic advisor. The program's required capstone experience is a public presentation of the student thesis. Last year, a CLAS Honors student majoring in International Relations (IR) was awarded Stanford's Firestone Medal for excellence in undergraduate research. Stanford students are required to complete one year of college-level study in a *foreign language*. Student majoring in Iberian and Latin American Cultures are required to attain at least third-year Portuguese or Spanish. The LAS track in the interdisciplinary IR major requires two years of language, relevant overseas study, and five courses in LAS in addition to IR's core of political science and economics courses. One of the *unique features* of Stanford undergraduate programs are the Introductory Freshman and Sophomore Seminars (IntroSems). CLAS faculty teaches about 12% of those IntroSems, including Spaces and Voices of Brazil through Films (Wiedemann), Latin American Movies of Revolution (Wolfe), Food and Security (Naylor), and The Animal Within: Animals in Latin American Narrative (Briceño).

**2B. *Graduate Programs.*** The one-year *Master of Arts program* is designed for qualified college graduates who have previous experience working, living, or studying in Latin America. Students benefit from the interdisciplinary curriculum consisting of a core set of courses surveying the culture and society, political economy, and environment, ecology, and sustainability of the region along with advanced language training and in-depth courses. In addition, joint JD/MA, MBA/MA, and MD/MA degrees are available with CLAS' MA program. The program requires completion of 45 graduate units. Upon matriculation, each student is assigned a faculty advisor to plan a customized program of study. *Core courses* for 2013-14 are Environmental History of Latin America (History), Indigenous Peoples and Environmental Problems (Anthropology), and

Latin American Politics (Political Science). In addition to these courses, students must complete three related courses (one from each of the three areas of specialization). In AY 2013-14 CLAS approved 60 *related courses* that count towards the degree requirements (30 in the field of Culture and Society, 14 in Environment, Ecology, and Sustainability, and 19 in Political Economy) from 16 departments and schools. Students may also select three *elective courses* (10-15 units) across the Stanford curriculum. Students meet the *language requirement* upon completion of at least three units of coursework in accelerated Portuguese or Spanish. Up to six units may be counted toward the 45-unit minimum degree requirement. Students with advanced Spanish must take an accelerated introductory course in Portuguese (and vice versa). The goal is that they leave Stanford with at least two Latin American languages. Quechua may be taken as an elective. MA students enroll each quarter in the one-unit *Contemporary Issues in Latin American Studies Seminar*, during which invited scholars present lectures on major Latin American themes and topics. Credit is based on participation and reflection papers, which are reviewed by the CLAS director. The MA program *required capstone* consists of producing and presenting a culminating research paper. Students may elect to write a master's thesis, under the guidance of a faculty member, registering for up to 10 units of thesis research under, which may be counted toward the elective field unit requirements. CLAS organizes a *public symposium* in which MA students present their thesis or research papers. Besides its own students, CLAS serves *graduate and professional school students* with interests in Latin America throughout the university. Students from across campus enroll in courses with Latin American content applicable toward their degrees (Section 9A). CLAS regularly provides doctoral students in the dissertation write-up phase the opportunity to present their work in our Friday lecture series. CLAS grants an average of five awards every year for graduate students to pursue field research

in Latin America. In addition, CLAS funds up to five student-led Latin American Studies *Working Groups*, guided by faculty. Past Working Groups have focused on themes such as technological entrepreneurship, Andean archaeology, education, law, Brazilian studies, Mexican studies, and indigenous movements. Between 40-50 graduate students and 10-15 undergraduates participate each year.

**2C. *Advising and Study Abroad.*** CLAS places great importance on academic and career advising to students in our degree programs as well as to those from other departments with an interest doing research or internships in Latin America. *Advising for MA students* is provided by CLAS director, affiliated faculty, associate director, and program coordinator. Incoming graduate students are paired with faculty advisors prior to their arrival on campus. Each pair meets at least quarterly to discuss selected courses and academic interests and progress. The associate director serves as the general academic advisor and meets with students throughout the year. A full-time program coordinator tracks student progress, informs students of academic deadlines. The CLAS director and associate director oversee the *Honors program*, determining faculty advisor and working with the Honors cohort, setting goals and reviewing dates to keep the students on track. CLAS program coordinator provides guidance to students from throughout the University interested in our degree programs or funding opportunities. CLAS also provides *career advising* to all students in our degree programs, as well as students from across the university with an interest in working in Latin America. Each fall term CLAS holds a reception at Casa Bolívar for CLAS faculty and students to begin networking, and organizes several workshops with the Stanford's Career Development Center (CDC). The career development series includes a meeting where students share their career interests; a workshop on resume and cover letter developing, followed by individual meetings to refine each student's resume; a workshop on job

interviews, followed by individual ‘mock’ interviews; and a workshop, run in conjunction with the Stanford Teaching Commons, on effective public speaking. In the winter quarter, CLAS holds a an annual alumni career panel with the other degree-granting area studies centers at Stanford, providing students the opportunity to meet with CLAS alumni in various fields of interest to learn about career trajectories and to seek advice. Throughout the year, the associate director meets individually with students to identify their interests and match them with CLAS alumni. CLAS actively stays in contact with its alumni and current students, sending biweekly job opportunities mailings and weekly calendars of events, and using social media such as LinkedIn, Facebook, and Twitter to disseminate career fairs, jobs, study abroad, language programs, and other opportunities relevant to our alumni and current students. *Research and*

*Study Abroad.* Stanford offers more than 600 overseas opportunities to undergraduate and graduate students to study, intern, and undertake research and public service in 125 countries, roughly 25% of which are in Latin American, Caribbean, and Iberian countries, and strongly encourages undergraduate students to study abroad at some point during their four years of study. Over 50% of

**Table 3 - Non-Language Courses\* and Enrollments (2012-13)**

	100%	>25%	UG	Grad
<b>Humanities and Sciences</b>				
<b>Humanities and Arts</b>				
American Studies	0	1	3	0
Anthropology & Archaeology	7	12	178	44
English & Comparative Literature	0	4	90	0
History	10	4	86	19
Iberian and Latin American Cultures	12	5	104	18
Linguistics	0	1	32	0
Theater and Performance Studies	1	0	28	0
<b>Interdisciplinary Programs</b>				
Latin American Studies	1	0	2	24
Other interdisciplinary programs	8	15	604	23
<b>Natural Sciences</b>				
Applied Physics	0	1	16	0
Biology	0	8	203	13
<b>BING Programs</b>				
Overseas: Chile, Mexico, Spain	17	1	160	0
Stanford in Washington	0	1	2	0
<b>Social Sciences</b>				
Economics	1	1	51	2
Political Science	2	7	184	24
Sociology	0	1	0	5
<b>Earth Sciences</b>				
Environment and Resources	0	2	0	41
Environmental Earth System Science	0	2	4	0
Earth Systems	0	6	119	7
<b>Education</b>				
Education	1	8	43	68
<b>Engineering</b>				
Civil and Environmental Engineering	0	3	0	45
<b>Law</b>				
Law	0	3	0	26
<b>Medicine</b>				
Medicine	1	1	0	23
<b>Totals</b>	<b>61</b>	<b>87</b>	<b>1909</b>	<b>382</b>

\*Course totals do not take into account multiple course sections.

Stanford undergraduates participate in Stanford's Bing Overseas Studies Program (BOSP), another 3% study abroad with other programs, and an additional 12% participate in non-credit activities overseas such as internships, public service, and independent projects and research. Stanford's BOSP runs a center in Santiago, Chile and last year ran a month-long community health program in Oaxaca and a two-week seminar Rio de Janeiro with 15 participants each. CLAS affiliated faculty have actively participated in BOSP-Santiago as resident instructors over the years (Dirzo, Cashion, Durham, Frank, Hoyos, Ruffinelli). Bing Information and Resource Center has a full-time staff member who assists undergraduates and graduates with non-Stanford study abroad options. This office also administers the Fulbright, Rhodes, and other prestigious international study and research opportunities that Stanford students are awarded each year. In the last five years 19 Stanford students have been awarded the Fulbright Scholarship to carry out research or teach English in nine Latin America countries. In addition, CLAS alumni provide up to \$20,000 for undergraduate summer internships in Latin America. In 2012-13, CLAS awarded five undergraduate students to do internships in five Latin American countries. Stanford's Haas Center and the Advising and Research Office provide additional opportunities abroad (Table 1.3).

### **3. Quality of the Non-Language Instructional Program**

**3A. *Non-language Course Coverage and Availability.*** In 2012-13, 44 non-language courses with 100% Latin America content were offered on the home campus and 17 overseas. 87 other courses with at least 25% Latin American content were given. (Many of these courses offer multiple sections.) These courses were found in 30 different departments, programs, and professional schools. (Table 3 and Appendix 3.) Courses with Latin America content are plentiful in the professional schools, with four CLAS faculty in Medicine, four in Education, two

in Engineering, and three in Law. The Law School is committed to internationalizing its curriculum and for the past seven years has invited Professor Rogelio Pérez-Perdomo of Venezuela to teach Latin American Law. Participation in a global experience is a requirement for the Graduate School of Business (GSB) MBA students, and study sites include Argentina, Chile, Guatemala, Mexico, and Peru.

**3B. *Depth of Specialized Course Coverage.*** Course offerings are especially complete with respect to Brazil, Chile, Mexico, and Peru, and, in terms of disciplinary depth, in Anthropology, Ecology, History, Literature, and Political Science, all of which offer Latin America as a special field in their PhD programs (Appendix 3).

**3C. *Interdisciplinary Courses.*** CLAS supports the development of interdisciplinary courses at Stanford, which are the core of the CLAS academic program (Section 2B). Many of the courses taught in the departments, programs, or schools listed in Table 3 are interdisciplinary, including seven courses taught by CLAS Tinker Visiting Professors (Section 6A). Faculty are also highly engaged in interdisciplinary research across campus (Section 1). CLAS plans to capture and further this interest to support our three core areas through the development of interdisciplinary courses with Stanford's Program in IR and the professional schools (Section 8A5).

**3D. *Numbers of Non-language Faculty.*** CLAS has 16 core affiliated faculty, who devote 100% of their time to Latin American teaching and research, and an expanded core of 38 who devote 25% or more of their time (Appendix 2). *Training of Instructional Assistants.* Pedagogical training for faculty and TAs is a high priority at Stanford. All Stanford PhD students are required to fulfill teaching assistantships, for which both departmental and university training is required. Each department provides formalized and mandatory pedagogical workshops for TAs. The

Center for Teaching and Learning offers pedagogy workshops and individual consultations on teaching for faculty and graduate TAs.

#### 4. Quality of the Language Instructional Program.

##### 4A. Languages of the Subject Area.

Stanford offers language courses from the

beginning to advanced levels in Spanish,

Portuguese, and Quechua (Appendix 3). Additional less commonly taught languages, such as

Haitian Creole, are offered in response to demand. All foreign language instruction is

coordinated by the Stanford Language Center (SLC), which requires language programs to adopt

standards-based curricula with clearly articulated proficiency goals. In 2012-13, the SLC, the

Department of Iberian and Latin American Cultures (ILAC), and the Stanford in Santiago

program offered 60 courses in Spanish language and literature and 12 courses in Portuguese

language and literature. The Special Language Program offered 3 classes in Quechua. (Most

language courses offer multiple sections.) Since 2009-10, average enrollments in Portuguese and

Quecha language courses have remained steady. (Table 4)

	Courses	UG	Grad
Spanish	41	1518	106
Portuguese	11	129	32
Quechua	3	8	2

\*Course totals do not take into account multiple course sections.

All Stanford undergraduates must qualify in a foreign language at the Intermediate Mid

level in the cognate languages (e.g., Spanish or Portuguese) or Novice High in the non-cognate

languages (e.g., Quechua). Some majors require higher proficiency, such as CLAS, ILAC, and

IR (Section 2). Spanish is the most popular foreign language among Stanford undergraduates.

This year, 48% (800) of incoming students plan to study Spanish to meet the mandatory

undergraduate degree language requirement. A high percentage of Stanford students enroll in

language courses even though they have already fulfilled the requirement, and the majority of

our MA students take more than the mandated minimum in Portuguese (Section 2). CLAS MA

students with third-year college-level Spanish enroll in accelerated Portuguese for Spanish Speakers courses. Many graduate with a full year of accelerated Portuguese language classes (the equivalent of two college years of study) at the Advanced Low and Advanced Mid levels in speaking and writing proficiencies. Students may elect to have proficiency notations appear on their transcripts.

**4B. Levels of Language Training.** Stanford regularly offers five levels of Spanish and four levels of Portuguese courses. Beginning and intermediate Quechua courses are offered every year. In the Spanish Language Program, there is a first year sequence of three courses for beginners, and a two-quarter accelerated sequence for those with some Spanish or knowledge of another Romance language. Second Year prepares students for study abroad at Spanish speaking universities. There are three tracks: Cultural Emphasis; International Relations; and Spanish for Home Background Speakers. Each track has a series of three courses. Third Year courses focus on Spanish structure and writing and composition. All levels of conversational courses are also offered. Several course offerings are tailored to the needs of professional school students. Spanish for Medical Students is offered as a three-course, and both the Spanish and Portuguese programs offer courses in business terminology for students in the GSB. The Portuguese Language Program offers a beginning, three-quarter sequence for those without prior knowledge of Portuguese or another Romance language. First- and second-year accelerated Portuguese for Spanish Speaker courses are offered each year and recommended for students with at least two years of formal study of a Romance language. Portuguese 99 (Vamos Blogar/Let's Blog) is a special project for intermediate and advanced students of Portuguese. Advanced third-year courses include: Reading Brazil, Brazil in Text: Advanced Grammar and Composition, and Advanced Conversation: Brazil Today. An introductory culture seminar, Spaces and Voices of

Brazil, is offered to sophomores each fall. Advanced (fourth- and fifth-year) literature and culture courses are taught in Spanish and Portuguese each year by tenure-line ILAC faculty. The *Quechua language program* concentrates on the Ayacucho-Chanka dialect and the cultural and ecological background of the language. Students who take the introductory three-quarter sequence test at the Novice High to Intermediate Low level of proficiency. Students achieve Intermediate High proficiency level after the second year. *The Stanford Overseas Studies Program* in Santiago, Chile, (Section 2C) offers Stanford undergraduate students coursework in anthropology, biological sciences, ecology, earth systems, history, literature, economics, IR, political science, and public policy, all taught in Spanish (Appendix 3).

*Language Across the Curriculum (LAC)*. On main campus, foreign language opportunities also exist in non-language-specific courses, including alternative sections in Spanish of Introduction to Humanities; Freshman and Sophomore Seminars in Latin American literature or film; and optional readings and lectures in Spanish or Portuguese in various political science, history anthropology, and linguistics classes. *Spanish Language and Cross-Culture Theme Housing*. Yost House promotes Spanish language, culture, and global issues while Casa Zapata focuses on Chicano/Latino history and culture. Theme programs include campus-wide events, in-house classes, film and lecture series, group discussions, drama productions, music recitals, and readings by noted authors. With guidance from faculty affiliates, student Academic Theme Associates teach courses at these Houses each year, including Latin American Telenovelas and Spanish Intermediate Conversation.

**4C. *Language Faculty and Pedagogy***. With Spanish, Portuguese, and Quechua language enrollments totaling over 1,700 annually, these SLC programs employ a teaching staff of 13 lecturers (including four for Portuguese), all of whom are Latin Americanists and hold advanced

degrees (70% hold the Ph.D.); 77% are native speakers. The Special Languages Program employs one lecturer who is a native speaker for instruction in Quechua. Class sizes remain small with maximum enrollment restricted to 15 students per class. The SLC oversees foreign language instruction, sets and maintains language standards, and conducts research on language pedagogy. The SLC requires all language programs to adopt standards-based curricula with clearly articulated proficiency goals in each area: reading, writing, listening, and speaking. Currently, 12 of the 13 Spanish and Portuguese lecturers are American Council on the Teaching of Foreign Languages-Oral Proficiency Interview (ACTFL-OPI) certified raters, and 9 of those 12 are also ACTFL-certified raters in Writing Proficiency. Spring workshops to provide further certification and curriculum development opportunities to Less Commonly Taught Language (LCTL) instructors at Stanford and community colleges are part of our objectives for the next National Resource Center (NRC) funding cycle (Section 8A4).

Graduate TAs receive appropriate training for performance-based teaching. The departments in the Division of Literatures, Cultures, and Languages require that graduate students take the course Applied Linguistics 301, The Learning and Teaching of Second Languages, taught by the Director of the Language Center. The course provides students with an overview of second language acquisition research; practice in assessing undergraduate language development; practicum experience, and a Modified Oral Proficiency Interview workshop.

**4D. *Quality of the Language Program.*** Language instruction at Stanford is performance-based, with a regularized process of assessment and evaluation and an integrated language-culture focus. Assessment of language competency is systematic. When entering and exiting courses, students are tested in proficiency and compile portfolios of their progress. SLC sponsors frequent

ACTFL professional development workshops and has developed extensive materials for Simulated Oral Proficiency Interviews (SOPIs), including online assessment tools.

The SLC features classrooms with current video and audio equipment as well as cable and Internet connections, computer work stations for faculty and students, a soundproof room for recording student oral interviews and live foreign language broadcasts, and equipment for the production of student language portfolios. Students use the Digital Language Learning Lab which includes a hands-on computer classroom with 20 workstations and a networked seminar room with multimedia technology. For Spanish and Portuguese, the goals for first-year instruction are an Intermediate Mid level of oral proficiency. For Quechua, the first-year proficiency goal is Novice High and intermediate low for the second-year. Similar standards are set for reading and writing. These proficiency levels are based on the national Foreign Service Institute/ACTFL scale. In spring quarter of each year, the SLC initiates a self-study of language programs to document whether third-quarter students (those completing one year of language study) meet the articulated standards. Oral proficiency data in Spanish and Portuguese are collected via a SOPI administered through CourseWork, Stanford's online course management tool. Results from the Spring 2013 assessment indicate that the majority of students were in or beyond expected ranges. All data indicated that Stanford programs are significantly ahead of the pace projected by the Foreign Service Institute. Substantial advancement was detected from first- to second-year. Portuguese students in particular seem to make remarkable strides. Writing Proficiency Test results for first- and second-year students of Spanish and Portuguese indicate that the writing measure outcomes are consistent with oral proficiency ratings across both years of instruction.

## 5. Strength of the Library

**5A. Relative Strength of Holdings.** The Stanford University Library System, with an annual budget of \$108.6 million (acquisitions and salaries) and close to nine million volumes, is one of the largest academic and research

libraries in North America. The Latin American collection is one of

	Books	Periodicals	Videos
SUL	380,000	10,000+	9,000+
Hoover Institution	36,000	2,000+	N.A.

the most comprehensive in the country. The University libraries hold over 380,000 monographs and several thousand periodicals on Latin America, principally devoted to the humanities and social sciences. The collection is especially strong

on Brazil, Chile, Mexico, and the US-Mexico Border. The Hoover Institution Archives, one of the

	Books	Periodicals
English	60%	40%
Spanish	75%	25%
Portuguese	70%	30%

largest university archives in the world, contains many primary collections of Latin America-related documents (Tables 5.1 and 5.2). Additional specialized resources are located in the Art, Business, Education, Medicine, Law, and Music Libraries as well as the Special Collections and Government Documents Division of the main research library.

Support for Acquisitions and Staff. The University's current library budget for materials related directly to Latin America is \$426,100. An additional \$133,000 is budgeted for Spanish and Portuguese (Iberian) materials and \$45,000 for Mexican-American collections. (Table 5.3) Each

Materials	
Latin American	\$370,000
Endowed Funds	\$56,100
Iberian	\$133,000
Mexican-American	\$45,000
Special Purchases	\$40,000
Staff	\$188,500
TOTAL	\$832,600

year the Latin America office of the library receives, on average, \$40,000 from other funds to purchase unusually expensive collections (both print and non-print). Working with over a dozen separate dealers in Latin America, the Libraries acquire between 9,500 and

10,000 current titles annually. A full-time Senior Librarian-Curator, Adan Griego, oversees this collection, assisted by a .50FTE Senior Library Specialist and a number of student assistants. Staff costs directly related to the Latin America office are in excess of \$188,500 annually. (Table 5.3)

**5B. *Availability of Research Materials.*** Stanford has *formal agreements* with the University of California at Berkeley and the University of Texas at Austin, extending reciprocal borrowing privileges to both faculty and students from each institution. Moreover, the respective online catalogs are linked for accessing bibliographic databases, and the curatorial offices on all three campuses provide consulting to faculty and students from each institution. This reciprocal borrowing agreement also includes a framework for materials acquisition through which each institution assumes extensive collecting responsibility for specific regions of Latin America for less frequently used materials that are unusually difficult to obtain. Division of labor is by country and encompasses such material as publications of non-major universities, annual reports of small financial institutions, dissertations from Latin America, and publications from non-governmental organizations. This tripartite agreement makes available the extensive Latin American collections at Berkeley (over 550,000 volumes) and Texas (over 1 million volumes) to Stanford researchers. Through the University of California's Melvyl system, Stanford also has access to the Latin American holdings at UCLA (over 500,000 volumes). Analogous agreements exist with respect to Latin American government documents and map collections between Stanford and several University of California libraries. *Nationally*, Stanford contributes data to the Online Computer Library Center, the bibliographic utility that represents holdings of the major research libraries in North America. Stanford has just joined the Center for Research Libraries and thereby has access to a vast collection of over 650,000 items on Latin America,

including the Latin American Microform Project, a cooperative preservation project. A consortium comprised of Stanford, the University of California, and the University of Southern California also collaborates in various library acquisition/preservation projects. *Internationally*, the Library is actively engaged in digital initiatives with other institutions. In Chile, the Library has collaborated with the Frei Foundation to digitize the Eduardo Frei Presidential Archives. In Mexico, Stanford is developing a collaboration with the Biblioteca Palafoxiana to make the Library's unique holdings on colonial Mexico more accessible, including digitization of key rare books. The Law Library is exploring a partnership with the Centro de Estudios sobre la Enseñanza y el Aprendizaje del Derecho in Monterrey, Mexico to increase access to legal information. The particular focus of any collaboration would be with law schools that serve indigenous communities in Mexico. *Library access*. Stanford provides access to an extensive array of online resources, both those available without charge and those for which Stanford must license access through subscription fees. Its subscriptions cover most of the standard databases and journals which are available online from and about Latin America. After a simple registration process, the public may also come in to use materials housed in Special Collections. *Library Outreach*. The Library has engaged in outreach to first-generation students in California's community colleges. In spring 2012, a group of 35 students from Cañada College visited the Special Collection to consult unique materials related to the Mexican experience in the United States; in spring 2014, a similar group from the Puente Program at Cerritos College consulted Special Collections materials. The Latin American Curator worked with instructors and librarians of both visiting institutions.

## **6. Quality of Staff Resources**

**6A. Qualifications.** All 54 tenure-line faculty hold PhDs (Appendix 2) and have extensive field experience, many engaged in research work in Latin America. Collectively, these faculty members serve on the editorial boards of some 50 scholarly journals; 25 hold or have held endowed chairs, and 20 have received prestigious teaching awards. Many have received grants from Fulbright, SSRC, NIH, Rockefeller, Guggenheim, the Mellon Foundation, and the MacArthur Foundation.

Stanford offers CLAS faculty and staff ample resources for professional development. Each staff member receives annual funds to pursue work-related training or coursework. Assistant-level professors receive a guaranteed year of sabbatical before coming up for tenure, and all faculty receive annual conference travel and research funds, a computer upgrade budget every three years, and a sabbatical program. Internal research fellowships are available competitively from the Dean of Research, the Stanford Humanities Center, the Clayman Institute for Gender Research, and other campus programs, such as the Stanford Challenge's International Initiative and K-12 Outreach programs, the Woods Institute for the Environment, the Stanford Institute for Creativity and the Arts, and CLAS itself which funds 3-5 faculty conferences each year. CLAS serves as a catalyst that allows its faculty to organize conferences in Latin America or to invite scholars from Latin American and U.S. institutions to Stanford. In April 2014, CLAS funded a two-day conference led by Prof. Beatriz Magaloni on violence and policing in Latin America and in the US, in which scholars, law enforcement officials, business leaders, and community activists from the US and some Latin American countries participated. Stanford is one of five universities to have received an endowment from the Tinker Foundation. CLAS' Tinker Visiting Professorship invites five to seven Latin American scholars, nominated by

Stanford faculty, to teach classes in their areas of expertise, give lectures to Stanford audiences, share their knowledge and research on a wide range of topics, and engage in collaborative research with colleagues. CLAS has hosted an impressive roster of prominent senior scholars from Latin America, Iberia, and Canada as Tinker Visiting Professors. Each year, these scholars are selected from candidates nominated by faculty in any department or professional school at Stanford. CLAS faculty member Martin Carnoy nominated Cristian Cox, the former Minister of Education in Chile, to be a Tinker Professor in 2005-06. While in residence as a Tinker, Professor Cox helped found the GSE teacher training partnership with PUC-Chile (Section 1, *Linkages with Institutions Abroad*). CLAS faculty regularly teach at Stanford's overseas campuses in Santiago and Madrid. CLAS faculty Rodolfo Dirzo (Biology), Zephyr Frank (History), and Héctor Hoyos and Jorge Ruffinelli (ILAC) have taught at the Santiago campus.

As a teaching university (boasting a 7:1 faculty-undergraduate student ratio), Stanford does not pursue appointments or promotions without affirmation of excellence in teaching. CLAS faculty regularly teach freshman/sophomore seminars, undergraduate courses, and courses at the graduate level. When not on leave or sabbatical, faculty are on duty as teachers, scholars, advisors and committee members (Appendix 2). CLAS Faculty Advisory Board members and Affiliates serve as advisors to our master's and undergraduate honors and minor students. They also advise doctoral students in their respective departments. The Center's Associate Director offers academic, career, and fellowship advising to students across campus with an interest in Latin American studies. (Section 2)

**6B. Oversight/Center Staff.** Twelve faculty from the Schools of Humanities & Sciences, Engineering, Medicine, and Education, and the Latin America library curator serve on the CLAS Advisory Board. Other affiliated faculty participate in the leadership and governance of the

Center by serving on special committees (Graduate Admissions, Tinker Visiting Professorships, Faculty Conference Grants, and Undergraduate Internship Grants).

Professor Rodolfo Dirzo became director of CLAS in September 2010. Dr. Dirzo leads the Dirzo Lab in the Department of Biology and specializes in tropical forest ecosystems and biodiversity conservation. His fieldwork has centered in Mexico, Costa Rica, and Amazonia. He is author of 15 books, 130 peer-reviewed publications, and 59 book chapters on ecology and evolutionary biology, conservation and biodiversity science, and science education. He has taught numerous undergraduate and graduate courses including Ecology and Biodiversity in Latin America and Conservation in Latin America. In addition, Dirzo is senior fellow of Stanford's Woods Institute for the Environment where he serves as co-director of the Osa & Golfito Initiative (INOGO). He also leads several educational programs for junior-high and high-school students from underserved communities.

CLAS staff members include an Associate Director, a Program Coordinator, a Business Administrator, and a half-time Public Engagement Coordinator. All staff members are fluent in English and Spanish and the Associate Director is also proficient in Portuguese. Associate Director Elizabeth Sáenz-Ackermann served on the Executive Committee of the Consortium of Latin American Studies Programs from 2009-2012. She has a master's degree in Latin American Studies from San Diego State University, where she taught the Latin American introductory seminar for undergraduates and was awarded the Most Influential Faculty Award in 2012. Her research focuses in indigenous identity and territory. She is a community organizer and has worked for nearly 20 years on developing education and health projects in Mexican indigenous communities. Angela Doria-La is the Program Coordinator in charge of coordinating events and communications, as well as tracking student degree progress. She holds a B.A. in International

Studies with a concentration in Economics from Seattle University. Laura Quirarte is the Business Administrator responsible for financial transactions and the management of logistics for visiting professor programs. She has a B.A. in business administration from La Salle University in Mexico City. Molly Aufdermauer is the Public Engagement Coordinator and assists with the implementation and reporting of Title VI National Resource Center K-14 outreach activities and Foreign Language and Area Studies (FLAS) fellowships. She received her B.A. in Spanish from Brigham Young University and her M.A. in Teaching English as a Second Language from San Jose State University. The Faculty Director and Executive Director of SGS provide additional administrative oversight of all Stanford area studies Centers. The Faculty Senate reviews Center academic programs every five years.

**6C. *Nondiscriminatory Employment.*** Stanford University is strongly committed to non-discriminatory practices in the hiring and promotion of faculty and staff. The University leaders recognize the importance of diversity (broadly defined) in higher education and are committed to increasing it. In the past five years (fall 2007 to fall 2012), for example, the number of underrepresented minority professorial faculty members at Stanford increased from 102 to 146 (a 40% growth compared to a 9% increase of all professorial faculty). A number of university efforts have been successful in recruiting and retaining minority and other diverse faculty members. There is no mandatory retirement age at Stanford; emeritus professors are frequently called back to teach. The Office of Accessible Education ensures that all university units and facilities comply with federal and state law as well as university standards of equal, fair access. The University complies in all ways with the Americans with Disabilities Act. All classrooms and administrative buildings used for CLAS functions are accessible.

**7. Outreach Activities.** Stanford University is highly committed to public outreach and to the betterment of K-12 and community college education. Stanford awards grants to faculty members with an interest in strengthening elementary and secondary education and provides curricular units and professional development for K-12 educators through various departments and centers, including the School of Education's Stanford Center for Excellence in Teaching (CSET) and Stanford Program on Cross Cultural Education (SPICE). Similarly and in collaboration with these and other Stanford centers, CLAS provides significant and measurable outreach with national and regional impact (Table 9.1). In 2012, with the assistance of Title VI funding, CLAS hired a Public Engagement Coordinator to carry out its K-12 and Community College outreach activities. The Public Engagement Coordinator coordinates outreach activities for and has built valuable relationships with Bay Area Portuguese instructors, local high school staff, faculty, and students, and over 200 faculty from over 50 California Community Colleges.

**7A. Elementary and Secondary Schools.** Given California demographics, many of the outreach efforts by Stanford University to improve K-12 education have benefited students in underrepresented communities in the Bay Area. The Stanford New Schools (SNS), a non-profit organization formed in collaboration with the GSE to develop and sustain small, innovative, high-performing public schools in underserved communities, founded East Palo Alto Academy (EPAA), a high school (9-12) which serves an entirely minority population of students, 65% of whom are Latino and 85% of whom speak a first language other than English.

CLAS' Stanford Academic Alliance for Global Enrichment (SAAGE) is a Title VI-supported year-long high school course dedicated to providing a platform for students and teachers to gain expansive knowledge of various aspects of Latin American studies to be used in future academic and community-based work. In partnership with EPAA, Puente de la Costa Sur

(a community resource center serving the San Mateo County South Coast), and Pescadero High School (an underserved high school whose student population is 72% Latino and 48% English-language learners), SAAGE accepts up to 18 high school students per year, who earn 5 high school transcript credits for successful completion of the course. Classes are held four times per quarter and taught by CLAS affiliated faculty representing a wide array of Stanford units, including History, Political Science, and Biology; the Division of Literature, Languages, and Cultures; El Centro Chicano; and renowned Latin American institutions by way of CLAS' visiting scholars and Tinker Professors. SAAGE follows the conceptual content of the tracks taken by Latin American Studies MA students: Culture and Society (fall), Political Economy (winter), and Environment and Sustainability (spring), and meets for classes at CLAS, Stanford's Jasper Ridge Biological Preserve, and the California Academy of Sciences. At the program's annual graduation, students present what they learned during the year and take part in a debate of real-life problems in Latin America. Through this program, SAAGE empowers students and families to make college their goal. These students have demonstrated an increased ability to analyze college-level academic materials. The SAAGE web site promoted the program, providing a sense of community for the participants, and making the program's materials and discussion topics available to the public, allowing for impact beyond the immediate participants ([hsblogs.stanford.edu/sage/](http://hsblogs.stanford.edu/sage/)). The program was a recipient of Stanford's 2013 Community Partnership Award, which honors valuable partnerships that exist between Stanford and its neighbors, and celebrates community efforts that successfully tackle real-world problems and advance the public good. This highly successful program and the feedback and interest received from its partner schools were catalysts for the teacher training activities in Section 8A.

Joining forces with the Citizen Schools Initiative, a national nonprofit organization that partners with middle schools and connects the inspiration of science and technology professionals directly with the schools to reinvent STEM (Science, Technology, Engineering, and Mathematics) education, and the Stanford Department of Biology, CLAS developed a new educational partnership: The CLAS-César Chavez Academy, “Stanford Science.” This partnership focuses on STEM and brings students from César Chavez Academy of East Palo Alto to CLAS for the entire fall quarter to learn science in several science laboratories and in the Jasper Ridge Biological Preserve, including a tour of the rainforest ecosystem of the California Academy of Sciences in San Francisco. In these sessions, students receive an introductory presentation of the theme of study for the session, followed by a demonstration of the corresponding laboratory, engaging the students in some activity representative of the research being done therein and allowing for the interaction of Stanford professors/instructors and students from an underserved community of the Bay Area. Classes are taught by Stanford faculty and PhD students representing schools and departments across the university, including Developmental Biology, Biology, Earth Sciences, Integrated Sciences, Chemistry, Mechanical Engineering, and the Stanford Nanofabrication Facility. During his presentation on ecology and biodiversity of rain forests at the California Academy of Sciences, professor Dirzo brings an emphasis on Latin America to the Stanford Science program. This year’s students prepared an exhibit at the César Chavez Academy, where they displayed a slide show of the program and provided handouts for visitors to ask questions regarding their activities and learning experience.

CLAS faculty engage in outreach activities through the Stanford Initiative on Improving K-12 Education. Biology Professor Rodolfo Dirzo and Education Coordinator Cindy Wilber received an award to establish “Ecology Learning by Doing,” a weekly program at Redwood

High School (RHS), a continuation school in Redwood City, California, and established the Redwood Environmental Academy of Leadership (REAL). Students in RHS are, predominantly Latino, disadvantaged youth and young adults. REAL also received the Stanford Community Partnership Award. Plans for a second phase of REAL include connecting students from Redwood High with high school students in Mexico. Via the internet, Skype calls, and YouTube videos, Redwood High students will correspond and share data with participants of similar ecological restoration projects that Dirzo and Wilber lead in Mexico.

CLAS provides financial support to the review, selection, and presentation of the CLASP Américas Award for Children's and Young Adult Literature, presented annually since 1993, which encourages and commends authors, illustrators, and publishers who produce quality children's and young adult works of fiction, poetry, folklore, or selected non-fiction that authentically and engagingly portray Latin America, the Caribbean, or Latinos in the United States; and to provide teachers with recommendations for classroom use. The annual award presentation features a professional development workshop for educators. In 2014, 40 teachers from around the country attended the workshop, an increase from last year's attendance of 26, to hear presentations and strategies for incorporating Latino children's literature in the classroom.

The Stanford Program on Cross-cultural Education (SPICE), established in 1976, provides professional development seminars for teachers. The curricula and seminars developed by SPICE focus on contemporary issues in the context of their cultural and historical underpinnings. SPICE supports efforts to internationalize elementary and secondary school curricula by linking the research and teaching of Stanford faculty to the schools, and disseminates annually over 230 Latin America-focused curricular units that serve 23,400 K-12 students each year. SPICE also disseminates the SPICE Digest to educators across the country.

The Digest was created to provide educators with background information on a wide variety of topics related to Africa, Asia and the Pacific, Europe, Latin America, the global environment, and international political economy, and draws upon the diverse faculty and programmatic interests of Stanford University. In 2013, CLAS partnered with SPICE to create a Digest on Latin America featuring three working papers presented at the May 2012 Human Rights of Indigenous Peoples in Latin America conference, hosted by the Program on Human Rights and CLAS. The Digest is available online: [http://spice.stanford.edu/docs/latin\\_america/](http://spice.stanford.edu/docs/latin_america/).

The Stanford Language Center (SLC) holds every year, as part of professional development programming, an ACTFL Modified Oral Proficiency Interview (MOPI) workshop for its new lecturers and graduate TAs and invites instructors from other Stanford programs, including STEP-degree students, language instructors of Stanford's BOSP and Online High School, and local universities such as San Jose State, Santa Clara, UC Berkeley, and UC Santa Cruz. In 2013, CLAS partnered with SLC and the California Foreign Language Project at the GSE to organize a Portuguese Language MOPI workshop for secondary, post-secondary, and 4-year institution Portuguese language instructors across California. The success of this workshop is the catalyst for further development of OPI workshops with the Stanford Language Center (section 8A4).

**7B. *Post-secondary Institutions.*** CLAS has a strong history of working with colleges and universities in the Bay Area and across California, co-hosting visitors to the West Coast from Latin America. Ph.D. students and faculty from Stanford and West Coast institutions attend and are invited speakers at each other's conferences, lecture series, and events.

In collaboration with SPICE, SGS, and the Program on Human Rights (PHS), CLAS partners with California community college faculty through the Stanford Human Rights

Education Initiative (SHREI) to produce curricula and teaching materials that advance the teaching of international human rights in California and nationally. Affiliated area center faculty and directors representing the Departments of Anthropology, Biology, and History, the School of Medicine, GSE, SGS, and the CDDRL serve as guest speakers and work with SHREI community college educator fellows at monthly meetings and semi-annual workshops held at Stanford throughout the year. The curricula, developed by SHREI fellows, are designed to integrate international area studies with human rights topics into a wide range of courses, encouraging students to be more informed and engaged global citizens. Each year culminates in an annual SHREI Symposium, drawing community college educators to discuss and share pedagogical approaches and curricular materials. During the 2012-13 year, SHREI collaborated with PHR and UCLA in producing an online course on the International Criminal Court (ICC), hosted on the SHREI web site and available to community college educators and the public. The course was co-taught by UCLA Professor of Law and Stanford Visiting Scholar Richard Steinberg and Stanford Program on Human Rights Director Helen Stacy. The fellows' curricular materials and the ICC online course are available, along with symposium videos and presentation materials, on the SHREI web site ([shrei.stanford.edu](http://shrei.stanford.edu)). SHREI, developed with the support of Title VI funds, will continue to run on a reduced scaled as part of the new Stanford-Community College Global Education Partnership (section 8A8).

**7C. *Business, Media, and the General Public.*** CLAS maintains outreach to the business community and general public through its public programs, lecture series, conferences, film series, cultural events, and current website. CLAS maintains an electronic calendar, distributed to nearly 1,500 people each week. The annual newsletter highlights alumni updates and CLAS activities and is made available on the CLAS website in PDF format and distributed widely via

email. *Public Events*: Each year, CLAS sponsors or co-sponsors, on average, 75 public events. Attendance ranges from 30-50 at weekly lectures and about 100 at major conferences and talks. All events are free and open to the public. In addition to its own events, CLAS collaborates with departments, centers, and programs across campus. CLAS and the other area centers and programs host an International Film Festival each summer. Now in its seventh year, this series is widely attended by community members and draws over 200 weekly (Section 1). *Visitors*: CLAS hosts a range of visits, conferences, and workshops. Recently, CLAS hosted a visit by Oaxaca scholars and community organizers working on autonomous projects related to language and culture preservation and community resources; a visit by the Ecuadorian Ambassador to the United States and her delegation, in which Ecuador's educational policy and the development of a new science curriculum were the topics at hand; and a symposium on Coffee, which brought speakers and attendees from all corners of the United States and Latin America. CLAS also hosted a two-day conference on violence and policing in Latin America and US Cities, which drew scholars and specialists from the United States, Mexico and Colombia, including presenters Jose Mariano Benincá Beltrame, Secretary of Security of Rio de Janeiro, Brazil; Sergio Fajardo, Governor of Antioquia, Colombia; and Héctor Robles, Mayor of Zapopán, Mexico. *Media*: CLAS frequently connects journalists, seeking content expertise, to faculty for interviews. In addition, CLAS works with the Stanford John S. Knight Fellowships for Professional Journalists Program. At least three journalists from Latin America or from Spanish news services in the U.S. come to Stanford through this program each year. Many give lectures at Bolivar House and become involved in CLAS activities. CLAS's MA program often attracts professional journalists, with two in the current cohort (one from Chile and one from Puerto Rico).

**8. Program Planning and Budget.** Title VI funds have seeded CLAS' initiatives and collaborations with K-12 and community colleges during the past four years while strengthening Latin American teaching and foreign language acquisition. CLAS seeks funding for new activities and programs that correlate to the purpose of the Comprehensive National Resource Center program and the goals CLAS has set forth for the next quadrennium.

**8A. *Activities for funding.*** CLAS will enhance its outreach efforts throughout the region and nation while strengthening and expanding area studies and LCTL teaching and consolidating collaborations across schools and with other institutions. CLAS proposes the following nine activities in the following three main areas for the next funding cycle: (1) K-12 and Community College Instructors Professional Development, (2) Language Acquisition and Language and Area Studies Curriculum, and (3) Library Collections and Access.

*ENHANCE K-12 AND COMMUNITY COLLEGE PROFESSIONAL DEVELOPMENT*

**8A1. *Professional Development for K-12 Teachers.*** *(Absolute Priority, Competitive Priority 2)*  
CLAS will collaborate with the Stanford Center to Support Excellence in Teaching (CSET) within the GSE to strengthen the international component of CSET's existing Stanford Summer Teacher Institute (SSTI) program, which currently is organized by subject area. SSTI courses focus on improving the quality of K-12 teaching by building teacher knowledge and skills through research, design, and development activities. CLAS will work with CSET to develop two K-12 professional development courses that pair pedagogical training with high-quality area studies content, taught by Latin American Studies faculty. The first course will be offered every summer in conjunction with other SGS area centers, including current Stanford NRCs (Center for East Asian Studies (CEAS) and the Center for Russian, East European and Eurasian Studies (CREEES)), and will examine several world areas (including Africa, East Asia, Latin America,

Russia, East Europe, Eurasia, South Asia, and the Middle East) in a comparative framework. The second course will be designed specifically for instructors of K-12 Spanish-language and bilingual classes and will provide educators with informative and engaging presentations and resources on integrating Latin American language and content into their classroom. This year-long course, which will be developed during Y1 and open to K-12 instructors nationwide starting Y2, will afford participants the critical opportunity to discuss and interact in Spanish with Stanford faculty. Both Teacher Professional Development Institutes will utilize CSET's online learning platform, which is designed to build a learning community, promote professional dialogue, and allow sharing of resources among K-12 teachers. This collaboration will heavily serve under-resourced institutions, as an estimated 75% of the K-12 teachers who register for CSET programs work in schools where more than 50% of the student receive free or reduced fee lunch (FRL). FRL is considered a proxy measure for supplemental education services for schools that serve underserved populations. **Request: \$15,525 Y1 and decreasing by \$500 each subsequent year** to expand SSTI's curriculum with Latin America and Spanish curriculum content.

**8A2. K-12 Américas Book Award Teacher Workshops.** (*Absolute Priority, Competitive Priority* 2) CLAS will continue to support the Américas Book Award teacher workshops in Washington, DC, and will work with CSET and SPICE to offer a West coast summer professional development workshop for K-12 teachers, librarians, and educators based around the use of CLASP Américas Book Award literature in K-12 classrooms. These workshops will provide educators with an introduction to award-winning literature, enrich the teaching of Latin America in the K-12 school curriculum, provide hands-on exploration of effective pedagogical approaches, develop a professional cross-district dialog, and foster a community of inquiry

among educators interested in Latin American studies. In addition, the partnership will produce Common-Core State Standards-based online curriculum, which will be made available on the CLAS and SPICE web sites and through CSET's online platform as a resource to local, regional, and national educators. CLAS will acquire and make available Américas Award books for the use of local K-12 educators. **Request: \$2,000 Y1-4** to support this activity.

**8A3. *Summer Teacher Institute on Environment and Sustainability Science in Latin America.***

*(Absolute Priority, Competitive Priority 2)* The training of science teachers has been traditionally left to the schools of education. However, poor student performance in STEM at national/state levels, a shortage of science teachers at the middle and high schools level as well as the community college level, and a growing school-age population emphasize the need for science departments from research universities to collaborate and work in the professional development of junior high, high school, and community college science teachers. CLAS, in collaboration with CSET (GSE), will develop a multi-disciplinary SSTI to enhance teachers' curriculum and pedagogical skills in the areas of ecology, education, and sustainability. The inclusive nature of ecology, overlapping with many STEM disciplines (natural history, evolution, climate science and mathematics) and, critically, the social sciences, makes it the ideal focus for the summer institute. Latin America's unparalleled biological and cultural diversity, and its environmental and sustainability challenges offer unique training opportunities for teachers to enhance capacities in science and the social dimensions of science. Led by Stanford faculty Rodolfo Dirzo (Biology) and Janet Carlson (School of Education), teachers will engage in an experiential, hands-on learning SSTI conducted each year of next quadrennium at three sites: (i) Institute of Ecology in Jalapa (resource management/sustainability projects), (ii) the Los Tuxtlas Research Station in Veracruz, Mexico (ecological research), and (iii) Stanford University's Jasper Ridge

Biological Preserve (environmental education). The SSTI will enrich the teachers' appreciation of environmental science in an international setting as well as their teaching performance, with multiplicative effects on their students, and will include a focus on Common-Core State Standards. The SSTI will focus on teachers from schools with predominance of under-represented students, and will include the participation of scientists and teachers from Latin America. An additional product of the SSTI will be the development of an open educational online repository, containing lessons, images, project reports, bibliography, data, and all teaching resources developed by teachers in the program. **Request: \$6,572 Y1-4** for travel and graduate assistantship.

**8A4. Community College Partnership.** (*Absolute Priority, Competitive Priority 1*) For the past four years, CLAS has built strong institutional ties with California community college instructors through the Stanford Human Rights Education Initiative (SHREI). SHREI brings together community college instructors, SGS area studies centers, SPICE, and the Program on Human Rights to internationalize the community college curriculum with the lens of human rights education. For the next grant cycle, CLAS will expand this partnership, working directly with the College of San Mateo and Foothill Community College, to create the Stanford-Community College Global Education Partnership (SCC-GEP). SCC-GEP will house future SHREI activities and further facilitate the internationalization of community college curricula through two new programs: a Fellows Program and a Language Instructor Professional Development Program. The *Fellows Program* will focus on tools of design and innovative technologies through one of three types of projects: creating course units or syllabi in conjunction with Stanford faculty; adapting SPICE curricular units to the needs of CC instructors; or working on a digitization project with Lacuna Stories, a digital humanities project launched in 2013 and housed within the

Center for Spatial and Textual Analysis (CESTA). Lacuna Stories (<http://lacunastories.com/>) is focused on CC instruction and how digital technology can be effectively incorporated into pedagogy, and welcomes the opportunity to work directly with CC instructors in creating more effective resources. Fellows' projects will be open in terms of discipline and must focus on area studies content. Fellows will meet regularly with Stanford faculty and staff, implement projects and events at their home institutions, and lead an annual symposium, which will be open to all U.S. CC faculty. In addition, SPICE will organize area studies content workshops throughout the year for these and other CC faculty. This program will begin in Y1 with a direct collaboration with the Foothill and College of San Mateo campuses. In subsequent years, additional community colleges may apply to partner with SCC-GEP. CC faculty participating in the Fellows Program will be selected in partnership with their home institutions. CC administrative offices will be the single point of contact for Stanford, will advertise the program to their faculty across disciplines, and make recommendations on possible fellows before forwarding applications to Stanford for selection. For the *Language Instructor Professional Development Program*, CLAS will build on an existing collaboration between the SLC and the Stanford Teacher Education Program and, in conjunction with other SGS area centers, will offer MOPI trainings every year of the funding cycle for a cumulative total of 30 instructors of Latin American language by the end of the funding. These trainings will provide instructors with the opportunity to professionalize the CC language curriculum, while enhancing their capacity to teach the language. The ACTFL MOPI workshops will cover recently developed ACTFL proficiency guidelines that include writing, listening, reading, and speaking. **Request: \$22,750 Y1-4** to support the CC partnership program.

ENHANCE AREA STUDIES AND LANGUAGE CURRICULUM

**8A5. *Latin American Studies Courses for Undergrads and Professional Schools.*** CLAS will develop two new courses in the next funding cycle: a Law School course to expand LAS content in that area and strengthening the JD/MA joint program, and an IR course to strengthen our undergraduate and coterminal programs (about 90% of LAS minor, honors, and coterminal students major in IR). Courses will be developed in Y1 and offered in Y2-4. **Request: \$31,008 Y2-4** for two lecturers' salaries.

**8A6. *Western Alliance for Nahuatl (WAN).*** WAN is a collaboration of four universities (Stanford, UCLA, UC Berkeley, and University of Utah) that advances Nahuatl language instruction on our respective campuses. Nahuatl is spoken by almost 1.5 million people and its significance transcends the ability of knowing its vocabulary, spelling and pronunciation. WAN will develop a rigorous Nahuatl curriculum for undergraduate and graduate students that will serve as a model for other US universities. Nahuatl courses will be appropriate for students from multiple disciplines, including linguistics, anthropology, archaeology, and history, and those desiring to better understand the native linguistic heritage of Mesoamerica and its impact on Spanish. In the next quadrennium, WAN will work together to achieve a common trifold goal: develop high quality English-language curricular materials, including the translation of already existing Spanish-language resources; create OPI assessment measures for testing students in Nahuatl; and develop and offer AY courses in the Nahuatl language, taught by native-language instructors and other Nahuatl experts. Stanford linguistic anthropologist James Fox will work with experts in our partner institutions to develop this course at Stanford. WAN will organize an annual research and pedagogy workshop, modeled on the successful East coast one coordinated by Yale University, to improve Nahuatl language instruction by providing pedagogical training

to qualified native Nahuatl instructors with emphasis on the use of language-instruction technologies to enhance distance-learning. The workshops will rotate each year among the four participating WAN institutions, with each committed to use internal funds (\$2,000/year) to host the meeting once every fourth year. SLC will advise WAN members on developing a core curriculum and contribute to the creation of assessment measures. In Y1, SLC will host the first 2-day workshop to convene a group of Nahuatl professionals, and will focus on the development of an oral proficiency assessment protocol. Representatives from Language Testing International (LTI) will be invited, as LTI would ultimately certify the proficiency protocol. Subsequent annual meetings will occur with the goal of having Nahuatl OPI guidelines fully implemented by the end of the funding cycle. WAN will organize the West Coast Nahuatl Scholars Symposium in collaboration with the Mexican Institute for Teaching and Research in Ethnology (IDIEZ) starting in Y1. The symposium's objectives are to support faculty and graduate student research and to build collaborative relationships with participating WAN institutions and others interested in Nahuatl studies. Stanford and UCLA will develop a distance-learning three-quarter *Nahuatl course* sequence in Y1, which will be offered by IDIEZ in Y2. Starting Y3, Stanford and UCLA will hire a Nahuatl instructor, who will teach at UCLA with one week of instruction per quarter taking place at Stanford. The three-quarter Nahuatl course sequence will bring students to a Basic High/Intermediate Low proficiency and meet the language requirement. **Request: \$14,500 Y1, \$21,500 Y2, \$25,500 Y3, \$25,500 Y4** for all WAN initiatives, including course development, instructors' professional development, and language professionalization.

**8A7. *Spanish for Scientists Certificate.*** Given the current internationalization of the scientific enterprise in many areas of scientific enquiry, the use of languages in science, beyond English, is increasingly important. This is particularly critical in the Latin American region, given its current

and increasing prevalence in the scientific arena, in particular in relation to disciplines such as anthropology, archeology, and certainly in ecology and sustainability. This need can be addressed by offering courses that provide an opportunity for students to practice the use of Spanish in science and to become aware of the development of science in Spanish-speaking countries of the world. In 2012-13, Biology Professor Rodolfo Dirzo offered a series of informal Science in Spanish classes to 20 Stanford students. Based on this interest, CLAS will partner with the SLC to develop and implement a course 'Spanish in Science/Science in Spanish' for graduate and undergraduate students interested in the natural sciences and in the Spanish language. Students will acquire the ability to communicate in Spanish using scientific language and will enhance their ability to read scientific literature written in Spanish. CLAS will continually evaluate the enrollment to assess the demand for a Scientific Spanish Certificate, to be developed and course and its instituted in Y4 contingent on the Y3 review. **Request: \$1,572 Y1-4** for graduate assistantship.

**8A8. Portuguese Program.** CLAS requests funding to develop and offer a new Language Across the Curriculum (LAC) Portuguese course to be taught by a Stanford faculty member in each year of the grant cycle and to support an advanced (4<sup>th</sup> year) Portuguese language course. Both of these courses will meet the demand of undergraduate and graduate students who have reached an Advance High level of proficiency and want to continue mastering their language capabilities. In addition, CLAS will develop and offer and a 2-unit course, "Survival Portuguese," with a strong emphasis on developing socially and culturally appropriate oral proficiency at a very basic level. This course will be offered in the spring and will meet the needs of Stanford students participating in programs in which the required language competency level is minimal, such as short-term seminars abroad. **Request: \$38,464 Y1-4** for instructors' salaries.

## EXPAND LIBRARY COLLECTIONS

**8A9. *Latin American Library Holdings and Access Grants.*** Stanford Library is actively engaged in digital initiatives with others institutions. The Library has collaborated with the Frei Foundation in Chile to digitize the Eduardo Frei Presidential Archives. CLAS will collaborate with the Biblioteca Palafoxiana of the Benemérita Universidad Autónoma de Puebla (BUAP) in Mexico, to make that library's unique holdings on colonial Mexico more accessible, based on the digitization of key rare books. Palafoxiana holds the largest collection of primary documents (1000 linear feet) on the Mexican American experience in the United States. A series of online indexes will make the content of these rich collections available to researchers anywhere, and, with a simple registration to enter the SUL, they will be also accessible to the general public for onsite consultation. **Request: \$35,500 Y1-4** to support the Library's acquisitions of LAS books, periodicals, and digital resources and for LAS librarian travel to purchase collection materials, conduct research, attend meetings, and establish linkages in Latin America and **\$2,500 Y1-4** to offer five library access travel grants to invite assistant-level tenure-track faculty from minority serving institutions (MSI) to visit and consult the SUL collections.

**8B. *Foreign Language and Area Studies (FLAS) Fellowship.*** As outlined in section 10C, for the next grant cycle we are requesting \$283,500 per year in **FLAS Fellowship** funding for 8 academic-year and 5 summer. (Appendix 1)

**8C. *Development Plan, Cost Effectiveness, and Long Term Impact.*** The current proposal has been carefully crafted, not only to enhance programming during the funding cycle but also to further consolidate our existing collaborations with community colleges, strengthen linkages with other US universities, and develop innovative partnerships with the Graduate School of Education and other Stanford units. Such collaborations will result not only in cost effectiveness

(Appendix 1) but will also provide the framework in which the proposed activities will become successful and sustainable. Appendix 4, Performance Measures Forms, clearly delineates our long-term goals; the activities we are committing to carry out in order to achieve those goals; and the years in which those activities are taking place. CLAS is committed to implementing a rigorous evaluation plan that will allow us to measure the impact of the proposed activities. CLAS is working with an external evaluator to design an evaluation plan for this grant cycle with clearly articulated goals and measurable objectives (Section 9C).

**9. Impact and Evaluation.**

**9A. *Impact on the University, Community, Region, and Nation.*** Table 9.1 offers indicators of the impact of CLAS activities at the institutional, local, regional, and national levels this year.

**9A1. *University audiences.*** (a) Language courses. In AY 2012-13, Stanford offered 55 Spanish, Portuguese, and Quechua courses (multiple sections) with a total enrollment of 1,831. (b) *Non-language courses.* In AY 2013, Stanford offered 262 courses on LAS in 38 different disciplines

with an enrollment of 3,170 students. In 2012-13, in addition to students enrolled in formal LAS degree programs, 179 undergraduate and 127 graduate students graduated

Table 9.1 - Impact, 2013-14		
<b>University</b>	Students enrolled in CLAS-sponsored courses	100
	Students enrolled in CLAS degree programs	14
	Student recipients of CLAS research/internship grants	5
	Faculty recipients of CLAS grants	3
	Students and faculty involved with CLAS working groups	12
	Students recipients of CLAS fellowships	13
<b>Community &amp; Region</b>	Individuals attending CLAS-sponsored public programs*	13,294
	Individuals subscribed to CLAS event/announcement email distribution list	1,468
	Individuals subscribed to CLAS jobs email distribution list	238
	Graduates of CLAS degree programs placed in Bay Area (or CA) grad programs	1
	Graduates of CLAS degree programs placed in Bay Area (or CA) employment	7
<b>Nation</b>	SPICE Latin America units sold (not including summer activity)	229
	K-12 students served by SPICE materials (not including summer activity)	22,500
	Graduates of CLAS degree programs placed in graduate programs outside CA	1
	Graduates of CLAS degree programs placed in employment outside CA	2
	Graduate students presenting at conferences**	6
	Graduate students conducting field research***	3
*Data from academic year 2012-2013		
**Four of these students presented at international conferences		
***Field research takes place in Latin America		

with 22 or more units in LAS courses. This includes Humanities & Sciences (136 UG, 81 grad),

Earth Sciences (16 UG, 16 grad), Education (8 grad), Engineering (7 UG, 13 grad), Law (6 grad), Medicine (2 grad), and Business (1 grad). (c) *Graduate placement*. Most of Stanford's graduating PhD's in Latin American fields find jobs in academia, government, or business, and

**Table 9.2 - CLAS MA, Honors, and Minor Placement, 2011-2013**

<b>Student Name</b>	<b>Class</b>	<b>Degree</b>	<b>Last-known Position</b>
Ileana Maria Abreu	2011	MA	International Projects Director at The Good Samaritan, Inc., Dominican Republic, PhD Student in Education, Pepperdine University, Los Angeles Area
Miguel Angel Bacigalupe	2011	MA	Wind Energy Project Manager at Central Oceans USA, LLC., São Paulo, Brazil
Elena Cryst	2011	MA	Program Development Analyst at Stanford University
Katharine McCormick	2011	MA	Federal Energy Policy, Washington D.C. Metro Area
Adriana Ross	2011	MA	Spanish Instructor at Menlo School, San Francisco Bay Area
Teresa Robbins	2011	MA	Medical Student at UCSD School of Medicine, San Diego
Andre Zollinger	2011	MA	Legal Assistant at Shearman & Sterling LLP, Paris, France
Jocelyn Francis	2011	Honors	Embedded Analyst at Palantir Technologies, San Francisco Bay Area
Charles Zaffaroni	2011	Honors	Technical Program Manager at Google, San Francisco Bay Area
Sarahi Padilla	2011	Minor	J.D. Candidate Georgetown University Law Center, Washington D.C. Metro Area
Nicholas Murray	2011	Minor	Web Implementation Specialist, Abt Associates, Greater Boston Area
So-Eun Park	2011	Minor	Senior Key Account Manager at SponsorPay, San Francisco Bay Area
Liz Rivera	2011	Minor	Development Manager at Women's Funding Network, San Francisco Bay Area
James Bennett	2012	MA	Law Student, University of San Francisco, San Francisco Bay Area
Daniel Cruz Castro	2012	MA	Project Manager at YouNoodle, San Francisco Bay Area
Humberto Cruz-Chavarria	2012	MA	MA Candidate at Teachers College, Columbia University, New York
Mariana de Heredia	2012	MA	PhD Student in Iberian and Latin American Cultures, Stanford University
Benita Herreros	2012	MA	PhD Candidate in History, Universidad de Cantabria, Spain
Nathan Keegan	2012	MA	Media and Design, Embassy of Mexico, Washington D.C. Metro Area
Nica Langinger	2012	MA	Governance and Technology Administrator at Sigue Corporation, Los Angeles
Veriene Melo	2012	MA	Ph.D. Student/Graduate Student Researcher at UCLA & Research Assistant at Stanford University, Los Angeles
Ellen Moore	2012	MA	Guatemala Programs Coordinator at Network in Solidarity with the People of Guatemala, Guatemala
Adrienne Murphy	2012	MA	Master of Public Policy Student, Harvard Kennedy School, Boston
Alyson Sprague	2012	MA	Executive Assistant to VP of Sales & Sales Support Manager, Clear Channel Media + Entertainment, San Francisco Bay Area
Jessica Uno	2012	MA	IDSA Medical Scholars Program Fellow at Infectious Diseases Society of America, Los Angeles
Helen Bolton	2012	Minor	Masters Student at the London School of Economics, London, United Kingdom
Merlin Greuel	2012	Minor	Analyst at Bioscience Valuation BSV GmbH, Kempten (Allgäu) Area, Germany
Francisco Pinillos	2012	Minor	CRM Specialist at SBE Entertainment Group, Las Vegas, Nevada
Elizabeth Rasmussen	2012	Minor	Fourth Grade Teacher at PAVE Academy Charter School, Greater New York City Area
Lena Sweeney	2012	Minor	Education Partnership Fellow at Science in Service, Visalia, California
Anais Berland	2013	MA	Legal Assistant at Google, San Francisco Bay Area
Oana Butnareanu	2013	MA	Stanford SPIN Fellow, Ravenswood Family Health Center, East Palo Alto, California
Austin Cruz	2013	MA	Social Science Researcher at Stanford University, San Francisco Bay Area
Andrea da Motta Calvo	2013	MA	Consultant at FGV Projetos, San Francisco Bay Area
Drew Foreman	2013	MA	Assistant Paralegal at Fragomen, Del Rey, Bernsen & Loewy, San Francisco Bay Area
Elizabeth Glass	2013	MA	Assistant Paralegal at Fragomen, Del Rey, Bernsen & Loewy, San Francisco Bay Area
Megan Goulding	2013	MA	GDL Student at BPP University, Salisbury, United Kingdom
Alejandro Gramaglia	2013	MA	Researcher, Social Innovation and Entrepreneurship at Stanford University
Hayden Rodarte	2013	Honors	MA Candidate, Latin American Studies at Stanford University
Bjorn Roach	2013	Minor	Air Resources Science & Sustainable Engineering at Stanford University
Jesus Salas	2013	Minor	Business Analyst at Deloitte, Palo Alto, California

many alumni of our graduate and undergraduate programs use the skills learned through the

CLAS curriculum in their current positions, broadening the reach of our program. See Table 9.2

for career placement of recent CLAS MA, Honors, and Minor graduates.

**9A2. Community Audiences. K-12 curriculum development.** During the last quadrennium CLAS partnered with two local high schools and worked with Stanford faculty to develop a LAS yearlong course. Twenty-four high school students have enrolled and received academic credit. *Community events* provide a platform to disseminate knowledge about Latin America. CLAS organizes an average of 75 public lectures, conferences, and symposia with an attendance of over 2,000 persons per year. In addition, CLAS cosponsors about 15 events a year with other Stanford departments and programs and is a major sponsor of two local film festivals: the SGS Film Festival, which takes place on campus and is free and open to the public, and the renown United Nations Association International Documentary Film Festival (UNAFF), which attracts more than 10,000 persons and offers free admission to all K-16 students and instructors.

**9A3. Region and Nation.** (a) The Stanford Program on International and Cross-cultural Education (SPICE) provides *professional development seminars for K-12 teachers*. SPICE supports efforts to internationalize elementary and secondary school curricula by linking the research and teaching of Stanford faculty, including CLAS affiliated faculty, to the schools, and disseminates annually over 230 Latin America-focused curricular units that serve 23,400 K-12 students each year. (b) CLAS is a sustaining sponsor of the *Américas Award for Children's and Young Adult Literature*, which recognizes U.S. works of fiction, poetry, folklore, or selected non-fiction, and of the professional development workshop, which is open to K-12 educators nationwide every fall in DC. CLAS will offer a similar workshop every year during the next quadrennium, which will be more cost accessible to K-12 instructors in the west coast. SHREI, an innovative *partnership with California Community Colleges*, served more than 175

community college instructors across California, and produced more than a dozen teaching resources publicly available online.

**9B. Provisions for Equal Access and Treatment.** Stanford University is an Affirmative Action institution, committed to the expansion of the diversity of the student body and to equal access and treatment for students. Undergraduate admission is “need blind” and financial aid is widely available. Students whose parents make less than \$60,000 a year are not expected to pay tuition or contribute to the cost of room and board and other expenses. Those whose families make less than \$100,000 a year do not pay tuition. For FY13, approximately 50% of undergraduates were awarded need-based scholarships and grants from Stanford. In addition, to encourage diversity, the University provides funds to departments for recruitment and a variety of fellowships, mentoring programs, support services and cultural centers for diversity candidates. CLAS degree programs are made accessible to students of all economic backgrounds. At least two-thirds of each incoming class is offered some form of financial aid ranging from full fellowships to half-tuition scholarships to partial course assistantships. CLAS places much importance on the diversity of the class to ensure varied perspectives will be brought to light in small seminar style classes. CLAS accepts a range of students, including recent college graduates, those mid-career, international students, military personnel, and others. In our current master’s class of eleven students, six are ethnic minorities, including two international students from Latin America, eight are women, and one is a veteran. The CLAS Associate Director works with the Office of Accessible Education to address relevant student needs.

**9C. Evaluation Plan.** CLAS maintains a rigorous, on-going evaluation of its courses, programs, and activities through a variety of measures that target both quality and impact. Table 9.3 summarizes these processes. Planning and design of performance measures for the next grant

cycle (Appendix 4) have been carried out in consultation with independent, external evaluator (Budget E6a), Diane Steinberg (PhD, UC Berkeley, Education – Policy, Organizations, Measurement, and Evaluation Division). Steinberg has over fifteen years of experience using quantitative and qualitative research methods to evaluate education programs for the Department of Education, the California Department of Education, and the Los Angeles Unified School

**Table 9.3 – Evaluations & Principal Mechanisms**

<b>Components</b>	<b>Mechanism</b>	<b>Frequency</b>	<b>Evaluators</b>
All courses	Enrollments	Quarterly	Students
	Course evaluations	End-Course	Students
Language instruction	Proficiency exams (OPI, etc.)	Start- & end-sequence	Language Center instructors
All degrees	Program evaluations	Mid- & end-degree	Students
	Ad hoc input	On-going	Faculty & students
	Program review	Every 5 years	Senate committee
CLAS program	Usage of Center	Varies	Students, faculty, public
	Participation	On-going, all events	Students, faculty, public
	Applications to CLAS	Annually	Students
Grants and gifts to CLAS	Written reports	Annually	Director & Assoc. Dir.
Awards granted by CLAS	Written reports & talks	After award periods	Faculty & student awardees
CLAS as Center	External evaluation	Every 3 years	Other NRC Director
	Publications	On-going	Peer reviewers
	National competition	Annually	Expert panels
K-12 & Community College Outreach	Event and workshop surveys	All events	K-12 & community college educator attendees
	Fellowship evaluations	Mid- & end-program	Community college fellows
	Course evaluations	Start- & end-course	High school student participants
	Written reports	Semi-annually	Director, Assoc. Dir., & Public Engagement Coord.

District, among others. In addition to the IFLE GPRA measures, the evaluation is designed to measure the impact of articulated goals using the performance measures detailed in Appendix 4. The evaluator will use research-based methods to aggregate program data and univariate and bivariate descriptive statistics such as percentage change, frequency distributions, measures of central tendency, ratios, and Pearson or Spearman correlations to analyze it. The evaluation will be conducted on a regular and ongoing basis throughout the grant cycle.

**9D. Enrollments and Placement Data.** As noted in Table 9.2, upon leaving Stanford, CLAS graduates use their Portuguese and Spanish language and area skills to address national needs in a multitude of professions, including many government agencies and nonprofit organizations addressing health and human services, commerce, labor, and housing and urban development issues. The MA program started in 1965. We have over 285 alumni to date, not including the

eleven 2013-14 graduates. Of the eleven master's graduating this June, six have already secured employment or been admitted to graduate school. The other five are exploring non-profit and business sectors with help from CLAS, the CDC, and the Alumni Association.

**9E. National Needs and Information Dissemination.** CLAS activities address national needs in many sectors from healthcare to commerce through strong language (LCTLs include Portuguese, Quechua, and Nahuatl will be offered in the next quadrennium) and non-language programs that prepare students for challenging public service work. CLAS has a strong record of placing students into post-graduate employment, or training in areas of national need (Table 9.2). The Center is committed to increasing the number of students that go into areas of national need. One current CLAS MA student was a military officer who will teach in a community college upon graduation. Stanford graduates are dedicated to public service work and are looking for careers that will allow them to contribute to society in a positive way. Each year, a large percentage of the undergraduate student population plans to attend medical school. Recent MA-LAS alumni are working on health policy issues in the U.S. and in Latin America. The Stanford University Haas Center for Public Service provides all Stanford students with opportunities to engage in service learning courses, internships, and research activities. For Haas activities dedicated to Latin American studies, see Section 2. CLAS students regularly engage with the Haas Center and have received public service scholarships to advance their work both in the U.S. and in Latin America.

## **10. FLAS Awardee Selection Procedures**

**10A. FLAS Award Advertisement.** Latin America FLAS awards are administered directly by CLAS, which advertises the FLAS fellowship competition through: 1) permanent posting of FLAS information on CLAS and Division websites; 2) paid ads in the *Stanford Daily*

(circulation: 13,500) and email calls for applications from October through immediately before the mid-January application deadline for all awards; 3) personal and email notification to departmental graduate administrators, faculty, and financial aid officers who in turn will notify their own current and incoming students; 4) inclusion of FLAS materials with all CLAS MA application and recruiting material; 5) inclusion of FLAS announcements by the Stanford Registrar in financial aid information. FLAS competitions are publically announced in October each year, with an application deadline in mid-January. Special effort is made to promote the fellowship in the professional schools, and we award a fellowship to at least one education, engineering, or law school student every year. Applications are timed to coincide with the Free Application for Federal Student Aid (FAFSA) application deadline to allow consideration of financial need (*FLAS Competitive Preference Priority 1*).

**10B. *FLAS Award Application Process.*** Applicants for academic-year awards must submit all materials by the mid-January deadline, the Selection Committee meets in February and reaches its award decisions, students are notified in early March of their award and required to meet or speak on the telephone with the Associate Director before signing their acceptance form, due April 15. Summer awards follow a similar selection process with a submission deadline of mid-February, Selection committee meets in March and students are notified in early April. Summer awards are paid out as soon as study plans have been approved by the USDE Program Officer. AY awards are paid out quarterly beginning in September of the award year. Priority is given to academic excellence and achievement and to proposals demonstrating the relevance of LCTL language (Portuguese and Quechua) study to the applicant's scholarly and career goals as well as to applicants who demonstrate financial need. Additional priority is given to MA and professional school applicants who will engage in advanced study of Portuguese or intermediate

study of Quechua and Nahuatl. CLAS is committed to providing at least one FLAS fellowship per year to an undergraduate (for intermediate or advanced study of Portuguese, Quechua, or Nahuatl) or a graduate student (for advanced Portuguese or intermediate Quechua or Nahuatl) in the science, technology, engineering or mathematics fields. Beginning in 2015, all FLAS applicants will be required to complete a federal FAFSA as part of their application, which will provide the FLAS review committee with data on applicant financial aid need (*FLAS Competitive Preference Priority 1*).

**10C. *FLAS Award Selection.*** Awardees are determined by a committee of at least four faculty members representing diverse disciplines and regions. Applications are ranked by five criteria: 1) overall academic achievement; 2) past performance in language courses; 3) strength of recommendations; 4) clarity and feasibility of stated study/career goals; and 5) financial need. Beginning in the 2014-17 grant cycle award preference will be given to those students who demonstrate financial in addition to demonstrated academic merit. In the current four-year cycle, CLAS awarded 25 academic year and 20 summer FLAS awards, including 4 awards to professional school students. For the 2010-13 grant cycle, we are requesting 9 academic year (7 graduate, 2 undergraduate) and 5 summer awards annually. At least 25% of our awards will be made in priority languages (*FLAS Competitive Preference Priority 2*). To ensure broad access, Stanford will continue to guarantee tuition top-offs for all FLAS awardees enrolled at Stanford during this grant cycle.

**11. *Competitive Priorities.*** As delineated in section 8, CLAS requests funding for nine activities. NRC and FLAS Priorities are summarized here with corresponding projects listed by narrative page number and budget item number.

**NRC Absolute Priority:** *Teacher training activities on the language, languages, area studies, or thematic focus of the center.* All K-14 proposed projects meet the NRC absolute priority regarding teacher training activities.

**NRC Competitive Preference Priority 1:** *Applications that propose collaborative activities with one or more minority-serving institutions or community colleges.* The SCC-GEP will collaborate directly with two community colleges in year 1, and additional community colleges in subsequent years.

**NRC Competitive Preference Priority 2:** *Collaborative activities with units such as schools or colleges of education.* CLAS is partnering with GSE's Center to Support Excellence in Teaching to offer four teacher training workshops on campus and abroad every year of the grant cycle.

**FLAS Competitive Preference Priority 1:** *Applications that propose to give preference when awarding fellowships to students who demonstrate financial need.* CLAS will work with the Graduate Diversity Staff Council in the Vice Provost for Graduate Education to encourage applications from students of diverse backgrounds who demonstrate financial aid need in addition to academic merit, as listed in section 10C.

**FLAS Competitive Preference Priority 2:** *Applications that make 25 percent or more of academic year FLAS fellowships in any of the priority LCTLs.* At least 25% of the academic year FLAS awards will be made in one of the listed priority LCTLs (Portuguese and Quechua).



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

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

Name of Institution/Organization

Board of Trustees of the Leland Stanford Junior University

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

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

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	\$113,500.00	\$113,000.00	\$112,500.00	\$112,000.00		\$451,000.00
2. Fringe Benefits	\$29,116.00	\$28,970.00	\$28,824.00	\$28,678.00		\$115,588.00
3. Travel	\$10,500.00	\$10,500.00	\$10,500.00	\$10,500.00		\$42,000.00
4. Equipment						
5. Supplies	\$32,025.00	\$32,025.00	\$32,025.00	\$32,025.00		\$128,100.00
6. Contractual						
7. Construction						
8. Other	\$65,750.00	\$71,750.00	\$74,750.00	\$73,750.00		\$286,000.00
9. Total Direct Costs (lines 1-8)	\$250,891.00	\$256,245.00	\$258,599.00	\$256,953.00		\$1,022,688.00
10. Indirect Costs*	\$20,071.28	\$20,499.60	\$20,687.92	\$20,556.24		\$81,815.04
11. Training Stipends	\$283,500.00	\$283,500.00	\$283,500.00	\$283,500.00		\$1,134,000.00
12. Total Costs (lines 9-11)	\$554,462.28	\$560,244.60	\$562,786.92	\$561,009.24		\$2,238,503.04

**\*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:

- Do you have an Indirect Cost Rate Agreement approved by the Federal government?  Yes  No
- If yes, please provide the following information:  
 Period Covered by the Indirect Cost Rate Agreement: From: 09 / 01 / 2013 To: 08 / 31 / 2014 (mm/dd/yyyy)  
 Approving Federal agency: ED  Other (please specify): ONR The Indirect Cost Rate is 61.6 %
- For Restricted Rate Programs (check one) -- Are you using a restricted indirect cost rate that:  
 Is included in your approved Indirect Cost Rate Agreement? or  Complies with 34 CFR 76.564(c)(2)? The Restricted Indirect Cost Rate is 8 %

Name of Institution/Organization

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 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						
2. Fringe Benefits						
3. Travel						
4. Equipment						
5. Supplies						
6. Contractual						
7. Construction						
8. Other						
9. Total Direct Costs (Lines 1-8)						
10. Indirect Costs						
11. Training Stipends						
12. Total Costs (Lines 9-11)						

**NOT APPLICABLE**

**SECTION C - BUDGET NARRATIVE (see instructions)**

## **BUDGET NARRATIVE**

The proposed 2014-2017 budget for Stanford University's Latin America National Resource Center is designed to most effectively utilize seed funding to enhance existing programmatic strengths, while laying the foundation for new areas of growth. All projects will be collaborative with one or more Stanford units, with NRC funds applied to priority projects that are likely to attract future support. Budget expenditures by category below represent year one funding, and are similar throughout the grant period unless noted.

### **1. Personnel**

In year one the total request for Salaries (A), including standard Benefits (B), is \$142,616. Of this, 32.61% will go to faculty members to develop and teach three interdisciplinary courses, one in the social sciences, one in the professional schools, and one Portuguese language across the curriculum. (A1,A2) 12.12% to student assistants to work with Stanford faculty and K-14 instructors in professional and curriculum development activities on campus and abroad (A2,A3) and 18.11% of the total salary request will partially fund salaries for two language instructors to expand course offerings in Portuguese (A2) 9.0% will go to the hiring of a curriculum development specialist at 16% FTE to produce new curricular materials for K-12 and community college instructors (A3). A public engagement coordinator will be hired at 50% FTE to coordinate and implement the K-14 outreach programs outlined in this proposal (A3), which represents 28% of total salary request. As part of Stanford's commitment to build ongoing, sustainable programs, NRC commitment for salaries stays constant over the four years of the funding cycle, resulting in a net reduction when adjusted for inflation.

### **2. Fringe Benefits**

Per agreement dated October 23, 2009 between Stanford University and the Office of Naval Research, effective September 1, 2009 the predetermined fringe benefit rates are 29.2% for faculty, 27.9% for post docs, 4.8% for graduate research assistants and 8.4% for contingent employees.

### **3. Travel**

The request for Travel (C) —\$10,500—is 4.2% of the overall budget request and will provide partial support for one librarian's domestic travel to professional conferences, and two international trip to acquire new materials and develop linkages in Latin America (C1a&C2a). This funding will also provide partial support for two Stanford faculty and one student assistant's travel to lead the Summer Institute on Environment and Sustainability Science in Latin America (C3a)

### **4. Equipment**

There are no expenditures in this category.

## **5. Supplies & Expenses**

We have budgeted about 5.6% of the overall NRC/FLAS request for Latin America Library acquisitions (D1a&b) in year one. Acquiring new materials available in Latin America is a high priority; NRC support for contemporary materials (including databases and new media) helps to leverage further funding from our central administration. Additionally, we budgeted \$2,025 for online platform access for K-12 instructors participating in the Spanish teachers institute (D2a).

## **6. Contractual**

There are no expenditures in this category.

## **7. Construction**

There are no expenditures in this category.

## **8. Other**

Additional expenses for new programs include: Stanford-Community College Education Project, \$22,750 tapered over four years (E1); Graduate School of Education's on campus and abroad Summer and Year-round Institutes, \$11,000 (E2); The Nahuatl Studies initiative \$13,000 for Nahuatl curriculum development and language professionalization (E3); Nahuatl language course development, \$1500 in year one; funding increases as distance-learning course will be offered in collaboration with UCLA in years two, three, and four (E4); Library Access Grants, \$2500 (E5); and External Performance Measures Evaluator, \$15,000, which represents 6% of the total funding requested (E6).

## **9. Indirect Costs**

Per agreement dated October 10, 2008 between Stanford University and the Office of Naval Research, effective September 1, 2008 the predetermined F&A rate on-campus for fiscal years 2009 and 2010 is 60.0%. Due to the restrictions on F&A in this program announcement the F&A applied to the costs proposed is 8% on allowable costs.

## **10. Training Stipends**

We are requesting 8 FLAS awards per academic year -7 for graduate students and 1 for undergraduate students - and five FLAS awards each summer. This request of \$283,500 is justified by the large number of talented intermediate and advanced-level language students in our program and in departments across the University who request language-study funding each year. Stanford is committed to equal access to its programs, and will continue to provide tuition top-offs for all FLAS awardees in the 2014-17 grant cycle.

The requested budget will help strengthen Stanford's already considerable expertise in Latin American Studies, expand our K-14 outreach and impact, and allow us to build sustainable programs that will train the next generation of educators, business leaders and entrepreneurs, government officers, and civil society leaders.

**Appendix 1**  
Center for Latin American Studies, Stanford University  
**Budget**

	Page	Year 1 2014-15	Year 2 2015-16	Year 3 2016-17	Year 4 2017-18	TOTAL
= Absolute Priority, Teacher Training Activities = Competitive Priority 1, Partnership with MSI or Community Colleges = Competitive Priority 2, Collaborations with School of Education = Invitational Priority						
<b>A. Salaries</b>						
<b>1. Area Instruction</b>						
	39	\$ 12,000.00	\$ 12,000.00	\$ 12,000.00	\$ 12,000.00	\$ 48,000.00
a. Lecturer Salaries - Area Studies Course in the Professional Schools		\$ 3,504.00	\$ 3,504.00	\$ 3,504.00	\$ 3,504.00	\$ 14,016.00
Fringe (multi rates--est. 29.2% in YR 1)		\$ 12,000.00	\$ 12,000.00	\$ 12,000.00	\$ 12,000.00	\$ 48,000.00
b. Lecturer salaries -International Relations Course	39	\$ 3,504.00	\$ 3,504.00	\$ 3,504.00	\$ 3,504.00	\$ 14,016.00
Fringe (multi rates--est. 29.2% in YR 1)		\$ 24,000.00	\$ 24,000.00	\$ 24,000.00	\$ 24,000.00	\$ 96,000.00
<b>Subtotal, Area Instruction</b>		\$ 24,000.00	\$ 24,000.00	\$ 24,000.00	\$ 24,000.00	\$ 96,000.00
<b>2. Language Instruction</b>						
a. Lecturer Salary -Spring Portuguese Immersion Course	42	\$ 5,000.00	\$ 4,500.00	\$ 4,000.00	\$ 3,500.00	\$ 17,000.00
Fringe (multi rates--est. 29.2% in YR 1)		\$ 1,460.00	\$ 1,314.00	\$ 1,168.00	\$ 1,022.00	\$ 4,964.00
b. Portuguese Instructor of Language Across the Curriculum Course	42	\$ 12,000.00	\$ 12,000.00	\$ 12,000.00	\$ 12,000.00	\$ 48,000.00
Fringe (multi rates--est. 29.2% in YR 1)		\$ 3,504.00	\$ 3,504.00	\$ 3,504.00	\$ 3,504.00	\$ 14,016.00
c. Portuguese Lecturer - 4th year (LCTL)	42	\$ 15,000.00	\$ 15,000.00	\$ 15,000.00	\$ 15,000.00	\$ 60,000.00
(100% LCTL) 25% salary		\$ 4,380.00	\$ 4,380.00	\$ 4,380.00	\$ 4,380.00	\$ 17,520.00
Fringe (multi rates--est. 29.2% in YR 1)		\$ 1,500.00	\$ 1,500.00	\$ 1,500.00	\$ 1,500.00	\$ 6,000.00
d. Spanish for Scientist Certificate -One qtr. Student Assist. (10hr/wk)	41	\$ 72.00	\$ 72.00	\$ 72.00	\$ 72.00	\$ 288.00
Fringe (multi rates--est. 4.8% in YR 1)		\$ -	\$ 3,600.00	\$ 3,600.00	\$ 3,600.00	\$ 10,800.00
e. Nahuatl DL Course-Stud. Assis.(8hr/wk Y2,Y3,Y4)	41	\$ -	\$ 172.80	\$ 172.80	\$ 172.80	\$ 518.40
Fringe (multi rates--est. 4.8% in YR 1)		\$ 33,500.00	\$ 33,000.00	\$ 32,500.00	\$ 32,000.00	\$ 131,000.00
<b>Subtotal, Language Instruction</b>		\$ 33,500.00	\$ 33,000.00	\$ 32,500.00	\$ 32,000.00	\$ 131,000.00
<b>3. Outreach</b>						
a. CLAS Public Engagement Coordinator	35	\$ 31,000.00	\$ 31,000.00	\$ 31,000.00	\$ 31,000.00	\$ 124,000.00
(100% Outreach) 50% salary		\$ 9,052.00	\$ 9,052.00	\$ 9,052.00	\$ 9,052.00	\$ 36,208.00
Fringe (multi rates--est. 29.2% in YR 1)		\$ 10,000.00	\$ 10,000.00	\$ 10,000.00	\$ 10,000.00	\$ 40,000.00
b. SPICE Curriculum Devel. Specialist	35	\$ 2,920.00	\$ 2,920.00	\$ 2,920.00	\$ 2,920.00	\$ 11,680.00
(100% Outreach) 1.6% salary		\$ 1,500.00	\$ 1,500.00	\$ 1,500.00	\$ 1,500.00	\$ 6,000.00
Fringe (multi rates--est. 29.2% in YR 1)		\$ 72.00	\$ 72.00	\$ 72.00	\$ 72.00	\$ 288.00
d. K-12 & Comm. College Summer Institute Abroad-Student Assist.	37	\$ 4,500.00	\$ 4,500.00	\$ 4,500.00	\$ 4,500.00	\$ 3,600.00
Fringe (multi rates--est. 4.8% in YR 1)		\$ 216.00	\$ 216.00	\$ 216.00	\$ 216.00	\$ 864.00
e. K-12 & Comm. College Spanish Teachers Institute -Teach. Assist.	35	\$ 9,000.00	\$ 9,000.00	\$ 9,000.00	\$ 9,000.00	\$ 3,600.00
Fringe (multi rates--est. 4.8% in YR 1)		\$ 432.00	\$ 432.00	\$ 432.00	\$ 432.00	\$ 1,728.00
f. SCC-GEP (2) Student Assistants (10hr/wk - 3 quarters)	38	\$ 56,000.00	\$ 56,000.00	\$ 56,000.00	\$ 56,000.00	\$ 224,000.00
Fringe (multi rates--est. 4.8% in YR 1)		\$ 113,500.00	\$ 113,000.00	\$ 112,500.00	\$ 112,000.00	\$ 451,000.00
<b>Subtotal, Outreach</b>		\$ 56,000.00	\$ 56,000.00	\$ 56,000.00	\$ 56,000.00	\$ 224,000.00
<b>Salaries Subtotal</b>		\$ 113,500.00	\$ 113,000.00	\$ 112,500.00	\$ 112,000.00	\$ 451,000.00

**Appendix 1**  
Center for Latin American Studies, Stanford University  
**Budget**

	Page	Year 1 2014-15	Year 2 2015-16	Year 3 2016-17	Year 4 2017-18	TOTAL
† = Absolute Priority, Teacher Training Activities ● = Competitive Priority 1, Partnership with MSI or Community Colleges ● = Competitive Priority 2, Collaborations with School of Education * = Invitational Priority						
<b>B. Fringe Benefits</b>						
1. Area Instruction (2)	39	\$ 7,008.00	\$ 7,008.00	\$ 7,008.00	\$ 7,008.00	\$ 28,032.00
2. Language Instruction (5)	42	\$ 9,416.00	\$ 9,270.00	\$ 9,124.00	\$ 8,978.00	\$ 36,788.00
3. Outreach Staff (5)	35	\$ 12,692.00	\$ 12,692.00	\$ 12,692.00	\$ 12,692.00	\$ 50,768.00
<b>Fringe Benefits Subtotal</b>		<b>\$ 29,116.00</b>	<b>\$ 28,970.00</b>	<b>\$ 28,824.00</b>	<b>\$ 28,678.00</b>	<b>\$ 115,588.00</b>
<b>C. Travel</b>						
1. Foreign Travel	42	\$ 4,000.00	\$ 4,000.00	\$ 4,000.00	\$ 4,000.00	\$ 16,000.00
a. CLAS Librarian--2 trips @ \$2,000 to attend prof. meetings, conduct research, or purchase collection materials						
2. Domestic Travel	42	\$ 1,500.00	\$ 1,500.00	\$ 1,500.00	\$ 1,500.00	\$ 6,000.00
a. CLAS Librarian--1 trip @ \$1,500 to attend professional meetings, conduct research, or purchase collection materials						
3. K-12 & Community College: Summer Institute Abroad	37	\$ 5,000.00	\$ 5,000.00	\$ 5,000.00	\$ 5,000.00	\$ 20,000.00
a. Foreign Travel: Stanford faculty and Teaching Assistant						
<b>Travel Subtotal</b>		<b>\$ 10,500.00</b>	<b>\$ 10,500.00</b>	<b>\$ 10,500.00</b>	<b>\$ 10,500.00</b>	<b>\$ 42,000.00</b>
<b>D. Supplies and Expenses</b>						
1. Latin America Library acquisitions	42	\$ 15,000.00	\$ 15,000.00	\$ 15,000.00	\$ 15,000.00	\$ 60,000.00
a. books & periodicals	42	\$ 15,000.00	\$ 15,000.00	\$ 15,000.00	\$ 15,000.00	\$ 60,000.00
b. digital resources						
2. K-12 AY Teacher Institute (Spanish instructors)	37	\$ 2,025.00	\$ 2,025.00	\$ 2,025.00	\$ 2,025.00	\$ 8,100.00
a. Spanish teachers institute--online platform access (15@ \$135)						
<b>Supplies and Expenses Subtotal</b>		<b>\$ 32,025.00</b>	<b>\$ 32,025.00</b>	<b>\$ 32,025.00</b>	<b>\$ 32,025.00</b>	<b>\$ 128,100.00</b>
<b>E. Other</b>						
1. Community College Global Education	38	\$ 9,000.00	\$ 9,000.00	\$ 9,000.00	\$ 9,000.00	\$ 36,000.00
a. 2 Fellowship Stipends--3 quarters @ \$1,500 each for S-CC Partnership - to Develop Area Studies Curriculum for Comm. Colleges						
b. Speaker's Fees, 4 @ \$1,000						
c. Tech. support & equipment rental						
d. Symposium venue rental						
e. Teaching materials and digitization costs						
f. Workshop supplies and materials						
g. ACFTL MOPI, writing and reading for LCTL instructors						

**Appendix 1**  
Center for Latin American Studies, Stanford University  
**Budget**

- = Absolute Priority, Teacher Training Activities
- = Competitive Priority 1, Partnership with MSI or Community Colleges
- = Competitive Priority 2, Collaborations with School of Education
- = Invitational Priority

Page	Year 1 2014-15	Year 2 2015-16	Year 3 2016-17	Year 4 2017-18	TOTAL
35	\$ 4,000.00	\$ 3,500.00	\$ 3,000.00	\$ 2,500.00	\$ 13,000.00
35	\$ 5,000.00	\$ 5,000.00	\$ 5,000.00	\$ 5,000.00	\$ 20,000.00
36	\$ 2,000.00	\$ 2,000.00	\$ 2,000.00	\$ 2,000.00	\$ 8,000.00
40	\$ 2,000.00	\$ 2,000.00	\$ 2,000.00	\$ 2,000.00	\$ 8,000.00
	\$ 2,000.00	\$ 2,000.00	\$ 2,000.00	\$ 2,000.00	\$ 8,000.00
	\$ 2,000.00	\$ 2,000.00	\$ 1,000.00	\$ 1,000.00	\$ 6,000.00
	\$ 2,000.00	\$ 2,000.00	\$ 2,000.00	\$ 2,000.00	\$ 8,000.00
	\$ 5,000.00	\$ 5,000.00	\$ 5,000.00	\$ 5,000.00	\$ 20,000.00
41	\$ 1,500.00	\$ 3,000.00	\$ 1,500.00	\$ 1,500.00	\$ 7,500.00
42	\$ -	\$ 5,500.00	\$ 12,000.00	\$ 12,000.00	\$ 29,500.00
47	\$ 2,500.00	\$ 2,500.00	\$ 2,500.00	\$ 2,500.00	\$ 10,000.00
	\$ 15,000.00	\$ 15,000.00	\$ 15,000.00	\$ 15,000.00	\$ 60,000.00
<b>Other Subtotal</b>					\$ 65,750.00
<b>TOTAL DIRECT COSTS</b>					\$ 250,891.00
Indirect Costs at 8% (x Total Direct Costs)					\$ 20,071.28
<b>TOTAL NRC COSTS</b>					\$ 270,962.28
<b>Other Subtotal</b>					\$ 71,750.00
<b>TOTAL DIRECT COSTS</b>					\$ 258,599.00
Indirect Costs at 8% (x Total Direct Costs)					\$ 20,687.92
<b>TOTAL NRC COSTS</b>					\$ 279,286.92
<b>Other Subtotal</b>					\$ 75,750.00
<b>TOTAL DIRECT COSTS</b>					\$ 256,953.00
Indirect Costs at 8% (x Total Direct Costs)					\$ 20,556.24
<b>TOTAL NRC COSTS</b>					\$ 277,509.24
<b>Other Subtotal</b>					\$ 286,000.00

Appendix 1

Center for Latin American Studies, Stanford University  
Foreign Language and Area Studies Budget

	Page	Year 1 2014-15	Year 2 2015-16	Year 3 2016-17	Year 4 2017-18	TOTAL
<ul style="list-style-type: none"> <li>● = Competitive Priority 1, Financial Need Preference</li> <li>● = Competitive Priority 2, ≥25% Priority Languages</li> </ul>						
<b>A. Academic Year Awards</b>						
● 1. Graduate awards	43,49					
7 institutional payments @ \$18,000		\$ 126,000	\$ 126,000	\$ 126,000	\$ 126,000	\$ 504,000
7 subsistence payments @ \$15,000		\$ 105,000	\$ 105,000	\$ 105,000	\$ 105,000	\$ 420,000
● 2. Undergraduate awards	43,49					
1 institutional payment @ \$10,000		\$ 10,000	\$ 10,000	\$ 10,000	\$ 10,000	\$ 40,000
1 subsistence payments @ \$5,000		\$ 5,000	\$ 5,000	\$ 5,000	\$ 5,000	\$ 20,000
<b>Academic Year Subtotal</b>		<b>\$ 246,000</b>	<b>\$ 246,000</b>	<b>\$ 246,000</b>	<b>\$ 246,000</b>	<b>\$ 984,000</b>
<b>B. Summer Awards</b>						
● 1. 5 institutional payments @ \$5,000	43,49	\$ 25,000	\$ 25,000	\$ 25,000	\$ 25,000	\$ 100,000
5 subsistence payments @ \$2,500		\$ 12,500	\$ 12,500	\$ 12,500	\$ 12,500	\$ 50,000
<b>Summer Subtotal</b>		<b>\$ 37,500</b>	<b>\$ 37,500</b>	<b>\$ 37,500</b>	<b>\$ 37,500</b>	<b>\$ 150,000</b>
<b>TOTAL FLAS COSTS</b>		<b>\$283,500.00</b>	<b>\$283,500.00</b>	<b>\$283,500.00</b>	<b>\$283,500.00</b>	<b>\$1,134,000.00</b>

**Appendix 2**  
**Center for Latin American Studies, Stanford University**  
**Faculty Biographical Information**

**Language Proficiency**

- 5 = Fluent
- 4 = Excellent
- 3 = Good
- 2 = Fair
- 1 = Poor

**% Beside Faculty Name in Bio** = percentage of time devoted to Latin American studies

**CLAS Affiliated Faculty**

<b>Name</b>	<b>Rank</b>	<b>Department</b>	<b>Page</b>
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Cuellar, Mariano-Florentino	Professor	School of Law, Freeman Spogli Institute for International Studies, Political Science	8
Curran, Lisa	Professor	Anthropology	9
Daily, Gretchen	Professor	Biology	10
Davis, Jenna	Associate Professor	Civil and Environmental Engineering	10
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Durham, William	Professor	Anthropology	11
Firth Murray, Anne	Consulting Professor	Human Biology	12
Fox, James	Professor	Anthropology	13
Frank, Zephyr	Associate Professor	History	13
Garcia, Angela	Assistant Professor	Anthropology	14
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Greene, Roland	Professor	English and Comparative Literature	15
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Jimenez, Tomas	Assistant Professor	Sociology	17
Karl, Terry	Professor	Political Science	17
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Magaloni, Beatriz	Associate Professor	Political Science	18
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Ulrich Gumbrecht, Hans	Professor	Comparative Literature	31
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Walbot, Virginia	Professor	Biology	33
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## Other Personnel

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**DIRZO, RODOLFO - 100%****Director of the Center for Latin American Studies****Professor, Department of Biology – (Tenured)**

**Education:** Ph.D., Ecology, School of Plant Biology, University of Wales, Great Britain, 1980; M.Sc., Ecology, School of Plant Biology, University of Wales, UK 1977; B.Sc., Biology Universidad Autónoma de Morelos 1974.

**Academic Experience:** Bing Prof. in Environmental Science; Professor, Stanford University; Affiliated Faculty Member, Woods Institute for the Environment at Stanford University; Research assistant, Instituto de Biología, UNAM; Associate researcher, Instituto de Biología; Researcher, Instituto de Biología, Estación de Biología Tropical Los Tuxtlas, Veracruz; Director of the Los Tuxtlas Biological Station; Professor, Centro de Ecología, UNAM; Chair, Department of Evolutionary Ecology, Instituto de Ecología, UNAM; Coordinator of Graduate Programs in Ecology, UNAM.

**Overseas Experience:** Mexico, Costa Rica, Nicaragua, Peru, Brazil, Ecuador, Kenya, Panama, Colombia, Holand, Spain, Ecuador, Uruguay, Argentina, England, Chile.

**Languages:** English – 5; Spanish – 5, Portuguese – 3

**LAS Courses Taught:** Darwin’s Legacy; Ecology; Tropical Ecology and Conservation, Topics in Latin American Studies, Ecology and biodiversity of Latin America, Ecology and Natural History of Jasper Ridge Biological Preserve, Field Ecology, Field Ecology Methods, Conservation Problems in Latin America, Ecology.

**Specialization:** Tropical forest ecology and conservation, species interactions, evolutionary ecology of herbivore defense. Plant population ecology, Tropical ecology, Evolutionary ecology, Species interactions Conservation biology, Biodiversity science, Science education at all levels.

**Recent Publications:** Dirzo, R., Bonilla, M.A., 2013. Central America, Ecosystems of. In: Encyclopedia of Biodiversity. Second Edition. Volume 1: 665-676. Elsevier, Guevara, R., Dirzo, R., 2012. Las interacciones bióticas en el contexto del cambio ambiental global. In: Del Val, E., & Boege, K. (eds.). Ecología y evolución de las interacciones bióticas. Fondo de Cultura Económica, Mexico City, pp. 234-275, Sarukhán, J., Dirzo, R. 2012. The Biodiversity-Rich Countries. In: Encyclopedia of Biodiversity. S. Levin et al. (Eds), 2nd. Edition. Academic Press, Santos Barrera, G. & R. Dirzo. 2012. Gonzalo Pérez Higuera (1933-2008): Incansable estudioso de la herpetofauna de Los Tuxtlas. Págs. XX-XX, In, Reynoso, V. H. y R. I. Coates (eds.), Avances y Perspectivas en la Investigación de los Bosques Tropicales y sus Alrededores: la Región de Los Tuxtlas. Instituto de Biología, Universidad Nacional Autónoma de México, México, D. F. , Urbina-Cardona, J.N., Reynoso, V.H. & Dirzo, R. 2012. Spatio-temporal variation in edge effects on the herpetofauna of a Mexican tropical rain forest. Pp. 97-120, Chapter 3. In: Bezerra, A.D. and Ferreria, T.S. (eds.). Evergreens: Types, Ecology and Conservation. Nova Science Publishers, Inc., NY – USA. ISBN: 978-1-61942-177-6, Simonetti, J.A. & R. Dirzo.

**Advising:** Completed: 21 Ph.D; 10 Master SC; 31 Bachelor SC

**Distinctions:** Senior Fellow, Woods Institute for the Environment, Stanford, 2010-to date, First Outstanding Service Award of the Organization for Tropical Studies; Coordinator of the Biology Section, Mexican Academy of Sciences; President, Committee of Ecology Evolution and Systematics Panel, National Council of Science and Technology (CONACYT); Presidential Award: Ecological Merit in Research 2003 by SEMARNAT, Ministry of Environment; Universidad Nacional Autónoma de México Award in Natural Sciences Research UNAM, Foreign Associate, US National Academy of Sciences; Foreign Member, American Academy of Arts and Sciences, Member, California Academy of Sciences. The Pew Charitable Trust, Madison, Wisconsin, USA. 1992 President, Association for Tropical Biology, 1994 Selected speaker to the special symposium on Achievements and Challenges in Ecology (Ecological Society of America-British Ecological Society), Orlando, 2000. Member, Mexican Academy of Sciences Member, Morelos Academy of Science Outstanding Service Award of the Organization for Tropical Studies, 2002. Presidential Award: Ecological Merit in Research 2003 by SEMARNAT, Ministry of Environment 2003. Universidad Nacional Autónoma de México Award in Natural Sciences, Research UNAM 2003. Foreign Associate, US National Academy of Sciences, 2004 Foreign Member, American Academy of Arts and Sciences, 2004 Member, California Academy of Sciences, 2008 Fellow, Ecological Society of America.

**BARRY, MICHELE - 33%****Professor, Medicine, and by courtesy, the Graduate School of Business - (Tenured)**

Education: M.D. Albert Einstein College of Medicine, New York, NY, 2009. A.B., Bryn Mawr College, Bryn Mawr, PA (magna cum laude). 1974.

Academic Experience: Professor of Medicine, Stanford University School of Medicine (2009-present); Senior Fellow, Woods Institute for the Environment, Stanford University; Professor in the School of Business, Stanford University, by courtesy (2010-present); Senior Fellow, Freeman Spogli Institute for International Studies, Stanford University (2009-present); Director Center for Innovation in Global Health, Stanford University School of Medicine (2009-present); Senior Associate Dean of Global Health, Stanford University, School of Medicine (2009-present)

Overseas Experience: Colombia, Zimbabwe, Bangladesh, Liberia, Guinea, India, Honduras, Zambia, Vietnam, Ghana, Nepal, Brazil, Cuba, Israel, South Africa, Philippines, Ecuador, Malawi, Tanzania, and Haiti.

Languages: Spanish - 4

LAS Courses Taught: Sanela Diana Jenkins International Human Rights Speaker Series: Health and Human Rights (LAW 723); Discussions in Global Health; Global Health: Beyond Diseases and International Organizations; Access and Delivery of Essential Medicines to Poor and Underserved Communities.

Specialization: Global health workforce, clinical tropical medicine, emerging infectious diseases and ethical aspects of conducting research overseas.

Recent Publications: De Camp M, Rodriguez J, Hecht S, Barry M, Sugarman J. Developing an Ethics Curriculum for Short Term Global Health Trainees, *Global Health* 2013, 9-5; Crump John, De Camp M, Barry M, Sugarman J. Reflecting on Short-Term International Service Learning Trips, *Acad Med.* 2013 Jan, 88(1):10; Saquib N, Khanam M, Saquib J, Anand S, Chertow G, Barry M, Ahmed T, Cullen M. Type-2 Diabetes epidemic among the urban middle class in Bangladesh, *Diabetes Care*; Drain P, Barry M. Fifty Years of US Embargo: Cuba's Health Outcomes and Lessons. *Science.* 2010, 328:572-573; Sidhartha S, Barry M. Health Technologies and Innovation in the Global Health Arena. *NEJM.* 2011

Advising: M.D. theses completed: 17; Ph.D. in progress: 1

Distinctions: Fellow, American Society of Tropical Medicine and Hygiene for sustained excellence in tropical medicine, hygiene and global health; Ben Kean Medal, American Society of Tropical Medicine and Hygiene, awarded every three years for excellence in teaching clinical tropical diseases; Ambassador, Paul G. Rogers Society for Global Health Research: scientist advocate for U.S. funded global health research; Yale School of Medicine Society of Distinguished Teachers Award; Elected to Institute of Medicine/National Academy of Sciences.

**BLIKSTEIN, PAULO - 75%****Assistant Professor, School of Education - (Tenure-track)**

Education: Ph.D., Northwestern University, 2009  
Thesis: "An Atom is Known by the Company it Keeps: Content, Representation and Pedagogy Within the Epistemic Revolution of the Complexity Sciences.

Academic Experience: Visiting Scholar, MIT Media Lab (2002-2003), Design and implementation of technology-rich learning environments in low-income communities. Future of Learning Group, MIT, Cambridge, USA.

Overseas Experience: Brazil.

Languages: English - 5; Spanish - 4; Portuguese - 5

LAS Courses Taught: Beyond Bits and Atoms: Creative technologies for off/online learning; Beyond Bits and Atoms: Designing Open Source Toolkits for Education; Learning Analytics and Computational Modeling in Social; Topics in Brazilian Education.

Specialization: Confluence of expressive technologies for learning and critical pedagogy.

Recent Publications: Paulo Blikstein. (under review, R&R) Computational alchemy via representational magic: epistemic affordances of re-presenting complex scientific phenomena. *Journal of the Learning Sciences*; Blikstein, P., Worsley, M., Piech, C., Sahami, M., Cooper, S. & Koller, D. (under review, R&R). Programming pluralism: using learning analytics to detect patterns in novices' learning of computer programming. *Journal of the Learning Sciences*; Blikstein, P. (2013). Digital Fabrication and 'Making' in Education: The Democratization of Invention. In J. Walter-Herrmann & C. Büching (Eds.), *FabLabs: Of Machines, Makers and Inventors*. Bielefeld: Transcript Publishers; Worsley, M. & Blikstein, P. (2013). Towards the development of multimodal action based

assessment. In Proceedings of the Third International Conference on Learning Analytics and Knowledge (LAK '13), Dan Suthers and Katrien Verbert (Eds.). ACM, New York, NY, USA, 94-101; Blikstein, P. (2013). Multimodal learning analytics. In Proceedings of the Third International Conference on Learning Analytics and Knowledge (LAK '13), Dan Suthers and Katrien Verbert (Eds.). ACM, New York, NY, USA, 102-106.

Distinctions: Chosen as one of "45 who will shine in 2009", *Época São Paulo Magazine*, Globo Ed., Brazil. Nominated for Northwestern University's Presidential Fellowship by the School of Education and Social Policy (2007).

#### **CARNOY, MARTIN - 50%**

##### **Professor, School of Education - (Tenured)**

Education: Ph.D., University of Chicago, Department of Economics, 1964; M.A., University of Chicago, Department of Economics, 1961; B.S., California Institute of Technology, Electrical Engineering, June, 1960.

Academic Experience: Visiting Researcher, National Research University Higher School of Economics, Moscow Professor of Education and Economics, Stanford University; Vida Jacks Professor of Education, Stanford University; Associate Professor of Education and Economics, Stanford University; Assistant Professor of Education and Economics, Stanford University; Research Associate in Economics, Foreign Policy Division, The Brookings Institution, Washington, D.C. Consultant to the World Bank, Inter-American Development Bank, Asian Development Bank, UNESCO, IEA, OECD, UNICEF, International Labour Office.

Overseas Experience: Brazil, Peru, and Argentina.

Languages: English - 5; Spanish - 5; Portuguese – 3; French - 5; Italian - 3, Polish - 2; Russian – 2.

LAS Courses Taught: Economics of Education in a changing Global Environment; The State and Educational Policy; Resource Allocation; Seminar on Brazilian Education.

Recent Publications: University Expansion in a Changing Global Economy: Triumph of the BRICs? (with others). Stanford University Press, 2013; The Low Achievement Trap: Comparing Schooling in Botswana and South Africa (with others). Pretoria: HSRC Press, 2012; Teacher Education Matters: A Study of Middle School Mathematics Teacher Preparation in Six Countries (with 12 other authors). New York: Teachers College Press, 2011.

Advising: Ph.D: 25 completed, of which 5 were on Latin America; M.A.: 35-40; Honors: 2.

Distinctions: President of the Comparative and International Education Society; Honorary Fellow of the CIES; Fellow of the American Educational Research Association; elected member of the National Academy of Education and International Academy of Education; Vida Jacks Chair in Education.

#### **CAVALLARO, JAMES - 100 %**

##### **Professor, Law School - (Tenured)**

Education: J.D., University of California at Berkeley, School of Law, Order of the Coif honors. B.A., Harvard University.

Academic Experience: Professor, Harvard Law School , 2002. Clinical Director, Harvard Law School's , 2004. Human Rights Program, Executive Director, Harvard Law School's , 2007-2011. Professor, and Director of the International Human Rights and Conflict Resolution Clinic Stanford Law School, since 2011.

Overseas Experience: Mexico, Chile, Brazil, Haiti

Languages: Spanish – 5, Portuguese – 5

Specialization: Human Rights Issues in Latin America, Inter-American Human Rights System, International Human Rights Law and Practice, Human Rights Movement.

Recent Publications: María Luisa Romero, James Cavallaro, Clara Long, and Claret Vargas, La crisis en Panamá continúa: ¿Hacia un sistema penitenciario que respete los derechos humanos?, Stanford Law School International Human Rights and Conflict Resolution Center, October 2013; Cavallaro, James, and Stephan Sonnenberg. *International Human Rights Clinic Reader*. [Stanford, Calif.]: Stanford Law School, 2012.

Distinctions: Elected to the Inter-American Commission on Human Rights (IACHR) at the 43rd General Assembly of the Organization of American States (OAS) in Antigua, Guatemala (2013)

**CHAGOYA, ENRIQUE - 50 %****Professor, Department of Art and Art History - (Tenured)**

Education: M.A. and M.F.A., U.C. Berkeley, 1987; B.F.A., San Francisco Art Institute, 1984.

Academic Experience: Professor of Art and Art History, Stanford University; Curator, MFA Thesis Exhibition; Chair, Search Committee for Emerging Practices Design; Visiting Lecturer, San Francisco Art Institute; Assistant Professor, California State University; Full-time Lecturer, UC Berkeley.

Overseas Experience: Mexico, France.

Languages: Spanish – 5.

Specialization: Pre-Columbian codices, contemporary art, contemporary economics.

Recent Publications: Borderlandia, traveling solo exhibition catalog, 2007; Cannibal Palimpsest, 2014, traveling solo exhibition catalog.

Distinctions: Kala Master Artist Award, Kala Institute, Berkeley; Artadia, San Francisco Artist Grant, New York; American Academy of Art and Design Biennial, Elliot Medal New York; San Francisco Art Institute, President's Award for Excellence San Francisco; Dean's Award in the Humanities, Stanford University; Biennial Award, The Louis Comfort Tiffany Foundation, New York; Academy Award in Visual Arts, American Academy of Arts and Letters, New York; Public art commission for new SFO international terminal, San Francisco; Eureka Fellowship, Fleischacker Foundation, San Francisco; Lilla Wallace Foundation/ Foundation Monet, Artist fellowship and residency at Giverny, France; NEA fellowship, for Works on Paper; WESTAF/ NEA fellowship, for Works on Paper; Eisner Prize, UC Berkeley Art Department, Berkeley; Distinguished Alumni, SF Art Institute, San Francisco.

**COLLIER, GEORGE - 100%****Professor Emeritus - Department of Anthropology**

Education: Ph.D., Harvard University, 1967; B.A., Harvard University, 1963.

Academic Experience: Senior Member, Academic Council, Stanford University; Professor of Cultural and Social Anthropology, Emeritus, Stanford University.

Overseas Experience: Mexico, Spain.

Languages: Spanish - 4

Specialization: Currently retired; continued consultation on research in Latin America and Spain.

Recent Publications: 2005 Basta! Land and the Zapatista Rebellion in Chiapas. Revised, 3rd edition. Oakland, CA: Food First Books, Institute for Food and Development Policy; 2005 The Zapatista Rebellion in the Context of Globalization. With Jane F. Collier. Journal of Peasant Studies 32(3&4):450-60. Also in Rural Chiapas Ten Years after the Zapatista Rebellion, pp. 34-44, ed. by Sarah Washbrook, London and New York: Routledge, 2007.

Distinctions: John Simon Guggenheim Foundation Fellow; University Fellow, Stanford University; Stanford Humanities Center, Fellow; Fulbright Fellow, Venezuela, Ecuador, Bolivia, Argentina, Summer Session, South America Today; Fulbright Fellow, Spain; numerous research awards from National Science Foundation.

**CUELLAR, MARIANO-FLORENTINO - 50%****Professor – School of Law, Freeman Spogli Institute for International Studies, and Political Science (Tenured)**

Education: Stanford University, Stanford, CA, Ph.D. 2000 Political Science (Sept. 1994 to December 1995; April 1999 to August 2000), A.M. 1996 Political Science (Sept. 1994 to December 1995) Yale Law School, New Haven, CT, J.D. 1997 (Sept. 1993 to May 1994; January 1996 to May 1997) Harvard College, Cambridge, MA A.B. 1993 Government & Political Psychology (Magna Cum Laude) (Sept. 1990 to May 1993)

Academic Experience: Professor (by courtesy) of Political Science, School of Humanities and Sciences, Stanley Morrison Professor of Law, Stanford Law School

Overseas Experience: Mexico, Tel Aviv, Korea, Australia,

Languages: Spanish - 5

LAS Courses Taught: Administrative Law, Executive Power, Legislation, Criminal Law, International Criminal Law, International Security in a Changing World, and Citizenship and the State. Research interests: administrative law and governance; public organizations; executive and legislative power; and

how legal systems implement public health and safety, citizenship and immigration, and transnational security policies.

**Specialization:** Research, education, and policy outreach related to international studies. Administrative Law, Executive Power, Legislation, Criminal Law, International Criminal Law, International Security in a Changing World, and Citizenship and the State. Research interests: administrative law and governance; public organizations; executive and legislative power; and how legal systems implement public health and safety, citizenship and immigration, and transnational security policies.

**Recent Publications:** Administrative Law: The American Public Law System (7th ed., West 2214)(forthcoming)(with Jerry Mashaw, Richard Merrill, Peter Shane, Elizabeth Magill, and Nicholas Parillo) Governing Security: The Hidden Origins of American Security Agencies (Stanford Univ. Press, 2013).

**Distinctions:** The White House, Domestic Policy Council, Washington, DC (March 2009 – July 2010) Special Assistant to the President for Justice and Regulatory Policy, American Bar Foundation – Board of Directors (since 2013), U.S. Department of Education, Equity and Excellence Commission – Co-Chair and Commissioner (appointed by Secretary of Education Arne Duncan, February 2011-February 2013) American Constitution Society – Board of Directors (since 2011) Subcommittee on Sanctions, U.S. Department of State Advisory Committee on International Economic Policy – Member (since 2011) The Constitution Project – Board of Directors (since 2010)

**CURRAN, LISA - 33%**

**Professor, Department of Anthropology – (Tenured)**

**Education:** Mercer Post-doctoral Fellow, Harvard University, 1996; Ph.D., Ecology & Evolutionary Biology, Princeton University, 1994; A.B., with honors, Anthropology, Harvard University, 1984; Harvard University, non-degree courses: Resource Economics, Government & Biology 1988, 1994-5.

**Academic Experience:** Roger & Cynthia Lang Professor of Environmental Anthropology & Senior Fellow, Woods Institute of the Environment, Stanford University; Professor of Tropical Resource Science, School of Forestry & Environmental Studies, Yale University; Associate Professor, John Musser Director, Tropical Resource Institute, Yale University. External Faculty, Santa Fe Institute, Santa Fe.

**Overseas Experience:** Brazil, Peru, Mexico, Indonesia, India, Borneo.

**Languages:** Spanish – 4

**LAS Courses Taught:** Political Ecology of Tropical Land Use: Conservation, Natural Resource Extraction, and Agribusiness.

**Specialization:** Ecosystem Services and Conservation, Public Health

**Recent Publications:** Carlson, K.M.,\* L.M. Curran, G. P. Asner, A. M. Pittman, S.N. Trigg, J.M. Adeney, “Carbon emissions from forest conversion by Kalimantan oil palm plantations, 1990-2020”, Nature Climate Change, 2012.; Carlson, K. M.,\* L.M. Curran, D. Ratnasari, A. M. Pittman, B. S. Soares-Filho, G.P. Asner, S. N. Trigg, D. L. A. Gaveau, D. Lawrence, H.O. Rodrigues, “Committed C emissions, deforestation, and community land conversion from oil palm plantation expansion in West Kalimantan, Indonesia”. Proc. of Nat. Acad. Scis. 109, pp. 7559-7564, 2012.; Gaveau, D.L.A.,\* L. M. Curran, G.D. Paoli, K.M. Carlson, P.Wells, A. Besse-Rimba, D. Ratnasari, N. Leader-Williams, “Examining protected area effectiveness in Sumatra: importance of regulations governing unprotected lands”, Conservation Letters, 5, pp. 142–148, 2012.; Wich,\* S., D. L. A. Gaveau, M. Curran et al, “Understanding the impacts of land-use change policies on a threatened species: Is there a future for the Bornean orang-utan?” PLoS One 7(11), pp. e49142s, 2012.

**Advising:** Ph.D – 10 completed; Doctoral Committee Member – 19; Master’s Thesis/Independent Project/Research – 131 graduated.

**Distinctions:** John D. and Catherine T. MacArthur Foundation, Fellow; Santa Fe Institute, External Faculty (three 3-yr terms); Columbia University, Marie Tharp Visiting Fellowship, Lamont Doherty/Earth Institute; Ecological Society of America, Aldo Leopold Leadership Fellow; AAAS/NSF Women’s International Science Collaboration; University of Michigan, Henry Russel Award, Exceptional Scholarship & University Service (annual sr/jr faculty award); University of Michigan, Lit, Sciences & Arts, Excellence in Research Award; University of Michigan, Lit, Sciences & Arts, Dean’s Meritorious Faculty.

**DAILY, GRETCHEN – 33%****Professor, Department of Biology – (Tenured)**

Education: Ph.D., Biological Sciences Stanford University, 1992; M.S., Biological Sciences Stanford University, 1987; B.S., Biological Sciences Stanford University, 1986.

Academic Experience: Bing Professor in Environmental Science, Department of Biology. Senior Fellow, Woods Institute for the Environment. Associate Professor (Research), Dept. Biological Sciences and Sr. Fellow, Institute for International Studies, Stanford University; Bing Interdisciplinary Research Scientist, Dept. Biological Sciences, Stanford University; Winslow/Heinz Postdoctoral Fellow, Energy and Resources Group, UC Berkeley Research Assistant, Ludwig Maximilian University, Munich, W. Germany; Research Assistant, Worldwatch Institute, Washington, D.C.

Overseas Experience: Costa Rica, Sweden, China.

Languages: Spanish – 3; German – 3; French – 2.

LAS Courses Taught: "Conservation Science and Practice" and "Environmental Science for Policy Makers and Managers.

Specialization: Quantifying the value of agricultural and natural landscapes, for conserving both biodiversity and ecosystem services (such as water purification and crop pollination). Her lab group works in Africa, Asia, Latin America, and the United States.

Recent Publications: Li, J, S Li, Y Liang, C Li, MW Feldman, and GC Daily. 2015. Rural Household Livelihoods and Environmental Sustainability in the West of China. Social Sciences Academic Press, Beijing (forthcoming); Liang, Y, S Li, J Li, MW Feldman, and GC Daily. 2014. Sustainable Livelihoods and Development in Rural China: A Microeconomic Perspective. Social Sciences Academic Press, Beijing (forthcoming); Levin, S, RK Colwell, GC Daily, S Diaz, PM Kareiva, D Karl, G Mace, C Perrings, GD Tilman, and M Turner. 2013. Encyclopedia of Biodiversity, 2<sup>nd</sup> Edition, Elsevier Academic Press; Daily, GC and CJ Katz, Jr. 2012. The Power of Trees. Trinity University Press, San Antonio, TX. [in Japanese, Fubaisha Press 2014]; Kareiva, PM, H Tallis, TH Ricketts, GC Daily, and S Polasky, Eds. 2011.

Advising: Ph.D: 12 completed Ph.D: 3 in progress.

Distinctions: Foreign Fellow of the Royal Swedish Academy of Agriculture and Forestry, Sweden; Volvo Environment Prize, The Volvo Environment Prize Foundation, Sweden; Fellow, Ecological Society of America; The Biodiversity Award, Foundation Prince Albert II of Monaco, Monaco; Named among Women of Influence: 100 Leaders in The Silicon Valley, Silicon Valley / San Jose Business Journal; Einstein Professorship, Chinese Academy of Sciences, China; The Midori Prize for Biodiversity, the AEON Environmental Foundation, the Ministry of the Environment, Japan, the Secretariat of the Convention on Biological Diversity, and the United Nations University; The Heinz Award, The Heinz Family Philanthropies, USA; Environment and Energy Award for Thought Leadership, Aspen Institute, USA; Fellow of the California Academy of Sciences, USA; The International Cosmos Prize, The Expo '90 Foundation, Japan. The Sophie Prize, The Sophie Foundation, Norway. Fellow of the American Philosophical Society., The Nature Conservancy. Named among "The 50 Most Important Women in Science" *Discover Magazine*. 21<sup>st</sup> Century Scientist Award. 20 Scientists to Watch, 20<sup>th</sup> Anniversary Issue of *Discover Magazine*. Aldo Leopold Leadership Program Fellow.

**DAVIS, JENNA - 33%****Associate Professor, Department of Civil and Environmental Engineering – (Tenured)**

Education: Ph.D., Environmental Management and Policy, University of North Carolina at Chapel Hill; Master of Science in Public Health, University of North Carolina at Chapel Hill; Bachelor of Arts and Sciences (Plan II Honors Program), University of Texas at Austin.

Academic Experience: Associate Professor of Civil and Environmental Engineering and Center Fellow at the Woods Institute for the Environment, Stanford University, 2006-present; Assistant Professor, Massachusetts Institute of Technology Department of Urban Studies and Planning.

Overseas Experience: Belize, Bolivia, Colombia, Honduras, India, Indonesia (Java, Sulawesi, Kalimantan, Bali, and Lombok), Kenya, Mozambique, Pakistan, Peru, Tanzania, Uganda, Ukraine, the United Kingdom, the United States, and Venezuela.

Languages: Spanish – 3.

LAS Courses Taught: Water and sanitation in developing countries.

Specialization: The intersection of economic development and environmental protection, with particular emphasis on cost-effective and sustainable water supply and sanitation (W&S) service delivery in developing countries.

Recent Publications: A. Pickering, A. Blum, R. Breiman, P. Ram, J. Davis. 2014. Video surveillance captures student hand hygiene behavior, reactivity to observation, and peer effects in Kenyan primary schools. *PLoS One* 9(3): e92571. DOI: 10.1371/journal.pone.0092571; J. Ho, K.C. Russell, J. Davis. 2014. The challenge of global water access monitoring: evaluating straight-line distance versus self-reported travel time among rural households in Mozambique. *Journal of Water & Health* 12(1): 173-183. doi:10.2166/wh.2013.042; Amy J. Pickering, Jennifer Davis, Annalise G. Blum, Jenna Scalmanini, Beryl Oyier, George Okoth, Robert F. Breiman, Pavani K. Ram. 2013. Access to waterless hand sanitizer improves student hand hygiene behavior among primary schools in Nairobi, Kenya. *American Journal of Tropical Medicine & Hygiene* 89(3): 411-418. doi: 10.4269/ajtmh.13-0008; E. van Houweling, R. Hall, A.S. Diop, J. Davis, and M. Seiss. 2012. "The role of productive water use in women's livelihoods: Evidence from rural Senegal." *Water Alternatives* 5(3): 658-677.

Distinctions: Higgins-Magid Fellow, Stanford University; Finalist, Water for All Competition, Suez Environment Foundation; Eugene L. Grant Teaching Award, Stanford University; Irwin Sizer Award for the Most Significant Improvement to MIT Education; MIT IDEAS award (supporting "innovative projects with the potential to make a positive change in the world"); Research award, Mellon-MIT Program on NGOs and Forced Migration.

**DIAZ-CAYEROS, ALBERTO - 75%**

**FSI Senior Fellow, CDDRL Affiliated Faculty, Professor (by courtesy) of Political Science**

Education: Ph.D. in Political Science. Duke University. Durham, NC. December, 1997. Dissertation: "Political Responses to Regional Inequality: Taxation and Distribution in Mexico".  
M. A. in Political Science. Duke University, Durham NC. September 1990 - March 1993.  
Licenciatura in Economics. Instituto Tecnológico Autónomo de México (ITAM), México D.F. August 1985 - March 1990. Thesis: "The Assessment of Tax Measures: The Case of the 2% Asset Tax in Mexico" International Baccalaureate.

Academic Experience: Assistant Professor at Stanford University (2001-2008), Assistant Professor at University of California, Los Angeles (1999-2001), Researcher at CIDAC, Centro de Investigacion Para el Desarrollo, A.C. (1997-1999).

Overseas Experience: Mexico, Germany.

Languages: Spanish – 5, Italian - 4, German - 3

LAS Courses Taught: Building democracy after conflict winter '09 / Democracy promotion in American foreign policy: Fall '08 / Comparative democratic development: Winter '08 / Building democracy after conflict: Spring '07.

Specialization: Comparative problems of democratic development and consolidation / U.S. and international policies to promote democracy and foster development / Challenges of post-war state-building, in Iraq and comparatively / Democratic transitions and prospects in Africa / Public attitudes and values toward democracy in new democracies / Democratic consolidation in Taiwan, in comparative perspective.

Recent Publications: (Manuscript) Strategies of Vote-Buying: Poverty, Democracy, and Social Transfers in Mexico with Federico Estevez and Beatriz Magaloni (2006) *Federalism, Fiscal Authority and Centralization in Latin America*, Cambridge: Cambridge University Press.

Distinctions: Victoria Schuck Faculty Scholar, School of Humanities and Sciences, Stanford, University. 2007-08. American Political Science Association. Award for the Best Paper presented in the 2000 meeting by the Comparative Politics Section. Visiting Assistant Professor, Stanford University, January – June 2000. American Political Science Association.

**DURHAM, WILLIAM - 75%**

**Professor, Department of Anthropology – (Tenured)**

Education: Ph.D. in Ecology and Evolutionary Biology, University of Michigan 1977; M.S. in Zoology, University of Michigan 1973; A.B. in Biological Sciences, with minors in Math and Physics, Stanford 1971.

Academic Experience: Bing Professor in Human Biology; Affiliated Faculty and Senior Fellow, Woods Institute for the Environment; Stanford Director, Center on Ecotourism and Sustainable Development; Chair, Department of Anthropological Sciences, Stanford; Member, Advisory Board, Phoebe Hearst Museum of Anthropology, UCB. Visiting Scientist, Smithsonian Tropical Research Institute, Panama, and Program in Anthropology/Archeology, MIT.

Overseas Experience: Costa Rica, Ecuador.

Languages: Spanish – 4, Portuguese -3

LAS Courses Taught: Darwin, Evolution, and Galapagos; Conservation and Development Dilemmas in the Amazon; Conservation and Development Dilemmas in Latin America: Galapagos as a Microcosm; Social and Environmental Sustainability: The Costa Rican Case; Evolution and Conservation in Galapagos; Indigenous Peoples and Environmental Problems.

Specialization: Indigenous resource management, human health, and conservation issues in the tropics.

Recent Publications: Conservation at the edges of the world (2013). Saving Galapagos: The Role of Evolution in Conservation, 2008 Ecotourism and Conservation in the Americas. Wallingford, UK: CAB International. 16 chapters, author of 2, co-edited with A. Stronza. 1995 Social Causes of Environmental Destruction in Latin America. Co-edited with M. Painter. University of Michigan Press. 274 pp. 1979 Scarcity and Survival in Central America. Stanford University Press. (Paperback edition 1982).

Advising: Ph.D: 9 completed; 4 in progress.

Distinctions: Bill Durham is an internationally acclaimed human ecologist. His major contributions have been in the theory of coevolution in human populations, in the causes of scarcity and environmental degradation in Latin America, and in the dual challenges of conservation and community development in the tropics. He won a prestigious MacArthur Fellowship (“genius grant”) in 1983. Durham’s 1991 book, Coevolution: Genes, Cultural, and Human Diversity, has been called “one of the most important works of theory ever written by an anthropologist.” In 2012 he won the Bass University Fellow in Undergraduate Education at Stanford. Other awards: Yang and Yamazaki University Fellow, Stanford; Harry Frank Guggenheim Fellowship; Rhodes Prize for Extraordinary Teaching, Stanford.

**FIRTH MURRAY, ANNE – 25%**

**Consulting Professor, Department of Human Biology**

Education: Master of Public Administration, New York University 1977; Bachelor of Arts in Economics and Political Science, University of California, Berkeley, 1955.

Academic Experience: Consulting Professor in Human Biology, Stanford University; Scholar-Activist, The Union Institute, Washington, DC; Consulting Professor of Health Research and Policy, Stanford University; Regent's Lecturer, University of California, San Francisco; Consultant Program Evaluation and Policy Analysis, New York and California Retained by Chancellor's Office, University of California, San Francisco; Health Policy Program, University of California, San Francisco; Associate Editor Stanford University Press; Publications Director, Institute of International Studies, University of California, Berkeley.

Overseas Experience: Hong Kong, Singapore, United Kingdom.

Languages: French – 3; Spanish – 2; Chinese – 2.

LAS Courses Taught: Global Public Health; Critical Issues in International Women’s Health; International Women’s Health and Human Rights.

Specialization: Women’s Health and Human Rights.

Recent Publications: From Outrage To Course: Women Taking Action For Health And Justice: Common Courage Press, 2008; Paradigm Found: Leading And Managing For Positive Change, New World Library, 2007.

Advising: Ph.D: 8 completed.

Distinctions: Carl Schultz Award, American Public Health Association; Outstanding Individual of the Year, International Planned Parenthood; Honorary Fellow, Population Reference Bureau; Entrepreneur of the Year, Northern California finalist; Women of Excellence Award, Northern California Woman; General Federation of Women's Clubs National Award; Soroptomist International Women Helping Women Award; Baha'i Community Service Award; Honoree/World Association of Former UN Internes and Fellows; Scrivner Award for Distinguished Grantmaking, Council on

Foundations; Kantor Medal for Public Service, Graduate School of Psychology; Nominee among 1000 Women: Nobel Peace Prize.

**FOX, JAMES – 100%**

**Associate Professor, Department of Anthropology – (Tenured)**

Education: Ph.D, Linguistics, The University of Chicago, 1978; M.A. Linguistic Anthropology, The University of Chicago, 1974; Arbeitsstelle für Altamerikanische Sprachen und Kulturen (Lab for Ancient American Languages and Cultures), Universität Hamburg, Germany, Fellow in Ancient America Studies, 1971-72; M.A., International Relations, The Fletcher School of Law and Diplomacy, Tufts University, 1970.

Academic Experience: Bing Overseas Study Program, faculty at Stanford-in-Santiago, Chile; Stanford Institutional Review Board (Human Subjects); Director, Center for Latin American Studies; Provost's Committee on Academic Computing (C-ACIS); Overseas Studies Board; Western Culture Program Committee; Affiliated faculty, Department of Linguistics. 2006-07 Visiting Professor, Australian Chair, Harvard University, 2007 Jensen Memorial Lecturer, Johann Wolfgang Goethe University of Frankfurt.  
2011-12 Conjoint Professor, University of New South Wales.

Overseas Experience: Mexico.

Languages: Spanish – 5; French - 3; Yucatec (Mayan) - 3; Quiché (Mayan) – 3; Quechua – 3; Nahuatl - 3; Latin – 3.

LAS Courses Taught: Language and Culture; Maya Hieroglyphic Writing; Maya Mythology and the Popol Vuh; Honors College in Latin American Studies; Senior Seminar in Latin American Studies.

Specialization: Historical linguistics, linguistic prehistory, and the native languages of the Americas.

Recent Publications: Fox, James A., and Eva Prionas, eds. In press. Web-based Instruction in Less Commonly-Taught Languages. Center for the Study of Language and Information, Stanford University. Fox, James A. MS. Dictionary, Phonology, and Grammar of Ayapa Zoque. Fox, James A. MS. The Inscriptions of Chichen Itzá. Monograph on my decipherment of the inscriptions of this site, which are graphically distinct from other Maya writing, and which incorporate a more substantial phonetic component.

Advising: Ph.D: 2 completed

Distinctions: American Anthropological Association; Society for Linguistic Anthropology; American Ethnological Society; Linguistic Society of America; Sigma Xi National Scientific Honorary Society.

**FRANK, ZEPHYR - 100%**

**Associate Professor, Department of History – (Tenured)**

Education: Ph.D. in History, University of Illinois, Urbana-Champaign 1999.

Academic Experience: Stanford University, Associate Professor; Stanford University, Assistant Professor; Illinois State University, Lecturer.

Overseas Experience: Brazil, Chile, and Argentina.

Languages: Portuguese – 5; Spanish – 4; French – 2.

LAS Courses Taught: Culture, Politics, and Society in Latin America; Latin American Development: Economy and Society, 1800-2000; Modern Brazil.

Specialization: Social History of Brazil; Latin American Economic History; Wealth and Inequality; Geographical Information Systems (GIS); Terrain of History; Spatial History.

Recent Publications: Frank, ZL, Berry, W, and Alves, TC. (2010) Data Supplement for "The Slave Market in Rio de Janeiro: Movement, Context, and Social Experience.", *Stature in nineteenth-century Rio de Janeiro: preliminary evidence from prison records*, "Revista de Historia Económica (Madrid), 2nd series, vol. 3 (winter 2006); *From Silver to Cocaine: Latin American Commodity Chains and the Building of the World Economy, 1500-2000* (Durham: Duke University Press, 2006), Steven Topik, Carlos Marichal, and Zephyr Frank, editors.

Advising: Completed: 7 Ph.D

Distinctions: Dean's Award for Distinguished Achievements in Teaching, Stanford University; Graves Award for Excellence in Humanities Teaching, administered by Pomona College in conjunction with the

ACLS; Fellow in the Humanities Center, Stanford University; Fulbright-Hays Dissertation Research Fellowship, Brazil.

**GARCIA, ANGELA -100%**

**Assistant Professor, Department of Anthropology**

Education: PhD. in Social Anthropology, Harvard University, 2007. B.A. in Anthropology, University of California, Berkeley, 1997.

Academic Experience: Assistant Professor, Department of Anthropology, Stanford University, 2011-Present. Assistant Professor, University of California, Irvine, 2008-2011.

Overseas Experience: Mexico, South Africa.

Languages: Spanish - 5

LAS Courses Taught: Life and Death in Latin America (2013), Anthropological Methods (2013), The Anthropology of Drugs (2012).

Specialization: Anthropologies of health, illness and care; drugs, addiction and incarceration; violence, inequality and citizenship; the politics of science and medicine; subjectivity; ethics; ethnographic writing and representation. Ethnographic Areas: United States; Latin America, especially Mexico.

Recent Publications: The Pastoral Clinic: Addiction and Dispossession Along the Rio Grande. University of California, 2010. The Promise: On the Morality of the Marginal and the Illicit. In, Ethos 42(1): 51-64. 2014. Fourth and Fifth Step Groups: A Growing Self-Help Organization for Underserved Latinos with Alcohol and other Drug Use Disorders. In, Alcohol Treatment Quarterly, Vol. 32, Issue 4. 2014. Regeneration: Love, Drugs and the Remaking of Hispano Inheritance. Social Anthropology, Vol. 22, Issue 2. In press. 2014. In progress: Painful Medicine: Violence, Recovery and the War on Drugs (Provisional title).

Advising: PhD.: 1 completed.

Distinctions: Global Underdevelopment Action Fund, Freeman Spogli Institute, Stanford University for research in Mexico. Victor Turner Prize, The Pastoral Clinic: Addiction and Dispossession Along the Rio Grande. Institute for Research in the Social Sciences Fellowship (IRiSS), Stanford University, for research on addiction and modes of religious and secular rehabilitation in Mexico City. University of California Institute for Mexico and the United States, Faculty Fellowship for ethnographic research in Mexico City. UC President's Postdoctoral Fellow, University of California, Los Angeles. National Academies of Sciences, Ford Foundation Pre-doctoral Fellow. National Institute of Mental Health Pre-doctoral Fellowship. National Science Foundation Graduate Research Fellowship.

**GARCIA, GABRIEL - 50%**

**Professor, Department of Medicine**

Education: M.D., New York University, Medicine, 1977. A.B., Cornell University, Biology 1973.

Academic Experience: Professor - Med Center Line, Medicine (Gastroenterology and Hepatology); William and Dorothy Kaye University Fellow in Undergraduate Education, Bass University Fellows in Undergraduate Education (2012 - 2017); Associate Dean For Medical School Admissions, Stanford University School of Medicine (1999 - 2012); Baylor College of Medicine 1987-89.

Overseas Experience: Mexico.

Languages: Spanish - 5

LAS Courses Taught: Alternative Spring Break: Healthcare of Underserved Communities in Central California; Alternative Spring Break: Rural and American Indian Health Disparities; Community Health Advocacy; Community Health in Oaxaca; Foundations for Community Health Engagement; Oaxacan Health on Both Sides of the Border; Policy Advocacy in Community Health; The Medical Interview for Spanish Speakers.

Specialization: Evaluation of an educational and agricultural intervention to enhance food diversity in rural indigenous villages in Oaxaca, Mexico (in collaboration with Puente de la Salud Comunitaria).

Recent Publications: Primary surgical resection versus liver transplantation for transplant-eligible hepatocellular carcinoma patients in Digestive Diseases and Sciences. Wong, R. J., Wantuck, J., Valenzuela, A., Ahmed, A., Bonham, C., Gallo, A., Melcher, M. L., Lutchman, G., Concepcion, W., Esquivel, C., Garcia, G., Daugherty, T., Nguyen, M. H. 2014; 59 (1): 183-191; Clinical Presentation and Survival of Asian and Non-Asian Patients with HCV-Related Hepatocellular Carcinoma

DIGESTIVE DISEASES AND SCIENCES Yip, B., Wantuck, J. M., Kim, L. H., Wong, R. J., Ahmed, A., Garcia, G., Nguyen, M. H. 2014; 59 (1): 192-200; Both HCV and HBV are Major Causes of Liver Cancer in Southeast Asians. *Journal of Immigrant and Minority Health* Lin, H., Ha, N. B., Ahmed, A., Ayoub, W., Daugherty, T. J., Lutchman, G. A., Garcia, G., Nguyen, M. H. 2013; 15 (6): 1023-1029.

Distinctions: Miriam Roland Prize, Stanford University; Inaugural Hackenberg Lecture, Society for Applied Anthropology; Governor's Award for Excellence in Research, American College of Gastroenterology; JG White Prize in Comparative Literature, Cornell University, 1972.

### **GREENE, ROLAND - 50%**

#### **Professor, Department of English and Comparative Literature – (Tenured)**

Education: Ph.D., Princeton University, 1985; A.B., Brown University, 1979.

Academic Experience: Professor of English and Comparative Literature, Stanford University; Head, Division of Literatures, Cultures, and Languages, Stanford University.

Overseas Experience: Spain.

Languages: Spanish – 5.

LAS Courses Taught: The Literature of the Americas; The Transatlantic Renaissance.

Specialization: Early Modern Literatures, 16th and 17th Centuries Transatlantic Culture, Literatures of the Americas, Literary and Cultural Theory Poetry, Lyric Theory Latin American Poetry, Fiction, and Criticism, Contemporary Poetry and Poetics.

Recent Publications: *Five Words: Critical Semantics in the Age of Shakespeare and Cervantes* (Chicago, 2013). *The Princeton Encyclopedia of Poetry and Poetics*. Princeton University Press, 2012. Alduy, Cécile and Roland Greene. "Between Experience and Experiment." *Republics of Letters: A Journal for the Study of Knowledge, Politics, and the Arts*, 2010. *Unrequited Conquests: Love and Empire in the Colonial Americas* (Chicago, 1999); *Baroque and Neobaroque: Making History*, *PMLA* 124, No. 1 (Winter 2009): 150-55; "Close Reading Transformed: The New Criticism and the World," in *A Touch More Rare: Harry Berger, Jr., and the Arts of Interpretation*, ed. Nina Levine and David Lee Miller, Fordham University Press, 2009, 115-24; "The Scribe and the Channel: England and Spain in Book V of *The Faerie Queene*.

Advising: Ph.D.: 9 completed

Distinctions: Fellowships from the American Council of Learned Societies, the National Endowment for the Humanities, and the Danforth Foundation, among others. He is past president of the International Spenser Society, and from 1999 to 2002 served on the Executive Council of the MLA. In 2014 he serves as First Vice President of the Modern Language Association, the largest scholarly organization in the world; he will become President in 2015.

### **HABER, STEPHEN - 75%**

#### **Professor, Department of History – (Tenured)**

Education: Ph.D. in history, University of California, Los Angeles, 1985; M.A. in history, University of California, Los Angeles, 1981; B.A. (with distinction) in international affairs, The George Washington University, 1979.

Academic Experience: A.A. and Jeanne Welch Milligan Professor, Stanford University; Appointed Professor of History; Professor of Political Science; and Professor of Economics (by Courtesy); Peter and Helen Bing Senior Fellow, Hoover Institution, Stanford University; Director, Social Science History Program, Stanford University; Associate Dean for the Social Sciences and Director of Graduate Studies, School of Humanities and Sciences, Stanford University; Senior Fellow (by Courtesy), Hoover Institution, Stanford University; Associate Professor, Department of History, Stanford University.

Overseas Experience: Mexico, Brazil.

Languages: Spanish – 5; Portuguese – 4.

LAS Courses Taught: Political Economy of Development; Political Economy of Property Rights; Mexico, from the Aztecs to NAFTA; Authoritarianism, Ancient and Modern.

Specialization: Economic growth, regulation of banks and financial markets, industrial development, myth of the resource curse, comparative politics and economic history mostly focused on Latin America, particularly Mexico and Brazil.

Recent Publications: *Los Buenos Tiempos Son Estos* (with Aldo Musacchio). *Centro de Estudios Espinosa Yglesias*, in

progress, 2014; *Fragile By Design: The Political Origins of Banking Crises and Scarce Credit* (with Charles W. Calomiris). Princeton University Press, 2014; *Mexico Since 1980* (with Herbert S. Klein, Noel Maurer, and Kevin J. Middlebrook). Cambridge University Press, 2008.

Advising:

Ph.D: 15 Completed

Distinctions:

Jonathan R. Hughes Prize for Excellence in Teaching, The Economic History Association; Academia Mexicana de Ciencias, Corresponding Member, as of 2013; Walter J. Gores Award for Excellence in Teaching, Stanford University; Premio Manuel Espinosa Yglesias; Phi Beta Kappa Teaching Prize, Stanford University; M. I. Rostovtzeff Lecture in Ancient History, Yale University; Allan V. Cox Medal for Faculty Excellence in Fostering Undergraduate Research, Stanford University; George Washington University Distinguished Alumni Scholar; Dean's Distinguished Teaching Award, Stanford University; University Fellow, Stanford University; Dean's Distinguished Teaching Award, Stanford University.

### **HOYOS, HECTOR - 100%**

#### **Assistant Professor, Department of Latin American and Iberian Cultures – (Tenure-track)**

Education:

Ph.D. Romance Studies, Cornell University Ithaca, NY, 2008; M.A. Romance Studies, Cornell University Ithaca, NY, 2006; B.A. Philosophy with Honors, Universidad de los Andes Bogotá, Colombia, 2002; B.A. Literature, Magna cum Laude Universidad de los Andes Bogotá, Colombia, 2001.

Academic Experience:

Introductory Seminars Awards Committee; Spanish and Portuguese Department Graduate Committee; Department of Iberian and Latin American Cultures Graduate Committee; Director of Undergraduate Studies ILAC.

Overseas Experience:

Colombia, Chile, Germany.

Languages:

Spanish - 5; English and French - 5; German - 5; Latin - 2; Portuguese - 2.

LAS Courses Taught:

Materialism and Literature; Borges and Philosophy; Introduction to Latin America; Literary Theory; García Márquez; Latin America at the End of the Cold War; Accursed Writers; Borges and Philosophy; Theorizing the Novel after 1989; Contemporary Latin American Novel in Translation; Cultural Perspectives on the Luso-Hispanic Americas; Magical Realism and Globalization; The Duty of Mischief: César Aira's Writing as Cultural Critique; Latin American Current Affairs; 21st Century Chilean Literature.

Specialization:

Modern and Contemporary Latin American Literature; visual culture; critical theory; comparative and philosophical approaches to literature.

Recent Publications:

Beyond Bolaño: The Global Latin American Novel. Forthcoming Columbia University Press, 2014; The Commodity as Prism: One Hundred Years of Latin American Things. In progress; El deber de la travesura: César Aira y la crítica cultural. In progress; Edited collection: with Marília Librandi Rocha. "Theories of the Contemporary in South America." Dossier. Revista de Estudios Hispánicos. Forthcoming 2014.

In addition, Professor Hoyos has conducted over 25 peer-reviewed articles, book reviews and review essays, monographs, and encyclopedia entries combined.

Advising:

Completed: 1 Masters; 5 Honors In-Progress: 1 PhD

Distinctions:

Humanities Center Internal Faculty Fellowship 2012-2013; Vice Provost for Undergraduate Education Faculty College grant for curricular innovation in team-taught courses (2011-2012); Division of Literatures, Cultures, and Languages Research Unit funding for "Cultural Synchronization and Disjuncture," an interdisciplinary working group on cultural theory and Latin Americanism (2009-2012); Philosophy and Literature Initiative: Curriculum development grant for "Borges and Philosophy" (2009); Institute for World Literature 3rd Summer Session, Harvard University 2013; Society for the Humanities research travel grant to Mexico City (January 2008); Sage Fellowships (2006-2007, 2003-2004).

**JIMENEZ, TOMAS – 50%****Assistant Professor, Department of Sociology (Tenure-track)**

Education: Ph.D. in Sociology, Harvard University 2005; A.M. in Sociology, Harvard University 2001; B.S. in Sociology, Santa Clara University 1998 magna cum laude, Phi Beta Kappa, Class Valedictorian.

Academic Experience: Stanford University, Department of Sociology Assistant Professor; New America Foundation Fellow; University of California, San Diego, Department of Sociology Assistant Professor.

Overseas Experience: Foreign Language and Area Studies Fellowship for language study in México.

Languages: Spanish – 4.

LAS Courses Taught: Immigration and the Changing United States; Mexicans, Mexican Americans, and Chicanos in American Society.

Specialization: Focuses on issues related to immigration, race and ethnicity, inequality, assimilation, and Mexican Americans.

Recent Publications: Jiménez, Tomás R. (2010) *Replenished Ethnicity: Mexican Americans, Immigration, and Identity*. Berkeley, CA: University of California Press; Jiménez, Tomás R. (forthcoming) "Affiliative Ethnic Identity: A More Elastic link between Ethnic Ancestry and Culture" *Ethnic and Racial Studies*; Linton, April and Tomás R. Jiménez. (2009) "Contexts for Bilingualism among U.S.-born Latinos." *Ethnic and Racial Studies*, 32(6): 967-95; Jiménez, Tomás R. (2008). "Mexican-Immigrant Replenishment and the Continuing Significance of Ethnicity and Race. MA Student in Latin American Studies, dissertations committee member only.

Advising: MA Student in Latin American Studies, dissertations committee member only.

Distinctions: Fellow, Institute for Research in the Social Sciences, Stanford University; Fellow, Center for Advanced Study in the Behavioral Sciences, Stanford University; Summer Fellow, Russell Sage Foundation, New York; National Science Foundation Sociology Program Grant for "Assimilation and the Host Society"; Russell Sage Foundation grant for "Collaborative Project on Immigration and National Belonging: Proposal for Pilot Studies" (with Jack Dovidio, Yuen Ho, and Deborah Schildkraut); Woodrow Wilson National Fellowship Foundation and Andrew W. Mellon Foundation Career Enhancement Fellowship (declined); American Sociological Association Fund for the Advancement of the Discipline for "Assimilation and the US Host Society"; Stanford Institute for Research in the Social Sciences seed grand for "Immigration, Assimilation, and the U.S. Host Society"; Stanford Presidential Fund for Innovation in International Studies for "Human Well Being and International Migration: Issues and Ideas about Ethnicity, Race, and Language"; Professor of the Year, Center for Iberian and Latin American Studies, University of California, San Diego.

**KARL, TERRY – 75%****Professor, Department of Political Science – (Tenured)**

Education: Doctor of Humane Letters, *honoris causa*, for human rights, University of San Francisco, 2005; Ph.D. with Distinction, Political Science, Stanford University, 1982; M.A., Political Science, Stanford University, 1976; B.A. with Honors, Humanities Special Programs, Stanford University, 1970.

Academic Experience: Gildred Professor of Latin American Studies, Stanford University; Professor of Political Science, Stanford University; Senior Fellow, by courtesy, Freeman and Spogli Institute of International Studies; William R. and Gretchen Kimball University Fellow in for Excellence in Teaching; Director, Center for Latin American Studies, Stanford University; Visiting Professor, European University Institute, Florence, Italy; Visiting Professor, Instituto Juan March, Madrid, Spain.

Overseas Experience: Chile, Mexico, Cuba, Venezuela, Central America, Spain, Hungary, Central and West Africa, South Africa, Italy.

Languages: Spanish - 5; French - 4; Italian - 4; Portuguese - 3; German - 2.

LAS Courses Taught: Latin America in Comparative Perspective; Central American Politics; The Global Politics of Human Rights; The Political Economy of Development; Oil, Regime, Change and Conflict.

Specialization: The comparative politics of oil-exporting countries and problems of the "resource curse;" comparative trends in democratization; the global politics of human rights; and U.S. foreign policy and non-governmental activity to promote democracy and human rights.

Recent Publications: *Oil-Led Development: Social, Political, and Economic Consequences*, Working Paper, Terry L. Karl - Stanford University, Published By CDDRL Working Papers, page(s): 36 January 2007

**Distinctions:** Professor Karl has been recognized for "exceptional teaching throughout her career," resulting in her appointment as the William R. and Gretchen Kimball University Fellowship. She has also won the Dean's Award for Excellence in Teaching (1989), the Allan V. Cox Medal for Faculty Excellence Fostering Undergraduate Research (1994), and the Walter J. Gores Award for Excellence in Graduate and Undergraduate Teaching (1997), the University's highest academic prize. In 1997 she was awarded the Rio Branco Prize by the President of Brazil, Fernando Henrique Cardoso, in recognition for her service in fostering academic relations between the United States and Latin America.

**LIBRANDI ROCHA, MARILIA – 100%**

**Assistant Professor, Department of Iberian and Latin American Cultures – (Tenure-track)**

**Education:** Ph.D, Literary Theory and Comparative Literature, Universidade de São Paulo, Brazil 2003; M.A.; Literary Theory and Comparative Literature, Universidade de São Paulo, Brazil 1997; B.A, Portuguese Language and Literature, Pontificia Universidade Católica, São Paulo, Brazil 1990.

**Academic Experience:** Assistant Professor of Brazilian Literature and Culture, Department of Iberian and Latin American Cultures, Stanford University; Universidade Estadual do Sudoeste da Bahia (UESB, Department of Linguistic and Literary Studies, Brazil) Associate Professor of Literary Theory; Professor of Master "Memória: Linguagem e Sociedade"; Assistant Professor of Literary Theory.

**Overseas Experience:** Taught in Brazil for Stanford Bing Overseas Program, 1 Quarter.

**Languages:** English – 5; French - 5; Spanish – 4.

**LAS Courses Taught:** Octavio Paz and Haroldo de Campos; Brazilian Culture in a Latin American Perspective; Brazilian Presence: Landscape, Life and Literature. GER Education for Citizenship: Global Community.

**Specialization:** Modern and Contemporary Latin American Literature; Brazilian literature; comparative studies; philosophy and literature; multinaturalism.

**Recent Publications:** Uma Ponte Entre. Ficção e Filosofia na Literatura Brasileira (A Bridge Between: Fiction and Philosophy in Brazilian Literature). Prologue by Luiz Costa Lima. Rio de Janeiro:7Letras, 2009; Poemas-Vida . Antologia de Jacob P. Goldberg. (Poems-Life. Jacob Pinheiro Goldberg Anthology). Presented by João Adolfo Hansen. Rio de Janeiro:7Letras, 2008; "Driftings from Gumbrecht and Lyotard.

**Advising:** PhD: 4 in progress

**Distinctions:** Stanford Humanities Center Faculty Fellowship (Full Academic Year Research Sabbatical) 2013-14. Stanford Institute for Creativity in the Arts, Farm Aid grant for new course ("Brazilian Songs"), 2013. Center for Latin American Studies Faculty Conference Grant. "Forum on Brazilian Literature, Cultures, and Portuguese Language." Co-Chair with Lyris Wiedelman. (Full Academic Year) 2012-13. Stanford Institute for Creativity in the Arts, Farm Aid grant for new course ("Black Brazil"), 2011. Center for Latin American Studies Working Group, "Narrating Brazilian Spaces." Faculty coordinator. (Full Academic Year) 2010-11. Stanford Institute for Creativity in the Arts Art Grant for "Trans-Poetic Exchange" Colloquium and Performance, 2009-10. Division of Literatures, Cultures and Languages Research Unit Grant for "Tangible Thoughts in Luso-Brazilian Literature" research group.

**MAGALONI, BEATRIZ - 100%**

**Associate Professor, Department of Political Science – (Tenured)**

**Education:** Ph.D and M.A. in Political Science, Duke University, Durham, NC; Law Degree, Instituto Tecnológico Autónomo de México (ITAM).

**Academic Experience:** Associate Professor of Political Science, Stanford University; Assistant Professor of Political Science, Stanford University; Visiting Professor, University of California, Los Angeles.

**Overseas Experience:** Mexico, Brazil, Colombia.

**Languages:** Spanish – 5.

**LAS Courses Taught:** Mexican Politics; Latin American Political Economy, Democracies and Dictatorships.

**Specialization:** Authoritarianism, democracy and regime transitions; political economy of development; and Latin American politics.

**Recent Publications:** "The Economic Consequences of Drug-Trafficking Violence in Mexico,"(working paper) with Gabriela Calderón and Gustavo Robles

Distinctions: “Traditional Governance, Citizen Engagement and Local Public Goods: Evidence from Mexico” (2013) World Development, published with Alberto Diaz-Cayeros and Alexander Ruiz- Euler. “The Game of Electoral Fraud and the Ousting of Authoritarian Rule”(2010) American Journal of Political Science Vol. 54 (3). “Political Order and One-Party Rule” (2010) Annual Review Of Political Science Vol. 13, published with Ruth Kricheli. “Aiding Latin America’s Poor” (2009) Journal of Democracy Vol. 20 (4), published with Alberto Diaz-Cayeros.

Leon Epstein Award in 2007 for the best book published in the previous two years in the area of political parties and organizations; Best book award in 2007 given by the Comparative Democratization section, American Political Science Association; Gabriel Almond 1998 Award for the Best Dissertation in Comparative Politics by the American Political Science Association; Winner with Alberto Diaz-Cayeros and Barry Weingast of the 2001 prize for the best paper in comparative politics presented at the 96<sup>th</sup> American Political Science Association Meeting (Paper title: “Federalism and Democratization in Mexico.

**MATSON, PAMELA – 33%**

**Professor, School of Earth Sciences – (Tenured)**

Education: Ph.D. Forest Science, Oregon State University 1983; MS Environmental Science, Indiana University 1980; BA Biology, University of Wisconsin - Eau Claire 1975.

Academic Experience: Dean of Earth Sciences and Goldman Professor of Environmental Sciences, Stanford University; Goldman Professor of Environmental Studies and Professor, Geological and Environmental Sciences, Stanford University; Professor of Environmental Science, Policy and Management, University of California, Berkeley; Research Scientist, NASA-Ames Research Center.

Overseas Experience: Mexico, China.

Languages: Spanish - 2

LAS Courses Taught: A Transition Toward Sustainability.

Specialization: Biogeochemical and ecological processes in forest and agricultural systems. The effects of land use change and other human caused changes on biogeochemical processes and trace gas exchanges in tropical ecosystems.

Recent Publications: From Global Environmental Change to Sustainability Science: Ecosystem Studies in the Yaqui Valley, Mexico Fundamentals of Ecosystem Science. 2013. Seeds of Sustainability: Lessons from the Birthplace of the Green Revolution in Agriculture. 2012. Luers, A.L., D.B. Lobell, L.S. Sklar, C.L. Addams and P.A. Matson. 2003. A method for quantifying vulnerability, applied to the agricultural system of the Yaqui Valley, Mexico. Global Environmental Change 13: 255-267; Matson, P., A. Luers, K. Seto, R. Naylor, and I. Ortiz-Monasterio. 2005. People, Land Use and Environment in the Yaqui Valley, Sonora, Mexico. Pages 238-264 in *Population, Land Use, and Environment*, B. Entwisle and P. Stern, eds. National Research Council, Washington, DC; Luers, A.L., R. Naylor, and P. Matson. 2006. A Case Study of Land Reform and Coastal Land Transformation in Southern Sonora, Mexico. Land Use Policy 23(4): 436-447; Ahrens, T.D., J.M. Beman, J.A. Harrison, P.K. Jewett, and P.A. Matson.

Advising: Seven theses supervised.

Distinctions: Oregon State University Research Paper Award; Ames Associate Fellow; American Academy of Arts and Sciences; NASA Exceptional Service Medal; National Academy of Sciences; MacArthur Fellow; University of Wisconsin-Eau Claire Distinguished Alumni Award; AAAS Fellow; McMurtry Fellow for Undergraduate Education.

**MILLER, GRANT – 75%**

**Associate Professor, School of Medicine, Center for Primary Care – (Tenure-track)**

Education: Ph.D., Health Policy (Economics Track), Harvard University, 2005; Master of Public Policy, John F. Kennedy School of Government, Harvard University, 2000; B.A., Psychology (Intensive Major with Distinction), Yale University, 1995.

Academic Experience: Associate Professor of Medicine (with tenure), Stanford University, 2012 – Present; Senior Fellow, Freeman Spogli Institute for International Studies, Stanford University, 2012 – Present; Associate Professor of Economics (by courtesy), Stanford University, 2012 – Present; Associate Professor of Health Research and Policy (by courtesy), Stanford University, 2012 – Present.

Overseas Experience: Colombia, India, Bangladesh, China,

Languages: Spanish - 2  
 LAS Courses Taught: The Economics of Health Improvement in Developing Countries.  
 Specialization: Health and development economics, and economic demography, Health Care Systems Around the World.  
 Recent Publications: "Supply- vs. Demand-Side Rationing in Developing Country Health Insurance: Evidence from Colombia's 'Régimen Subsidiado,'" June 2009 (with Marcos Vera-Hernandez and Diana Pinto); "Time vs. Money in Child Health Production: The Case of Coffee Price Fluctuations and Child Survival in Colombia," February 2009 (with Piedad Urdinola). "Contraception as Development? New Evidence from Family Planning in Colombia," *Economic Journal* 120(545): 709-736, 2010.  
 Advising: Student supervision.  
 Distinctions: Faculty Affiliate, Woods Institute for the Environment, Stanford University; Biennial Prize for Distinguished Contribution to Population Scholarship, American Sociological Association Section on Population; Best Student Paper Prize, American Society of Health Economists; Faculty Research Fellow, National Bureau of Economic Research (NBER); Faculty Fellow, Stanford Center for International Development; Faculty Affiliate, Stanford Center for Latin American Studies; Pre-Doctoral Fellow in Aging and Health Economics, NBER; Graduate Student Fellow, Harvard Center for International Development; Research Assistant, National Bureau of Economic Research (NBER); Investigator, Harvard Health Policy Program, Health and Health Care in Iran; Doctoral Trainee, Agency for Healthcare Research and Quality (AHRQ).

**MINIAN, ANA – 100%**

**Assistant Professor, Department of History**

Education: PhD, Yale University, 2012. M.A., Yale University, 2009. B.A., University of Chicago, 2005.  
 Academic Experience: Assistant professor, Stanford University.  
 Overseas Experience: Conducted research in Mexico, 2005-2014.  
 Languages: Spanish - 5.  
 LAS Courses Taught: Transnational Latin American Migration to the United States, □ Spring 2013, Stanford University; Borders and Borderlands in Modern Mexico, □ Spring 2013, Stanford University; Governance, Resistance, and Identity in Modern Mexico, Winter 2013, Stanford University.  
 Specialization: The history of Mexican undocumented migration to the United States from 1965 to 1986.  
 Recent Publications: "Indiscriminate and Shameless Sex: The Strategic Deployment of Sexuality by the United Farm Workers, *American Quarterly*, (Vol 65, No. 1: March 2013 pp. 63-90). *Western Hemisphere Act*, □ in *Anti-Immigration in the United States: A Historical Encyclopedia*, edited by Kathleen Arnold (Westport, CT: Greenwood Press, 2011).  
 Advising: PhD: 1 completed.  
 Distinctions: 2013-2014 Donald D. Harrington Fellowship, UT Austin. 2012-2013, CCSRE Faculty Research Fellowship, Stanford University. 2012, Ralph Henry Gabriel Prize for best dissertation in American Studies, American Studies Association. 2011-2012, Beca CONACYT en el Extranjero, Consejo Nacional de Ciencia y Tecnología, Mexico. 2010-2011, Leylan Fellowship in the Humanities, Yale University. 2009-2010, MacMillan Center Dissertation Research Grant, Yale University. 2009-2010, Fund for Lesbian and Gay Studies Research Grant, Yale University. 2009 Women, Religion and Globalization Fellowship, Yale University.

**MOONEY, HAROLD – 33%**

**Professor Emeritus, Department of Biology – (Tenured)**

Education: Ph.D. Duke University 1960; M.A. Duke University 1958; B.A. University of California, Santa Barbara, 1957.  
 Academic Experience: Instructor to Associate Professor, University of California, Los Angeles; Associate Professor, Stanford University, Professor; Paul S. Achilles Professor of Environmental Biology, Stanford University; Senior Fellow, by courtesy, Institute for International Studies, Stanford University.  
 Overseas Experience: N/A  
 Languages: Spanish – 2; German – 1.  
 LAS Courses Taught: Biology and Global Change.

Specialization: How plant species and groups of species respond to their environments, thereby contributing to the theoretical framework of plant physiological ecology, and developed research methodologies for assessing how plants interact with their biotic environments.

Recent Publications: Preface. 2009. pp vii-viii. In: Old Growth Forests. Function, Fate and Value. C. Wirth, G. Gleixner and M. Heimann, (eds). Springer Verlag, Berlin, Heidelberg. H.A. Mooney. Invasive species, ecosystem services and human well-being. 2009. Trends in Ecology and Evolution 24(9): 497-504. L. Pejchar and H.Mooney. Developing a common strategy for integrative global environmental change research and outreach: the Earth System Science Partnership (ESSP) 2009. Professor Mooney has published over 500 works in the course of his academic career.

Advising: Ph.D: 2 completed and 9 as a reader committee member in the last five years.

Distinctions: Mercer Award, Ecological Society of America; National Science Foundation Senior Postdoctoral Fellow, Chile and France; Guggenheim Fellow; Australia and Africa; Fellow of the American Association for the Advancement of Science; Elected National Academy of Sciences; Elected American Academy of Arts and Sciences; Merit Award, Botanical Society of America; Medal of the City of Montpellier, France; Humboldt Senior Distinguished U.S. Scientist Award, Germany; Ecology Institute Prize for Terrestrial Ecology; Max Planck Research Award; Elected, California Academy of Sciences; Elected, American Philosophical Society; Eminent Ecologist Award, Ecological Society of America; Elected, World Academy of Art and Science; Elected Honorary Member, British Ecological Society; Distinguished Scientist Award, American Institute of Biological Sciences; Centennial Award, Botanical Society of America; Ramon Margalef Prize in Ecology and Environmental Sciences.

#### **NAYLOR, ROSAMOND – 33%**

##### **Professor, Environmental Earth System Sciences – (Tenured)**

Education: Ph.D. in Applied Economics, Stanford University, Stanford, California 1989; Master of Science in Economics London School of Economics, London, England 1981; Bachelor of Arts in Economics, Magna Cum Laude Bachelor of Arts in Environmental Science, University of Colorado, Boulder, Colorado 1980.

Academic Experience: Professor, Department of Environmental Earth Systems Science, Stanford University; William Wrigley Senior Fellow, Freeman-Spogli Institute for International Studies and the Woods Institute of the Environment, Stanford University; Director, Program in Food Security and the Environment, Stanford University; Julie Wrigley Senior Fellow, Center for Environmental Science and Policy, Stanford University; Director of Studies, Goldman Interschool Honors Program in Environmental Science, Technology, and Policy, Stanford University; Associate Professor by courtesy, Department of Economics, Stanford University.

Overseas Experience: Sweden, Brazil, China, Africa, Bangladesh, Mexico

Languages: English – 5; Spanish – 2; French – 2.

LAS Courses Taught: Fundamentals of Sustainable Agriculture; World Food Economy.

Specialization: The environmental and equity dimensions of intensive food production.

Recent Publications: The Evolving Sphere of Food Security (2014), The new economic geography of land use change: Supply chain configurations and land use in the Brazilian Amazon (2013), Feed and Fishmeal Use in the Production of Carp and Tilapia in China (2013), Naylor, R.N. and W.P. Falcon.

Advising: Completed: 4 Ph.D In-Progress: 7

Distinctions: Aldo Leopold Leadership Fellow in Environmental Science and Public Policy; Pew Fellow in Conservation and the Environment; McNamara Post-doc Fellowship, The World Bank.

#### **NOLL, ROGER - 33%**

##### **Professor Emeritus, Department of Economics - (Tenured)**

Education: A.M., Ph.D. (Economics), Harvard University, 1965, 1967; B.S. (Math, Honor), California Institute of Technology, 1962.

Academic Experience: Professor of Economics, Emeritus at Stanford University; Senior Fellow at the Stanford Institute for Economic Policy Research, Co-Director of the Program on Regulatory Policy; Senior Fellow and member of the Advisory Board at the American Antitrust Institute; Member of the Advisory Board of the AEI-Brookings Joint Center on Regulation; Calif. Inst. of Tech.(1965-1983);

Overseas Experience: Brookings Institution (1970-73, 1995-6, 2003); Univ. Mich. (1988); European University Institute (1991); UC San Diego (1993); London School of Economics (2001, 2002).  
Zambia - 1972; Brazil - 1987; Italy - 1991; Mexico - annually since 1994; France - 1996; India - 1998, 2000, 2002, 2003, 2004, 2005, 2009, 2012; Ghana, Nigeria - 2003; South Africa - 2006, 2007.

Languages: Spanish - 5

Specialization: Comparative Analysis of Wireless Communications in Developing Countries, Applied Microeconomics, Antitrust and Regulation, Technology Policy, Political Economics, Legal Institutions.

Recent Publications: Conditions for Judicial Independence, co-authors Mathew D. McCubbins and Barry R. Priorities for Telecommunications Reform in Mexico. In *No Growth without Equity? Inequality, Interests, and Competition in Mexico*, Santiago Levy and Michael Walton, eds. Palgrave MacMillan, 2009; *Malleable Constitutions: Reflections on State Constitutional Reform*, co-author Bruce E. Cain. *Texas Law Review* Vol. 87, No. 7 (June 2009), pp. 1517-44; *Regionalising Infrastructure Reform in Developing Countries*, co-authors Nancy C. Benjamin and Ioannis N. Kessides. *World Economics* Vol. 11, No. 3 (July-September 2010), pp. 79-108; *Institutional Causes of California's Budget Problem*, co-author Bruce E. Cain. In *The Antitrust Revolution*, John E. Kwoka, Jr., and Lawrence J. White, eds. Oxford University Press, 2013; *Endogeneity in Attendance Demand Models*. In *The Econometrics of Sport*, Placido Rodriguez, Stefan Kesenne and Jaume Garcia, eds. Edward Elgar, 2013.

Advising: N/A

Distinctions: 1974 Book Award, National Association of Educational Broadcasters (1975); Guggenheim Fellowship (1983-4); Rhodes Price for Undergraduate Teaching -- Stanford (1994); Distinguished Service Award, Public Utilities Research Center -- Florida (2001); Distinguished Lecture Award, Brookings-AEI Joint Center on Regulation and Markets (2006); Alfred E. Kahn Distinguished Career Award, American Antitrust Institute (2012); Distinguished Member Award, Transportation and Public Utilities Group, American Economic Association (2013).

### **ORTOLANO, LEONARD – 33%**

#### **Professor, Civil and Environmental Engineering – (Tenured)**

Education: M.S., Ph.D., Engineering, 1966, 1969, Harvard University (Major - Water Resources Planning; Minors - Economics and Operations Research; B.S., Civil Engineering, 1963 (magna cum laude), Polytechnic Institute of Brooklyn.

Academic Experience: Professor (formerly Assistant Professor and Associate Professor), Department of Civil and Environmental Engineering, Stanford University; Director of the Haas Center for Public Service; Director of the Graduate Program in Resources Planning, formerly Infrastructure Planning and Management; Director of the Undergraduate Program on Urban Studies.

Overseas Experience: Visiting Professor and Researcher in Rome, Paris, Kyoto, Venice, and Montpellier.

Languages: French – 2, Italian – 2, Spanish – 1.

LAS Courses Taught: Sustainable Water Resources Development; Environmental Governance.

Specialization: Environmental and water resources planning, with a focus on the design and implementation of environmental policies and programs in the United States and developing countries.

Recent Publications: Nance, E. and L. Ortolano, 2007, "Community Participation in Urban Sanitation: Experiences in Northeastern Brazil," *Journal of Planning Education and Research*, Vol. 26, No. 3, pp. 284-300; Ernesto Sánchez Triana and L. Ortolano, 2005, "Influence of Organizational Learning on Water Pollution Control in Colombia's Cauca Valley," *International Journal of Water Resources Development*, Vol.21, No.3, pp.493-508.

Advising: Completed: 5 Ph.D In-Progress: 12 Ph.D

Distinctions: Lillian and Thomas B. Rhodes Prize for Excellence in Undergraduate Teaching; Graduate Fellowships from the U.S. Public Health Service and the Federal Water Pollution Control Administration; Resources for the Future Natural Resources Fellowship.

**PACKENHAM, ROBERT – 50%****Professor Emeritus, Political Science**

Education: B.A. Augustana College, 1958. M.A. University of Illinois (Urbana), 1959. PhD. Yale University, 1964.

Academic Experience: Stanford University, Assistant, Associate, Full Professor, 1965-2003; Professor Emeritus, 2003-present (50% teaching, 2003-06). Visiting professor, scholar, and/or lecturer in various universities in Latin America, the UK, and the USA, 1964-present.

Overseas Experience: Brazil 1964-2010, periodically; Mexico, 1965-present, on and off; Chile, Autumn 1993 for three months, shorter trips in 1965, 2004; Argentina, 1990, 2004, one month or less; short research trips in all other countries of South America except Ecuador, 1964-2004

Languages: Portuguese - 5.

LAS Courses Taught: None (retired).

Specialization: States and markets in development; history of political development scholarship, early 1960s to present; political leadership as a neglected variable in development theories.

Recent Publications: N/A - retired.

Advising: Ph.D.: 1 completed.

Distinctions: Phi Beta Kappa, 1958; McFormick and Chubb Fellow, Yale University, 1959-1962; Brookings Institution Fellow, 1962-63; Ford Foundation Foreign Area Fellowship, 1963-65; Woodrow Wilson International Center for Scholars Fellow, 1973-74; Hoover Institution National Fellow, 1979-80.

**PADILLA, AMADO – 25%****Professor, School of Education – (Tenured)**

Education: Ph.D. University of New Mexico, Experimental Psychology; M.S. Oklahoma State University Experimental Psychology; B.A. New Mexico Highlands University, Psychology and Sociology.

Academic Experience: Assistant Professor of Psychology, State University of New York College at Potsdam; Assistant Professor of Psychology, University of California, Santa Barbara; Associate Professor of Psychology, University of California, Los Angeles; Professor of Psychology, University of California, Los Angeles; Professor of Psychological Studies in Education, Stanford School of Education; Program in Child and Adolescent Development.

Overseas Experience: Mexico

Languages: Spanish – 4.

LAS Courses Taught: Education of Immigrant Students: Psychological Perspectives, Adolescent Development and Learning, Emerging Issues in Child and Adolescent Development, Psychological and Educational Resilience Among Children and Youth, Second Language Acquisition Research, Culture, Class and Educational Opportunity.

Specialization: Resilience and positive school experiences of students from at-risk backgrounds; psychological acculturation and adjustment of immigrants, especially children and adolescents; and simultaneous and successive forms of bilingual development.

Recent Publications: "Quantitative Methods in Multicultural Education Research" In J. Banks & C. Banks (Eds.), Handbook of Research in Multicultural Education. (2004) Josey-Bass; "A Statewide Professional Development Program for California Foreign Language Teachers" (2004) in Foreign Language Annals; "Acculturation, Social Identity, and Social Cognition: A new perspective" (2003) in Hispanic Journal of Behavioral Sciences; "United States? Hegemony and Purposes for Learning English in Mexico" (2003) In P. Ryan and R. Terborg (Eds.), Language Issues of Inequality.

Advising: Ph.D.: 5 completed

Distinctions: Undergraduate Research Participant; Who's Who Among Students in American Universities and Colleges; Pre-doctoral Fellow - Child Experimental Psychology; Foundation Research Trainee; Devereux Who's Who in Health Care; Fulbright-Hays Senior Lecturer; Academic Excellence Award; Distinguished Scholar Award; Distinguished Research Award; Paul Pimsleur Award for Research in Foreign Language Education, Distinguished Contribution through Research Award; President, Division 45, Who's Who Among Hispanic Americans; Lifetime Achievement Award; Recipient of the 6<sup>th</sup> Annual Latino Behavioral; Recipient of the Carolyn Attneave Award; Listed in Latinos in Science, Math, and Professions.

**PEREZ-PERDOMO, ROGELIO – 100%****Visiting Professor, School of Law**

Education: Ph.D, Law, Universidad Central de Venezuela, 1975; LLM, Harvard University, 1975; Doctoral Studies Philosophy and Sociology of Law, Université de Paris, 1966; Law Degree, Universidad Central de Venezuela, 1964.

Academic Experience: Visiting Professor, Stanford University; Law School Dean, Universidad Metropolitana, Venezuela; Visiting Professor, Santa Clara University; Professor, Institute of Graduate Studies in Business and Public Policy, Venezuela; Academic Director, International Institute for the Sociology of Law, Spain; Professor, Universidad Central de Venezuela; Tinker Visiting Professor, Stanford University.

Overseas Experience: Venezuela

Languages: Spanish – 5; English – 5; French – 5; Portuguese – 3; Italian – 3.

LAS Courses Taught: Law in Latin America; Culturas jurídicas de Europa y América Latina.

Specialization: Philosophy and Sociology of Law.

Recent Publications: Gente del derecho y cultura jurídica en América Latina (2013), Venezuelan Health, Global Brief, issue 9, p. 6 (2012). Published online with title: Venezuelan Health and Curing Chavez. Curing Chavez and the Prospects for Rogelio Pérez-Perdomo, Law and Legal Culture in Venezuela in Revolutionary Times (1999-2009), Stanford Law School Papers, 2009. John Henry Merryman and Rogelio Pérez-Perdomo, A Tradição da Civil Law: Uma Introdução aos Sistemas Jurídicos de Europa e da América Latina, São Paulo: Sergio Antonio Fabris Ed., 2009. (translation by Cássio Casagrande). Juan Carlos Rey, Rogelio Pérez-Perdomo, Ramón Aizpurua Aguirre, Adriana Hernández and Elías Pino Iturrieta, Gual y España: La Independencia Frustrada, Caracas: Fundación Empresas Polar, 2007.

Distinctions: International Scholarship Prize of Law and Society Association (2011), Académico Honorario; Academia de Derecho del Perú (2011); Individuo de Número. Academia Nacional de la Historia (Venezuela, 2014); National Award, Best Book in Social Sciences; President, Venezuelan Association of the Sociology of Law

**PREDMORE, MICHAEL – 100%****Professor, Department of Iberian and Latin American Cultures – (Tenured)**

Education: Ph.D. Spanish Languages and Literature, University of Wisconsin, Madison, Wisconsin 1965; M.A. Spanish Languages and Literature, University of Wisconsin, Madison, Wisconsin 1961; B.A. Liberal Arts, Swarthmore College, Swarthmore, Pennsylvania 1959; Diploma para estudiantes extranjeros, University of Madrid, Madrid, Spain 1957.

Academic Experience: Professor, Dept. of Iberian and Latin American Cultures, Stanford University; Chairman, Dept. of Spanish & Portuguese, Stanford University; Visiting Professor, Department of Romance Languages & Literatures, Princeton University, Princeton, New Jersey; Professor, Department of Spanish and Portuguese, Stanford University, Stanford, California; Chairman, Dept. of Spanish & Portuguese, Stanford University; Visiting Professor, Department of Literature, University of California, San Diego; La Jolla, California; Professor, Department of Romance Languages and Literature, University of Washington, Seattle, Washington; Associate Professor, University of Washington, Seattle, WA; Assistant Professor, Department of Romance Languages and Literature, University of Washington, Seattle, Washington.

Overseas Experience: 1964-1966 Fulbright Fellowship, Spain. Postdoctoral Research Grant in Spain (Joint U.S.-Spanish Commission for Educational and Cultural Affairs).

Languages: Spanish – 5; French – 3.

LAS Courses Taught: Lyric Poetry.

Specialization: Twentieth-century Spanish and Latin American literature.

Recent Publications: Author of the Prologue to, and collaborator in the translation of, the first illustrated bilingual edition of Juan Ramón Jiménez's *Diario de un poeta recién casado*. Ed. Pedro Taberero. Illustrations by Jacabo Pérez-Enciso. Published and produced by Grupo Pandora 2008. Juan Ramón Jiménez, Machado, Antonio. *Solitudes, Galleries, and other Poems*. Bi-lingual edition, with translation and critical introduction, in collaboration with R. L. Predmore. Durham: Duke University Press, 1987. Juan Ramón Jiménez, *Platero y yo*. Edición de M. Predmore, introducción, estudio y notas. Madrid: Cátedra (now in 20th printing), 1995.

Advising: Ph.D: 4 completed  
 Distinctions: Recieved the the Medal of The Order of Elizabeth the Catholic, by the Spanish Ambassador (2013). Dean’s Distinguished Teaching Award from the School of Humanities and Sciences, Stanford University (2013). Summer Research Grant, Relaciones Culturales y Cientificas del Ministerio de Asuntos Exteriores de España, Madrid, Spain. Fellow at the Stanford Humanities Center. National Endowment for the Humanities. University Fellowship. Award from the National Endowment for the Humanities. National Selection Committee for the American Council of Learned Societies, Washington, D.C. Elected Corporator of the International Institute in Madrid. John Simon Guggenheim Fellowship, University of Washington.

**RAMIREZ, FRANCISCO O. – 33%**

**Professor, School of Education – (Tenured)**

Education: Ph.D., Stanford University (1974); M.A., Stanford University (1969); B.A., De La Salle University (Philippines) (1966)  
 Academic Experience: San Francisco State University 1973-87  
 Overseas Experience: Invited lectures at International Christian University (2007) and Yonsei University (2009). Stanford in Oxford 2001. Lectures in Japan and in Western Europe.  
 Languages: Spanish – 4  
 LAS Courses Taught: World, Societal, and Educational Change.  
 Specialization: Cross-national changes from citizenship to human rights and from human rights as legal lens to human rights as educational emphasis  
 Distinctions: Spencer Foundation several major grants, 2010-2012 most recent, "Globalization, Citizenship, and Education" National Science Foundation several major grants, most recent 2002-04 FSI (Bechtel Center) two major grants, most recent 2002-05 Center for Advanced Studies in the Behavioral Sciences Fellow, 2006-07 Center for Advanced Studies in the Behavioral Sciences Fellow.  
 Recent Publications: Francisco O. Ramirez, T. Christensen, “The Formalization of the University: Rules, Roots, and Routes”, *Higher Education*, 2012.; Francisco O. Ramirez, “The World Society Perspective: Concepts, Assumptions, and Strategies”, *Comparative Education*, pp. 423-39, 2012.; Francisco O. Ramirez, P. Bromley and J. Meyer, "Student-Centeredness in Social Science Textbooks, 1970-2008: A Cross-National Study", *Social Forces*, 2011.; Francisco O. Ramirez, P. Bromley and J. Meyer, “The Worldwide Spread of Environmental Discourse in Social Science Textbooks, 1970-2010”, *Comparative Education Review*, 2011.; Francisco O. Ramirez, J. Meyer and P. Bromley, "Human Rights in Social Science Textbooks: Cross-national Analyses, 1975-2008", *Sociology of Education* 83, pp. 111-134, 2010.; Francisco O. Ramirez, “Accounting for Excellence: Transforming Universities Into Organizational Actors”, In Val Rust, Laura Portnoi, and Sylvia Bagely, eds., *Higher Education, Policy, and The Global Competition Phenomenon*, Palgrave, 2010.  
 Advising: Ph.D: 10 completed  
 Distinctions: Spencer Foundation several major grants, 2010-2012 most recent, "Globalization, Citizenship, and Education" National Science Foundation several major grants, most recent 2002-04 FSI (Bechtel Center) two major grants, most recent 2002-05 Center for Advanced Studies in the Behavioral Sciences Fellow, 2006-07 Center for Advanced Studies in the Behavioral Sciences Fellow.

**RESINA, JOAN RAMON – 100%**

**Professor, Department of Iberian and Latin American Cultures – (Tenured)**

Education: Ph.D. in Comparative Literature at U.C. Berkeley, 1986; M.A. program in Comparative Literature at U.C. Berkeley, 1984; Doctoral degree in English Philology, University of Barcelona, 1988; Licenciatura and Grado de Licenciatura in English Philology, University of Barcelona, 1980; B.A. with major in English Literature at Brandeis University 1978.  
 Academic Experience: Professor/Chair, Iberian and Latin American Cultures, Stanford University; Visiting Professor, Bing Overseas Studies Program, Stanford in Florence; Cornell University, Professor in the Department of Romance Studies and in the Department of Comparative Literature; Associate Professor, Department of Hispanic Languages and Literature at the State University of New York, Stony Brook; Associate Professor, Department of Hispanic Studies at Northwestern University;

Assistant Professor, Department of Romance Languages and in the program of Literary Studies at Williams College; Assistant Professor, English Department at the University of Barcelona.

Overseas Experience: France, Mexico, Spain, Germany, Italy,  
 Languages: Spanish – 5; English – 5; Catalan - 5; German – 3; French - 3; Italian – 3; Portuguese – 3.  
 LAS Courses Taught: The Films of Pedro Almodovar.  
 Specialization: Spanish and Catalan literatures with emphasis in the modern period.  
 Recent Publications: Catalunya al món. Com es lidera la projecció exterior d'una nació sense estat? ESADE. Quaderns de lideratge No. 37. Barcelona: Càtedra LideratgeS i Governança Democràtica, 2011, Del Hispanismo a los Estudios Ibéricos. Una propuesta federativa para el ámbito cultural. Trans. Antonio de Murcia. Madrid: Biblioteca Nueva, 2009, Hispanismo y Estado. La cultura al servicio de una idea imperial. Trans. Antonio de Murcia. Madrid: Biblioteca Nueva, 2009. Barcelona's Vocation of Modernity: Rise and Decline of an Urban Image.  
 Advising: Ph.D: 7 completed Ph.D: 3 In progress  
 Distinctions: Stanford University. DLCL Research grant for Journalism project, 2012-2013, Stanford University. DLCL Research grant for Exiles project, 2011-2012, Research grant for one month at the Simon Dubnow Institute for Jewish History and Culture. Leipzig University. July 2010. Stanford University. DLCL Research grant for Neoruralism project. Three years of support: 2008-2011. Serra d'Or Award for Literary Criticism; Special mention in the Katherine Singer Kovacs Prize of the MLA for Barcelona's Vocation of Modernity; Omnium Cultural, Joan B. Cendrós Award Ex Aequo with the French-German TV channel Arte; Institució de les Lletres Catalanes, Literary criticism award; J.M Batista i Roca Award, Institut de Projecció Exterior de la Cultura Catalana.

**RICK, JOHN – 100%**

**Associate Professor, Department of Anthropology – (Tenured)**

Education: Ph.D. Anthropology, University of Michigan, 1978; M.A. Anthropology, University of Michigan, 1973; B.A. Anthropology, University of California (Santa Cruz), 1972.

Academic Experience: Chair, Department of Anthropological Sciences; Director, Archaeology Center (Stanford); Associate Professor, Department of Anthropological Sciences, Stanford University; Associate Chair, Department of Anthropological Sciences, Stanford University; Resident Fellow, Adams House Human Biology Focus House, Stanford University; Curator of Anthropology Collections, Archaeology Center; Visiting Scholar, Department of Archaeology, University of Cambridge teaching "Archaeology of the Americas"; Visiting Teacher, Zuni and Twin Buttes High Schools, Zuni New Mexico; Assistant Professor, Department of Anthropology, Stanford University; Visiting Professor, Instituto de Pré-História, Universidade de São Paulo; Invited Professor, Instituto Andino de Estudios Arqueológicos, Lima, Peru.

Overseas Experience: Visiting Professor, Instituto de Pré-História, Universidade de São Paulo. Invited Professor, Instituto Andino de Estudios Arqueológicos, Lima. Visiting Fellow, Clare Hall, Cambridge, England. Consultant for the Xingu Project, Museu Paraense Emilio Goeldi (Pará, Brasil). National Science Foundation Grant for Doctoral Dissertation Research, Perú. Ford Foundation Program for Accompanied Graduate Student Research, Perú.

Languages: Spanish - 5; Portuguese – 3.  
 LAS Courses Taught: Inca and their Ancestors  
 Specialization: New World archaeology, with an ongoing focus on the excavations at Chavín de Huantar, Peru. His specific interests include band-level hunter-gatherers, stone tool studies, analytical methodology, and animal domestication.

Publications: 1997 Landscapes of Civilization. CD-ROM of virtual reality exploration of Peruvian archaeological sites and artifacts. Published with The Fine Arts Museums of San Francisco, 200 mb. With Darkin Hart and Rosa Rick. 1999 Web site on Chavín de Huántar, Winay Wayna, Peruvian Preceramic.

Advising: Ph.D: 5 completed  
 Distinctions: Research/Conservation Grants from Global Heritage Fund, Antamina, Fundacion Telefonica and Barrick Gold Corp. for research in Chavín de Huántar. Research Grants from the Mack Family Foundation for Guatemalan research. Richard W. Lyman Award, Stanford Alumni Association. Allan Cox Medal for Faculty Excellence Fostering Undergraduate Research, Stanford University.

**RICKFORD, JOHN – 25%****Professor, Department of Linguistics – (Tenured)**

Education: Ph.D, Linguistics, University of Pennsylvania 1979; MA, Linguistics, University of Pennsylvania 1973; BA, Sociolinguistics, University of California, Santa Cruz 1971.

Academic Experience: Pritzker University Fellow in Undergraduate Education; Professor, with tenure, Linguistics, Stanford; Professor, by courtesy, Education, Stanford; Director, Stanford Overseas Studies Summer Focus Program, Oxford Instructor, LSA Linguistics Institute, Ohio State University; Vice-Chair, Department of Linguistics, Stanford; Director, Program in African and African American Studies, Stanford, and holder of the Martin Luther King, Jr., Centennial Chair; Endowed chair: J.E. Wallace Sterling Professor of Linguistics and the Humanities, Stanford.

Overseas Experience: Lecturer, Linguistics, University of Guyana. Assistant Dean, Faculty of Arts, University of Guyana. Director Stanford Overseas Studies Summer Focus Program, Oxford. Erskine Professor, Department of Linguistics, University of Canterbury, New Zealand. Visiting Professor, University of the West Indies, Mona, Jamaica.

Languages: Guyanese Creole – 5; Spanish – 2; French -2; German – 2.

LAS Courses Taught: Languages in Contact (includes a focus on pidgins and creoles, in the Caribbean as well as other parts of the Atlantic and Pacific).

Specialization: Sociolinguistics, particularly in the relation between language and ethnicity. He has studied numerous pidgin and creole languages, with an emphasis on Gullah, Guyanese, and other Caribbean creoles. Additionally, he has done extensive research into the Ebonics issue.

Recent Publications: 1976 (Ed.), *A Festival of Guyanese Words*. Georgetown: University of Guyana. Second edition, revised and expanded, 1978. 1987a *Dimensions of a Creole Continuum*. Stanford: Stanford University Press. 1987 (Ed.), *Sociolinguistics and Pidgin-Creole Studies*. Issue #71, *International Journal of the Sociology of Language*. Mouton, The Hague. 1999 *Creole Genesis, Attitudes and Discourse: Studies Celebrating Charlene Sato*, ed. (with Suzanne Romaine). Amsterdam: John Benjamins.

Advising: Ph.D: 5 completed

Distinctions: Professor Rickford has won several awards. He was nominated and elected as the Vice-President and President Elect, Linguistic Society of America. He won the Dean's Award for distinguished teaching, and the Bing Fellowship for excellence in teaching. He also won the Distinguished Alumni award at the University of California, Santa Cruz. Professor Rickford has also been the recipient of numerous grants and fellowships, including multiple grants from the National Science Foundation.

**ROBERTSON, IAN – 100%****Assistant Professor, Department of Anthropology – (Tenure-track)**

Education: Ph.D. Anthropology, Arizona State University 2001; MA Archaeology, University of Calgary 1988; B.A. Archaeology (with honours), University of Calgary 1982.

Academic Experience: Assistant Professor, Department of Anthropology, Stanford University; Faculty Affiliate with Stanford Archaeology Center, Center for Latin American Studies, Urban Studies.

Overseas Experience: Mexico

Languages: Spanish – 5; French – 3; German – 3; Nahuatl - 3.

LAS Courses Taught: *The Aztecs and Their Ancestors: Introduction to Mesoamerican Archaeology*; *Ancient Cities in the New World: Introduction to Prehispanic Urbanism*; *Data Analysis for Quantitative Research*; *Prehistoric Stone Tools: Technology and Analysis*; *Introduction to Prehistoric Archaeology*; *Archaeology of Central Mexico*; *Archaeological Methods*; *Post-Field Analysis Seminar*; *Graduate Core Seminar-"Urbanism"*.

Specialization: The archaeological study of complex societies in prehispanic Mesoamerica and ancient urbanism.

Recent Publications: 2007 *Prehispanic Settlement at Teotihuacan*. In *Archaeological Settlement Pattern Data from the Cuautitlan, Temascalapa, and Teotihuacan Regions, Mexico*, edited by Gorenflo, L. J., and W. T. Sanders. *Occasional Papers in Anthropology*, No. 30. Department of Anthropology, The Pennsylvania State University. 2005 *Patrones Diacrónicos en la Constitución Social de las Vecindades Teotihuacanas*. In *Arquitectura y Urbanismo: Pasado y Presente de los Espacios en Teotihuacan: Memoria de la Tercera Mesa Redonda de Teotihuacan*, edited by M. E. Ruíz Gallut and J. Torres Peralta, pp. 277-294. Instituto de Investigaciones Antropológicas, México.

Advising: Reader and/or supervisor on 14 doctoral theses (6 completed).

Distinctions: Peer reviewer for Latin American Antiquity, American Antiquity, Journal of Archaeological Science, Radiocarbon; Member, Scientific Commission IV (Data Management and Mathematical Methods in Archaeology), International Union of Prehistoric and Protohistoric Sciences (UISPP); Representative of the Society for American Archaeology (SAA) to the International Union of Prehistoric and Protohistoric Sciences (UISPP). Member, Society for American Archaeology (SAA).

**ROSENFELD, MICHAEL – 25%**

**Associate Professor, Department of Sociology - (Tenured)**

Education: Ph.D. Sociology, University of Chicago, Chicago, Illinois 2000; MA Latin American Studies, University of Chicago, Chicago, Illinois 1991; BA Mathematics, Brown University, Providence, Rhode Island 1989.

Academic Experience: Associate Professor, with tenure, Department of Sociology, Stanford University; Assistant Professor, Department of Sociology, Stanford University.

Overseas Experience: Canada

Languages: Spanish - 4.

LAS Courses Taught: The Changing American Family, Sociology of the Family, Family Workshop: Sociology Phd students present and critique work on family and demography. Sociological Methodology, Race, Ethnic, and National Identities: Imagined Communities.

Specialization: The study of race, ethnicity, immigration, and family structure, and has conducted research on alternative family forms, including interracial marriage.

Recent Publications: M. Rosenfeld. 2013 "Reply to Allen et al," *Demography* 50 (3): 963-969, The age of independence: Interracial unions, same-sex unions and the changing american family (2009)

Advising: Ph.D: 2 completed, Dissertation Committees: 10

Distinctions: Winner of the Stanford University Phi Beta Kappa teaching award (2012), Winner of the Teaching Award from the Stanford Urban Studies class of 2009, Winner of the 2007-2008 Stanford University Dean's Award for Distinguished Achievements in Teaching; Winner of Roger V. Gould memorial prize, for "Exchange Theory in Mate Selection," judged the best paper in the *AJS* in the previous year; Consulting Editor, *Social Forces*; Consulting Editor, *American Journal of Sociology*; Hellman Faculty Scholar (\$10,000 award).

**RUFFINELLI, JORGE – 100%**

**Professor, Department of Iberian and Latin American Cultures – (Tenured)**

Education: Graduate Study, Department of Spanish American Literature, School of Humanities and Sciences, University of Uruguay 1963-1967, 1971-1973.

Academic Experience: Full Professor, Stanford University; Professor of Prose and Verse, School of Drama, University of Veracruz; Professor of Spanish American Literature, School for Foreign Students, University of Veracruz; Professor of Spanish American Literature, School of Humanities, University of Veracruz; Director, Center for Linguistic and Literary Research, University of Veracruz (México); Adjunct Professor of Spanish-American Literature, School of Philosophy and Humanities, University of Buenos Aires.

Overseas Experience: Mexico, Argentina, Uruguay, Cuba, España, Italia, Chile.

Languages: Spanish – 5; English – 5; Portuguese – 3; Italian – 3; French – 3; German – 2.

LAS Courses Taught: Latin American Literatures (including Brazil) and Latin American Cinema (including Brazil).

Specialization: Latin American cinema in the United States. Latin American literature and film.

Recent Publications: Ruffinelli, Jorge. *América Latina En 130 Documentales*. [Santiago, Chile]: Uqbar Editores, 2012. Ruffinelli, Jorge. *América Latina En 130 Películas*. [Santiago, Chile]: Uqbar Editores, 2010.

Advising: Ph.D: 3 completed

Distinctions: National Prize for Essay -Literatura e ideología; el primer Mariano Azuela, 1896-1918, awarded by the National Institute of Fine Arts, México, and the Cultural House of Gómez Palacio, Durango, México.

Honorary Member, Center for Studies of Literature and Civilizations of Rio de la Plata, University of Paris, Sorbonne Nouvelle, France. Named "National Researcher", National System of Researchers, Secretary of Public Education, México. Honorary member of the National Hispanic Society, Sigma Delta Pi, United States. Fellow at Stanford Humanities Center. Named Académico,

Academy of Letters, Uruguay. Elected Member of the Advisory Board to Pukara Fortitude Art & Cultural Organization (Providence, RI/Boston, Mass.) Elected Member of the Advisory Board of Fundación Juan Rulfo, México. Elected Member of the Centro de Estudios Iberoamericanos "Mario Benedetti", Universidad de Alicante (Spain). Comité de Honor, Videoteca del Sur de La Habana, La Habana/New York.

**SALDIVAR, RAMON – 50%**

**Professor, Department of English – (Tenured)**

Education: Ph. D., Comparative Literature, Yale University, 1977; MA, Philosophy, Yale University, 1976; B. A., Plan II Honors Program, With Highest Honors and Phi Beta Kappa, University of Texas at Austin, 1972.

Academic Experience: Hoagland Family Professor of Humanities & Sciences, Stanford University; Milligan Family University Fellow in Undergraduate Education, Stanford University; Chair of the Department of English and the Department of Comparative Literature at Stanford University; Professor, Departments of English & Comparative Literature, Stanford University; Professor, Department of English, University of Texas at Austin; Associate Professor, Department of English, UT Austin; Assistant Professor, Department of English, UT Austin.

Overseas Experience: Germany, China, Switzerland, Korea, Japan, Cuba, Italy

Languages: Spanish – 5; French – 3.

LAS Courses Taught: Modern Thought & Literature/English, The "Postrace" Aesthetic in Post-postmodern American Fiction, Novel of the Americas; The Ethnic Bildungsroman and Historical Novel; Colloquium on Chicano Cultural Studies.

Specialization: Literary criticism and literary theory, the history of the novel, 19th and early 20th century literary studies, cultural studies, globalization and issues concerning transnationalism, and Chicano and Chicana studies.

Recent Publications: The Imaginary and Its Worlds: American Studies after the Transnational Turn. Edited by Ramón Saldivar, Laura Bieger, and Johannes Voelz. University Press of New England, 2013. The Borderlands of Culture: Américo Paredes and the Transnational Imaginary. Duke University Press, 2006. Winner of the Modern Language Association Prize for best book in the area of US Latino/a and Chicana/o Studies, 2007

Advising: Ph.D: 28 completed Ph.D: 4 in progress

Distinctions: National Humanities Medal (2012), Appointed By President Barack Obama to the National Council on the Humanities (2013). The Hoagland Family Professor of Humanities and Sciences; Milligan Family University Fellow in Undergraduate Education; Awarded Fifth Annual Modern Language Association Prize for best book in the area of US Latina and Latino and Chicana and Chicano Literary and Cultural Studies for The Borderlands of Culture: Américo Paredes and the Transnational Imaginary (Duke University Press); Named Distinguished Scholar (career achievement for leadership and scholarship) by the Division on Chicana and Chicano Literature of the Modern Language Association; The Western Literature Association Distinguished Achievement Award.

**SEGURA, GARY – 50%**

**Professor, Department of Political Science – (Tenured)**

Education: Ph.D., Political Science, University of Illinois at Urbana Champaign, 1992; A.M., Political Science, University of Illinois at Urbana Champaign, 1989; B.A., Magna Cum Laude, Presidential Scholar.

Academic Experience: Political Science, Loyola University of the South, New Orleans, 1985. Professor, Department of Political Science, Stanford University, and Chair of Chicana/o Studies, Center for Comparative Studies in Race and Ethnicity; Professor, Department of Political Science; Director, University of Washington Institute for the Study of Ethnicity, Race and Sexuality, University of Washington; Associate Professor, Department of Political Science, University of Washington; Associate Professor, Department of Political Science, University of Iowa; Associate Professor, School Politics and Economics, Claremont Graduate University.

Overseas Experience: Latin America

Languages: Spanish – 4.

LAS Courses Taught: Chicano/Latino Politics.  
 Specialization: American Politics; Political Representation; Latino Politics.  
 Recent Publications: "The Future is Ours:" Minority Politics, Political Behavior, and the Multiracial Era of American Politics (2011, Congressional Quarterly Press), Latinos in the New Millennium: An Almanac of Opinion, Behavior, and Policy Preferences (2012, Cambridge University Press), and Latino Lives in America: Making It Home (2010, Temple University Press). His work has been published in the American Political Science Review, American Journal of Political Science, Journal of Politics, Political Research Quarterly, and the Annual Review of Political Science.  
 Advising: Ph.D: 9 completed Ph.D: 3 in progress  
 Distinctions: In 2010, he was elected a Fellow of the American Academy of Arts and Sciences. Midwest Latino Caucus Best Paper Award for the Best Paper Presented at the Annual Meeting, Midwest Political Science Association; Adaljiza Sosa-Riddell Award for Exemplary Mentoring of Latino/a Faculty, American Political Science Association, Committee on the Status of Latinos y Latinas; Charles Redd Award for Best Paper on the Politics of the American West presented at the 2003 Annual Meeting, Western Political Science Association.

**SHEEHAN, THOMAS – 25%**

**Professor, Department of Religious Studies – (Tenured)**

Education: Ph.D. Fordham University, New York City 1971; M.A. Fordham University, New York City 1968; M.A. course work University of California at Berkeley, Comparative Literature 1965-6; B.A. 1961 St. Patrick's, Menlo Park, California Philosophy (B.A., 1963); Theology (1963-65).  
 Academic Experience: Stanford University, Professor, Department of Religious Studies; Loyola University Chicago: Professor Emeritus, Full Professor, Associate Professor, Assistant Professor; St. Mary's College, Indiana (at the campus in Rome, Italy), Assistant Professor, Department of Religion and Philosophy; Loyola University Chicago (at the campus in Rome, Italy), Adjunct Assistant Professor, Department of Theology; Catholic University of America, Adjunct Assistant Professor, Department of Religious Studies.  
 Overseas Experience: El Salvador, Guatemala, Italy,  
 Languages: Spanish – 4; Italian - 4; French – 2; German – 1.  
 LAS Courses Taught: Theories of the State from the Ancient World to the Present.  
 Specialization: Contemporary European philosophy, emphasizing the study of Heidegger, Roman Catholicism, and liberation movements in Central America.  
 Recent Publications: "What, After All, Was Heidegger About?" Continental Philosophy Review, forthcoming (2014), "A Heidegger Bibliography: His Gesamtausgabe Texts and Their English Translations," Continental Philosophy Review, forthcoming (2014), "Prolegomeni alla questione di Heidegger e Dio" ("Prolegomena to the Question of Heidegger and God"), in the journal Humanitas (Brescia, Italy) LXVIII, no. 4 (July to August 2013): 509-529, translated into Italian by Alberto Anelli. (2013), "What If Heidegger Were a Phenomenologist?" in Mark Wrathall, editor, The Cambridge Companion to Heidegger's "Being and Time," Cambridge, U.K.: Cambridge University Press, 2013, pp. 381-401 (2013)  
 Distinctions: Ford Foundation Grant: research on ethics and right-wing political philosophy in Italy (articles in New York Review of Books, Social Research, Alfabeta, etc.); Resident Scholar, American Academy in Rome: research on first-century Christianity, preliminary to The First Coming); National Endowment for the Humanities Grant for translating M. Heidegger, Logic: Die Frage nach der Wahrheit.

**SURWILLO, LISA – 50%**

**Associate Professor, Department of Iberian and Latin American Cultures – (Tenure-track)**

Education: Ph.D. Romance Languages and Literatures, University of California, Berkeley 2002; B.A. History and Spanish, University of Wisconsin, Madison 1994.  
 Academic Experience: Assistant Professor, Stanford University; Assistant Professor, The Pennsylvania State University, University Park; Lecturer, University of California, Santa Cruz; Program Assistant for the UC Berkeley Summer Sessions Program in Madrid; Graduate Student Instructor, University of California, Berkeley.

Overseas Experience: Spain.  
 Languages: Spanish - 5; Portuguese - 5; French - 3; Catalan - 2.  
 LAS Courses Taught: Introduction to Literary and Scholarly Research; Race and Slavery in Nineteenth-Century Spanish Empire; Spain on Stage (BSOP); Spain and Africa Through the Ages (BSOP); Spanish Realism: Priests, Prose and Anticlericalism; Race and Slavery in Literature of the Nineteenth-Century Spanish Empire (Freshman Seminar); Nineteenth-Century Strategies of Reading; Methods of Literary Analysis; Spanish Romantic Theater; Lorca and the Generation of 1927.  
 Specialization: Property, modernity and the individual as they are manifested by literary works, especially dramatic literature, dealing with colonial slavery, abolition and Spanish citizenship.  
 Recent Publications: *The Stages of Property: Copyrighting Theater in Spain*. University of Toronto Press, 2007.  
 Reviews: *Iberoamericana* 30 (2008): 230-32. *Letras Peninsulares* 21.1 (2008): 174-76.  
 Advising: Undergraduate: 3  
 Distinctions: Hewlett Faculty Grant, Stanford University; Spanish Ministry of Culture Program for Cultural Cooperation; Gilder Lehrman Institute of American History Fellowship; Africana Research Center Faculty Grant, Penn State University; Institute for the Arts and Humanities, Penn State University, Faculty Research Grant; Casa de Velázquez (Madrid), Bourse d'Etudes.

**TOMZ, MICHAEL – 50%**

**Associate Professor, Department of Political Science – (Tenured)**

Education: Ph.D. in Political Science, Harvard University 2001; MA. Philosophy in Politics, Oxford University 1994, Marshall Scholar; B.S., summa cum laude, in International Relations, Georgetown University 1992.  
 Academic Experience: Stanford University, Stanford, California: Associate Professor, Department of Political Science, Assistant Professor, Department of Political Science, Assistant Professor (Subject to Ph.D.), Department of Political Science, Senior Fellow, Stanford Center for International Development, Senior Fellow, Stanford Institute for Economic Policy Research.  
 Overseas Experience: Japan, India, Tel Aviv, Canada.  
 Languages: Spanish – 3.  
 LAS Courses Taught: Introduction to International Relations; The Politics of Economic Development; International Relations Theory II.  
 Specialization: International political economy, with an emphasis on Latin America.  
 Recent Publications: *Conditional Cooperation and Climate Change* (with Dustin Tingley). *Comparative Political Studies* 47, no. 3 (March 2014), forthcoming. *Public Opinion and the Democratic Peace* (with Jessica Weeks). *American Political Science Review* 107, no. 4 (November 2013): 849–865. *Empirical Research on Sovereign Debt and Default* (with Mark Wright). *Annual Review of Economics* 5 (May 2013): 247–272. *International Finance*. In *Handbook of International Relations*, 2nd ed., eds. Walter Carlsnaes, Thomas Risse, and Beth Simmons, pp. 692–719. New York: Sage, 2012. *Sovereign Theft: Theory and Evidence about Sovereign Default and Expropriation* (with Mark Wright). In *The Natural Resources Trap: Private Investment without Public Commitment*, eds. William Hogan and Federico Sturzenegger, pp. 69–110. Cambridge, MA: MIT Press, 2010.  
 Advising: Ph.D: 14 completed.  
 Distinctions: American Political Science Association, Jack L. Walker, Jr. Outstanding Article Award (for making an outstanding contribution to research and scholarship on political organizations and parties), 2009. National Science Foundation, “Candidate Ambiguity and Voter Choice” (with Robert Van Houweling), Allan V. Cox Medal for Faculty Excellence Fostering Undergraduate Research, Stanford University, 2005. Dean’s Award for Distinguished Teaching, School of Humanities & Sciences, Stanford University, 2003.

**ULRICH GUMBRECHT, HANS – 25%**

**Professor, Department of Comparative Literature – (Tenured)**

Education: Ph.D. Universität Konstanz, 1971  
 Academic Experience: Albert Guérard Professor in Literature in the Departments of Comparative Literature, of French & Italian, of Spanish & Portuguese (by courtesy), and is affiliated with German Studies, and the Program in Modern Thought & Literature at Stanford University. He is also Professeur Associé au Département de Littérature comparée at the Université de Montréal, Directeur d'études associé at

Overseas Experience: the Ecole des Hautes Etudes en Sciences Sociales (Paris), Professeur attaché au Collège de France. Visiting Professorships in Bogotá, Buenos Aires, Mexico City, Ouro Preto, and Rio de Janeiro; to Montreal, Aarhus, Barcelona, Berlin, Budapest, Lisbon, Manchester (2009-2011), München, Paris, and Riga; to Capetown, Jerusalem, and Kyoto. In May/June 2007, he was the Leibniz Professor at the Simon Dubnow Institute of the University of Leipzig.

Languages: English – 5; German – 5; Portuguese – 5; Spanish – 5; French – 5; Italian – 5.

LAS Courses Taught: Literature as Performance; Sex: Its Pleasures and Cultures; Professor Ulrich teaches graduate seminars on writers in France and Spain, and on literary theory of the Romance languages (including Latin America), and German philosophy.

Specialization: Medieval "literature" and culture; Spanish, French, German, and (to a lesser extent) Italian literatures since the Renaissance; Argentinian and Brazilian literatures in the 19th and 20th centuries; Aesthetics; History of Ideas, History of Scholarship.

Recent Publications: In Praise of Athletic Beauty (Harvard Press, 2006; translations into German, French, Spanish, Cantonese, Russian, Dutch, Portuguese, Korean, Danish, and Ukrainian); California Graffiti – Bilder von westlichen Ende der Welt (Hanser Verlag, 2010); Stimmungen lesen – Über eine Ontologie der Literatur (Hanser Verlag, 2011 – English, Portuguese, and Spanish translations); and Unsere breite Gegenwart (Suhrkamp Verlag, 2010 – translation into Spanish; English). After 1945 – Latency as Origin of the Present, appeared in 2013 at Stanford University Press (German translation, 2012; Portuguese, Russian, Spanish translations forthcoming). A book project tentatively entitled "Prose of the World: Diderot, Goya, Lichtenberg, and Mozart and an End of Enlightenment" is in preparation, for publication in 2015.

Advising: Ph.D: 10 completed

Distinctions: Fellow of the American Academy of Arts & Sciences; Who's Who; Wer Ist Wer; 50 Great Minds of the Early 21st Century; International. Directory of Distinguished Leadership; 2000 Outstanding Scholars of the 20st Century; Brockhaus Enzyklopaedie; Munzinger / Internationales biographisches Archiv.

#### **VALDES, GUADALUPE – 50%**

##### **Professor, School of Education – (Tenured)**

Education: PhD in Spanish, Florida State University, 1972; MA in Spanish, Florida State University, 1970; BA Spanish, University of West Florida, 1968.

Academic Experience: Assistant Professor, Department of Language and Literature, Western New Mexico University; Assistant Professor, Department of Foreign Languages, New Mexico State University; Associate Professor, Professor; Professor, Division of Language and Literacy, School of Education, University of California, Berkeley; Bonnie Katz Tenenbaum Professor of Education, Stanford University.

Overseas Experience: Residence in Mexico until 1961.

Languages: Spanish – 5.

LAS Courses Taught: Theory and Issues in the Study of Bilingualism; Research in Second Language Classrooms; Language Policy and Planning: National and International Perspectives; Latino Immigrants, Families and Schools; Critical Perspectives on Tutoring English Language Learners.

Specialization: Issues of bilingualism relevant to teachers in training, including methods of instruction, typologies, measurement of progress, and the role of education in national policies on immigration.

Recent Publications: The Development of Minority Language Resources; Case of Spanish in California (Multilingual Matters, 2006); Expanding Definitions of Giftedness: Young Interpreters of Immigrant Background (Erlbaum, 2003).

Advising: Ph.D: 12 completed.

Distinctions: Member, National Academy of Education; AERA Fellow; Member, Board of Trustees, Educational Testing Service; Member, Editorial Board Written Communication; Member, Editorial Board, Modern Language Journal; Member, Editorial Board, Español en Contexto; Member, Editorial Board, Language Policy; Member Editorial Board, Research on the Teaching of English; Member Editorial Board, Journal of Language, Identity and Education; Member, Editorial Board, Bilingual Review/Revista Bilingue; Member, Editorial Board, Language Policy Series, Kluwer Publishing Co.

**VITOUSEK, PETER – 33%****Professor, Department of Biology – (Tenured)**

Education: Ph.D. in Biology, Dartmouth College, 1975; B.A. cum laude in Political Science, Amherst College, 1971.

Academic Experience: Clifford G. Morrison Professor of Population and Resource Studies, Stanford University; Associate Professor and Professor of Biological Sciences, Stanford University; Associate Professor of Botany and Biology, University of North Carolina—Chapel Hill; Assistant Professor of Zoology and Biology, Indiana University.

Overseas Experience: Costa Rica, China, Brazil

Languages: Spanish – 2.

LAS Courses Taught: Amazonian Ecosystems; Biology and Global Change.

Specialization: Nutrient cycling in tropical and temperate forests.

Recent Publications: Nutrient Imbalances in Agricultural Development, Journal Article AUTHORS. Peter Vitousek - Stanford University Rosamond L. Naylor - Stanford University et al PUBLISHED BY Science, Vol. 324, page(s) 1519-1520 June 19, 2009, Agriculture in Brazil: Impacts, Costs, and Opportunities for a Sustainable Future. Journal Article AUTHORS Luiz Martinelli, Rosamond L. Naylor - Stanford University, Peter Vitousek - Stanford University, Paulo Moutinho - IPAM, Brazil, PUBLISHED BY Current Opinion in Environmental Sustainability, Vol. 2, page(s) 431-438, December 2010. Porder, S., D.A. Clark, and P.M. Vitousek. Persistence of rock-derived nutrients in the wet tropical forests of La Selva, Costa Rica. Ecology 87: 594-602. Benner, J.W., S. Conroy, C.K. Lurch, N. Toyoda, and P.M. Vitousek. 2007. Phosphorus fertilization increases the abundance and nitrogenase activity of the cyanolichen *Pseudocyphellaria crocata* in Hawaiian montane forests. Biotropica 39: 400-405. Funk, J. and P.M. Vitousek. Resource use efficiency and plant invasion in low-resource systems. Nature 446: 1078-1081. Houlton, B.Z., D.M. Sigman, E.A.G. Schuur, and L.O. Hedin. A climate-driven switch in plant nitrogen acquisition within tropical forest communities.

Advising: Ph.D: 3 completed in the last five years.

Distinctions: Science and Technology Foundation of Japan, 2010 Japan Prize in the field of biological production and environment for contributions to progress in science and technology and advancement of world peace and prosperity. Pew Scholar in Conservation and Environment; W.S. Cooper Award, Ecological Society of America; R.H. MacArthur Award, Ecological Society of America; Time/CNN America's best ecologist; Princeton Environmental Prize; Marsh Ecology Book Award, British Ecological Society; Tansley Lecturer, British Ecological Society; Award for Scientific Reviewing, National Academy of Sciences.

**WALBOT, VIRGINIA - 50%****Professor, Department of Biology - (Tenured)**

Education: Ph.D. in Biology, Yale University, 1972; M. Phil. in Biology, Yale University, 1969; B.A. with Distinction & Honors in Biology, Stanford University, 1967.

Academic Experience: Professor, Department of Biology, Stanford University (1981-present); Affiliated Faculty Member, Woods Institute, Stanford 2009 - 2011; Adjunct Associate Professor of Agronomy, University of Missouri, Columbia, 1979 - 1990; Associate Professor in Biology, Washington University 1975-1980; NIH Postdoctoral Fellow in Biochemistry, University of Georgia 1972-75.

Overseas Experience: Italy in 1986 for 3 months; Mexico in 2002 for 3 weeks.

Languages: Italian – 3.

Specialization: Development of maize anthers, particularly the mechanisms that promote cell fate specification and cell differentiation in anther lobes. The regulation of the switch from mitotic (somatic) to meiotic (reproductive) development.

Recent Publications: More than 40 in peer-reviewed scientific journals, including invited reviews.

Distinctions: Foreign Associate Mexican Academy of Sciences; Explorer Award, National Geographic Society; Guggenheim Fellow.

**WISE, PAUL – 50%****Professor, School of Medicine, Department of Pediatrics – (Tenured)**

Education: M.P.H. General Studies, Harvard School of Public Health 1978; M.D. Medicine, Cornell University Medical College 1978; A.B. Latin American Studies, Cornell University 1974.

Academic Experience: Core Faculty, Center for Health Policy, Freeman-Spogli Institute for International Studies Stanford University; Core Faculty, Center for Primary Care and Outcomes Research, Department of Medicine, Stanford University School of Medicine; Director Center for Policy Outcomes and Prevention, Department of Pediatrics Stanford University School of Medicine; Professor, Department of Pediatrics Stanford University School of Medicine; Richard E. Behrman Professor of Child Health and Society Stanford University; Professor (by courtesy), Department of Health Research and Policy Stanford University School of Medicine; Senior Fellow, Freeman-Spogli Institute for International Studies Stanford University.

Overseas Experience: Guatemala, Jamaica, South Africa, India.

Languages: Spanish – 4; French - 2, Cakchiquel – 2.

LAS Courses Taught: International Health

Specialization: Children's health policy; disparities in health outcomes by race, ethnicity and socioeconomic status; the impact of medical technologies on disparities in healthcare treatment and outcomes.

Recent Publications: Transdisciplinary translational science and the case of preterm birth *Journal of Perinatology*, Stevenson, D. K., Shaw, G. M., Wise, P. H., Norton, M. E., Druzin, M. L., Valantine, H. A., McFarland, D. A. 2013, Predictors of Hospitalization After an Emergency Department Visit for California Youths With Psychiatric Disorders *Psychiatric Services*, Huffman, L. C., Wang, N. E., Saynina, O., Wren, F. J., Wise, P. H., Horwitz, S. M. 2012, The Association Between Insurance Status and Emergency Department Disposition of Injured California Children *Academic Emergency Medicine*, Arroyo, A. C., Wang, N. E., Saynina, O., Bhattacharya, J., Wise, P. H. 2012, Emerging Technologies and Their Impact on Disability Future of Children, Wise, P. H. 2012, The Morality of Saved Lives *American Journal of Bioethics*, Batniji, R., Wise, P. H. 2012. Supervised 7 honors undergraduate thesis in the last five years.

Advising: William Root Lecturer and AOA Visiting Professor, Kansas University School of Medicine; Susan Packard Orr Lecturer, Lucile Packard Children's Hospital; Hugh and Alison Westgate Award in Justice and International Pediatrics, Minnesota Children's Hospital; Christus Distinguished Lecturer in Public Health, Christus Santa Rosa Health Care, San Antonio, Texas; Certificate of Appreciation, National Institute of Child Health and Human Development, NIH.

**WOLFE, MIKAEL – 100%****Assistant Professor, Department of History – (Tenure-track)**

Education: PhD, University of Chicago, 2009. M.A., University of Chicago, 1999. B.A., Columbia University, 1995.

Academic Experience: Assistant Professor, UCLA, 2010-2012. Assistant Professor, UCSD, 2009-2010.

Overseas Experience: Research in Mexico, 2003-2006, 2009.

Languages: Spanish - 5, French -5, Japanese -3

LAS Courses Taught: Modern Mexican history, Latin American Environmental History, US Intervention in Latin America, Global Environmental History, Comparative Historical Development of Latin American and East Asia.

Specialization: The historical climatology of the Mexican Revolution.

Recent Publications: Mikael D. Wolfe , "The Sociolegal Redesignation of Ejido Land Use, 1856-1912," in Matthew Butler and Antonio Escobar-Ohlmsede, ed. *Mexico in Transition: New perspectives on Mexican Agrarian History, Nineteenth and Twentieth Centuries/ México y sus transiciones: reconsideraciones sobre la historia agraria mexicana, siglos XIX y XX*, University of Texas-Austin and Centro de Investigaciones y Estudios Superiores en Antropología Social-Guadalajara, 2013.; Mikael D. Wolfe, "Considering the Alternatives: Multidisciplinary Perspectives on Agriculture, Water and Migration in Mexico under State Developmentalism and Neoliberalism," *Mexican Studies/Estudios Mexicanos*, vol. 29, no. 1, 2013.; Mikael D. Wolfe, "The Historical Dynamics of Mexico's Groundwater Crisis in La Laguna: Knowledge, Power and Profit, 1920s to 1960s," *Mexican Studies/Estudios Mexicanos*, vol. 29, no 1, 2013.;

Advising: PhD: 1 completed.

Distinctions: Fulbright-Garcia Fellowship 2005-6. Rachel Carson Fellowship 2011-12 (declined).

**YARBRO-BEJARANO, YVONNE – 50%****Professor, Department of Iberian and Latin American Cultures – (Tenured)**

**Education:** PhD Spanish, Harvard University, 1976; BA with distinction, German, University of Washington, 1970; BA summa cum laude, Comparative Literature, University of Washington, 1969.

**Academic Experience:** Professor, Spanish & Portuguese, Stanford University; Associate Professor, Spanish & Portuguese, Stanford University; Associate Professor, Romance Languages & Comparative Literature, University of Washington; Adjunct Associate Professor, Women Studies, University of Washington; Visiting Assistant Professor, Spanish & Portuguese, Stanford University; Visiting Assistant Professor, Literature Department, UC San Diego; Assistant Professor, Comparative Literature, University of Washington; Assistant Professor, Romance Languages, University of Washington; Instructor, Romance Languages, University of Washington.

**Overseas Experience:** Mexico, Puerto Rico, Cuba, Guatemala, Dominican Republic.

**Languages:** Spanish – 5; French – 3; German – 3.

**LAS Courses Taught:** Latina/o Literature; Critical Concepts in Chicana/o Literature; Film, Nation, Latinidad; Race, Gender, and Sexuality in Cultural Representation.

**Specialization:** Chicana/o cultural studies with an emphasis on gender and queer theory; race and nation; interrogating critical concepts in Chicana/o literature; and representations of race, sexuality and gender in cultural production by Chicanas/os and Latinas/os.

**Recent Publications:** Feminism and the Honor Plays of Lope de Vega (1994), The Wounded Heart: Writing on Cherríe Moraga (2001), Race and representation in Tongues untied, The last generation, and Paris is Ph.D.: 6 completed

**Advising:**

**Distinctions:** Feminist Studies LGBT Course Development award; VPUE Faculty Grant for Undergraduate Independent Study and Research – Chicana Art; VPUE Faculty Grant for Undergraduate Independent Study and Research – Chicana Art; VPUE Faculty Grant for Undergraduate Research - writer Arturo Islas; Overseas Studies Globalization Course Development Award; Ford Feminist Studies/CCSRE Workshop Research Grant; VPUE GER Course Development Award; CCSRE Course Development Award; Rockefeller Foundation Grant (Chicana Art)

**LANGUAGE CENTER LECTURERS****BRATES, VIVIAN****Lecturer, Spanish Language Program**

**Education:** M.A., Latin American Studies Program, Georgetown University, Washington, DC, 1990; M.A. Spanish and Latin American Literature, University of California at Santa Barbara, 1987; Spanish and Spanish-American Literature, University of California at Berkeley, 1985; BA, Classics, University of Buenos Aires, Facultad de Filosofia y Letras, Argentina, 1984.

**Academic Experience:** Stanford University, Stanford Language Center, Full Time Lecturer; Georgetown University, Department of Spanish / School of Foreign Service Lecturer; Georgetown University, Latin American Studies Program, Film Series Coordinator; University of California, Santa Barbara, Department of Spanish and Portuguese, Teaching Assistant; International Institute of the Bay Area, Immigration and Citizenship Program, Redwood City, CA, Volunteer Instructor & Sophomore College Program Coordinator; Prison University Project, San Quentin State Prison, San Quentin, CA, Volunteer Instructor.

**Overseas Experience:** United Nations Human Rights Observer - Information Officer, Port Au Prince, Haiti. Startup Consultant/Editor, Finances-Technologies-Affaires-Internationales, Paris, France..

**Languages:** Spanish – 5; English – 5; French – 4; Portuguese – 3; Haitian Creole – 3.

**LAS Courses Taught:** Accelerated First Year Spanish, Second-Year Spanish: Emphasis on International Relations, Language Specials, Graduate Studies in Spanish,

**Specialization:** Teaching, translating and interpreting foreign languages, especially Spanish.

**Distinctions:** Member of World Affairs Council and ACTFL.

**CONSONI, FERNANDA****Lecturer, Portuguese Language Program**

Education: Ph.D., University of Sao Paulo, 2011; M.A., University of Sao Paulo, 2006; B.A., University of Sao Paulo, 2004.

Academic Experience: University of Sao Paulo, 2007; Université Libre de Bruxelles, 2009.

Overseas Experience: Brazil, 2000-2009; Belgium 2009.

Languages: Portuguese - 5.

LAS Courses Taught: Portuguese Syntax.

Specialization: Portuguese Language.

Recent Publications: FERREIRA NETTO, W.; CONSONI, F.; MARTINES, G. V.; CUNHA, A.; PERES, D. O.; ROSA, R.C.M.; CONCEICAO, G. . *Relações entre variação de gênero e variação tonal na fala de língua portuguesa do brasil*. Revista Symposium (Lavras), v. 7, p. 70-73, 2010; FERREIRA NETTO, W.; CONSONI, F. *Estratégias prosódicas da leitura em voz alta e da fala espontânea*. Alfa: Revista de Lingui-stica (UNESP. São José do Rio Preto. Impresso), v. 52, p. 521-534, 2008; FERREIRA NETTO, W.; CONSONI, F. *Estratégias prosódicas da leitura em voz alta e da fala espontânea*. Alfa (ILCSE/UNESP), v. 52, p. 521-534, 2008; CONSONI, F. ; Arantes, P ; Barbosa, P. A.; Ferreira Netto, Waldemar . *HipÃ³teses acerca do reconhecimento de acento lexical em palavras isoladas*. Estudos Lingui-sticos (São Paulo), v. XXXV, p. 792-800, 2006.

Distinctions: 16th Annual Brazilian International Press Awards, May 2014; American Organization of Teachers of Portuguese Acknowledged Fernanda Consoni for outstanding contribution to the teaching of Portuguese Language in the United States of America.

**CORSO, IRENE****Lecturer, Spanish Language Program****Senior Lecturer, Health Research & Policy, School of Medicine**

Education: Ph.D., Education, M.A., Education and Sociology, Stanford University.

Academic Experience: Senior Lecturer (20 + years of experience).

Overseas Experience: Venezuela

Languages: Spanish – 5; English – 5; French – 2.

LAS Courses Taught: Medical Spanish, Spanish, Cross Cultural Medicine, Language Curriculum Development.

Specialization: Sociology of Education and Health.

Distinctions: Teaching Undergraduate Education – Stanford Introductory Seminars.

**DEL CARPIO, CITLALLI****Lecturer, Spanish Language Program**

Education: M.A., Spanish Language and Culture, Arizona State University, Tempe, AZ 1996; B.A., Science in Communications, Universidad Anáhuac, Mexico City, Mexico 1990.

Academic Experience: Spanish Language Lecturer, Stanford University; Lecturer, UC Santa Cruz; Lecturer, Cabrillo Community College; Adjunct Faculty, National Hispanic University; Adjunct Faculty, Evergreen Community College; Spanish Teacher, Beechwood School; Lecturer, San Jose State University; Lecturer, Santa Clara University; Lecturer, UCSC Extension; Spanish Instructor, Metropolitan Education District; Teaching Assistant, Arizona State University.

Overseas Experience: Ministry of Foreign Relations Public Relations Assistant to the Director of Media, Mexico City, Mexico.

Languages: Spanish – 5; English – 5; Portuguese – 3; French – 3.

LAS Courses Taught: First-year Spanish, Second-year Spanish; Cultural Emphasis, Graduate Studies in Spanish Conversation, Accelerated First-year Spanish; Creative Writing in Spanish.

Specialization: Spanish as a Second Language following, Spanish for Spanish speakers, Spanish conversation, writing in Spanish through the MLA standards, public speech, Spanish Literature, Culture, and film.

**FAJARDO, JOSE CARLOS****Lecturer, Language Center, Special Language Program - Quechua**

Education: J.D., Universidad Nacional Mayor de San Marcos, Lima Peru, 1956; MA, Europe And The Developing Nations, Centre Universitaire Européen, Nancy, France, 1964; Ph.D. Thesis unfinished, Political Science, Indiana University (Bloomington), Fall 1970.

Academic Experience: Universidad Agraria La Molina, Professor in the Human Science Department; Universidad Del Sagrado Corazon, Professor of Sociology; University Of California- Santa Cruz, Visiting Professor in the Latin American Studies Program; Stanford University, Professor of Quechua.

Overseas Experience: Peru

Languages: Spanish - 5, Quechua – 5.

LAS Courses Taught: Quechua

Specialization: Quechua language.

Recent Publications: Formas De Promocion Campesina: Sindicalismo, Cooperativismo Y Migraciones A La Selva (Cise); Facetas De; Agro Peruano (Ministerio De Agricultura Del Peru), Organización Y Participacion Politica En El Peru Antes Y Durante El Gobierno De Velasco Alvarado.

**MIANO, ALICE****Director, Spanish Language Program**

Education: Ph.D, Education, UC Berkeley, expected 2010; MA, Romance Linguistics and Literature, University of California, Los Angeles, 1990; BA, Spanish and Linguistics, University of California, Los Angeles, 1982.

Academic Experience: Lecturer in Spanish, Stanford University; Research Assistant, University of California, Berkeley; Adjunct Lecturer in Spanish, Santa Clara University; Spanish Instructor, UC Santa Cruz Summer Language Institute; Teaching Assistant, University of California, Los Angeles; Bilingual Teaching Assistant, Los Angeles Unified School District.

Overseas Experience: Mexico

Languages: Spanish – 5; French – 3; Italian – 3.

LAS Courses Taught: First-Year Spanish, First Quarter; First-Year Spanish, Second Quarter; The Structure of Spanish; Graduate Studies in Spanish.

Specialization: Mexican immigrant mothers' participation in their children's schooling and their own.

Recent Publications: Miano, A. (2011) Schools reading parents' worlds: Mexican immigrant mothers building family literacy networks. *Multicultural Education*, 18(2), 25-33. Bernhardt, E., Valdes, G., & Miano, A. (2009). A chronicle of standards-based curricular reform in a research university. In Virginia Scott (Ed.) *Principles and practices of the standards in college foreign language education*. (pp. 54-85). Boston: Heinle & Heinle. Hybridity as literacy, literacy as hybridity: Dialogic responses to a heteroglossic world. In Bakhtinian Perspectives on Language, Literacy and Learning Ball, A. and Freedman, S. (Eds.) Cambridge: Cambridge University Press. (2004)

Distinctions: Flanders Fellow, UC Berkeley; Gores Award for Excellence in Teaching at Stanford; Phi Beta Kappa Alpha Lambda Delta Honor Society; Delta Sigma Pi Spanish Honor Society; UCLA Byron Holland Scholarship; Alliance Française Scholarship.

**NISSLER, PAUL****Lecturer, Spanish Language Program**

Education: Ph.D., German Literature at The Pennsylvania State University in University Park, 2006; B.S., Economics & German at University of Wisconsin in Madison, 2000.

Academic Experience: Spanish and German lecturer at Stanford University; Intensive Quechua course in Cusco, Peru; Dissertation Research in Madrid/Salamanca, Spain; Graduate Exchange-Year at Philips University, Marburg Germany.

Overseas Experience: Germany

Languages: English – 5; German – 5; Spanish – 5; Quechua –3; Italian – 2.

LAS Courses Taught: Spanish and German language and conversation courses, German and Spanish-language film series/courses, Spanish-language Literature and Cultural Analysis, German Civilization and Culture, Professional German/Spanish, Academic Writing.

Specialization: Spanish and German-language presentations of Spanish Civil War (focus from Germany, Spain, and Latin America), 19th/20th century Spanish and German literature, German-Quechua translations and historical interactions.

Recent Publications: "Andean space in German presentations: A comparison of the works of Rainer Simon and Werner Herzog." (submitted Spring 2010). From the German Revolution to the Spanish Civil War: German-Spanish Transnational Revolutionary space in presentations (book manuscript currently being considered for publication). "Everything is interconnected: Humboldt in Quechua, Spanish and German, from ayni and pacha to Kehlmann." (re-submitted upon request for German publication, Spring 2010)

### **SANCHEZ, KARA**

#### **Lecturer, Spanish Language Program**

Education: MA, Latin American and Spanish Language and Literature, Washington University in St. Louis, 2000; BA, Modern Hebrew Language and Literature, Spanish Language and Literature, Washington University in St. Louis, 1999.

Academic Experience: Lecturer, Spanish language Stanford University; Multimedia Consultant, Stanford University; Hebrew and World Languages Department Chair, Hebrew Instructor, Spanish Instructor, Jewish Community High School of the Bay, San Francisco, CA; Spanish Instructor/Teaching Assistant, Washington University in St. Louis.

Overseas Experience: N/A

Languages: Spanish – 5; Hebrew – 4.

LAS Courses Taught: First-year Spanish.

Specialization: Spanish Language and Literature.

Distinctions: Mylonis Scholar: Four year, full tuition scholarship presented by Washington University for excellence in the Humanities.

### **SANTANA, CINTIA**

#### **Lecturer, Spanish Language Program**

Education: Ph.D., Romance Languages and Literatures, Harvard University, 2004; A.M., Harvard University, Romance Languages and Literatures, 1998; M.F.A., Concentration: fiction, Sarah Lawrence College, 1996; B.A, Spanish & Psychology, University of California, Davis, 1994.

Academic Experience: Language Lecturer, Stanford University; Exchange Scholar, University of California, Berkeley; Literary Fellow, Dudley House, Harvard University.

Overseas Experience: Spain

Languages: Spanish – 5; Portuguese – 3; Catalan – 3; French – 3.

LAS Courses Taught: Second-year Spanish: Cultural Emphasis, The Short Story: Theory and Praxis, Fiction Workshop in Spanish.

Specialization: Peninsular Literature (18th-20th Century), Latin American Literature (18th-20th Century), Golden Age Literature.

Recent Publications: "Disclosure." The Spoon River Poetry Review XXXIV.2 (2009). Nominated for a Pushcart Prize. "What We Talk About When We Talk About Dirty Realism in Spain." Generation X Rocks: Contemporary Peninsular Fiction, Film, and Rock Culture. Eds. Christine Henseler and Randolph Pope. Nashville, TN: Vanderbilt UP, Hispanic Issues Series. Vol. 33. 2007. 33-56. "The Elephant in the Americas' Room." Marina Pérez de Mendiola ed. Going Transatlantic: Towards an Ethics of Dialogue. Spec. issue No. 3 of Chasqui. Revista de literatura latinoamericana (2006): 63-78.

Distinctions: Gould Center for Humanistic Studies, Faculty Research Fellow; CMC Dean of Faculty Summer Research Grant; IES Faculty Development Seminar Grant (Granada, Spain); CMC Diversity Course Development Grant; Whiting Dissertation Completion Fellowship; Harvard University, Distinction in Teaching; Fellow, Writing in the Americas Summer Institute, Boston University; Departmental Traveling Fellowship, Harvard University; Editor's Prize Short Story Finalist, The Missouri Review; National Hispanic Scholarship.

**SHERWOOD SOTELINO, KAREN****Lecturer, Portuguese Language Center**

Education: Ph.D., Literature, University of California Santa Cruz, 2008; MA, Literature, University of California Santa Cruz, 2004; English/Portuguese, Portuguese/English translation and interpretation: full degree recipient, Associação Alumni (São Paulo, Brazil), 1988; BA, International Relations, Stanford University, 1977.

Academic Experience: Visiting Scholar Stanford University Division of Literatures, Cultures, and Languages; Lecturer Portuguese, Department of Iberian and Latin American Cultures; Instructor, Associação Alumni English as a second language, Instructor Portuguese/English translation.

Overseas Experience: Portugal, Brazil

Languages: Portuguese – 5.  
LAS Courses Taught: Daydreaming in Portugal and Brazil, Accelerated First-Year Portuguese, Part 1, Graduate Studies in Portuguese Conversation.

Specialization: Portuguese Language Instruction.

Recent Publications: Sotelino, Karen. Resurrection. Philadelphia: Latin American Literary Review Press, 2013. Sotelino, Karen. Darkening Stars. Braga, Portugal: Edições Vercial, 2012. Sotelino, Karen. "Affect in Translation: diary form and affect in Machado de Assis's Memorial de Aires." *Revista Portuguesa de Humanidades* 15.1 (2011). Sotelino, Karen. Ditched Dreams. Braga, Portugal: Edições Vercial, 2010. Narrator versus character voice: Colonial Echoes in Teolinda Gersão's *A árvore das palavras*"*Hispania* Vol. 90, No. 2, May 2007; "Albano Martins and Poetry as Translation" *Revista de Letras*, II, n.º 6 (2007), 247-255; "In Search of Illusions" *Revista da Universidade de São Marcos*. São Paulo: Unimarco ed. ano 2, n 3 , 2004; "Collective Memory in Translation: Teolinda Gersão's *A Árvore das Palavras*" *Revista de Letras*. University of Trás-os-Montes and Alto Douro, Portugal. Serie II n 3, 2004.

Distinctions: Member executive committee Division on Linguistics Approaches to Literature Modern Language Association.

**SIERRA, ANA****Lecturer, Spanish Language Program**

Education: Ph.D., School of Education, Language, Literacy and Culture, Stanford University, 1993; M.A. Bilingual Education, Stanford University, 1984; M.A. Linguistics, University of Michigan, 1978; B.A. English Language and Literature, National University of Mexico, Mexico 1977; Certificate in Applied Linguistics awarded with Academic Distinction, University of Essex Colchester, Great Britain 1976; Certificate in the Teaching of English as a Foreign Language, Anglo-Mexican Institute, Mexico 1973; Diploma in American Studies Smith College, Northampton MA 1971.

Academic Experience: Spanish Language Lecturer Stanford Language Center, Stanford University; Bilingual Support Teacher, Clifford Elementary School, Redwood City, School District, CA; Spanish Language Lecturer, University of California, Santa Cruz; Bilingual Teacher, Newcomer Center, César E. Chávez Academy, Ravenswood School District, East Palo Alto, CA; Associate Professor, Autonomous Metropolitan, University-Xochimilco, Mexico City; Part-time Lecturer, Mexican Institute of Audition and Language Therapy in Mexico City.

Overseas Experience: Mexico

Languages: Spanish – 5; English – 5; French – 3.

LAS Courses Taught: Second-year Spanish: Emphasis on International Relations, Reading Spanish, Spanish for Heritage and Foreign Language Pre-Med and Public Health Students.

Specialization: Language Literacy and Culture.

Recent Publications: "United States' Hegemony and Purposes for Learning English in Mexico," with Amado M. Padilla in *Language: Issues of Inequality*. Edited by Phyllis M. Ryan & Roland Terborg. Mexico City: National Univer Language Teaching Center, 2003.

Distinctions: N/A

## **SILVEIRA, AGRIPINO**

### **Lecturer, Portuguese Language Program**

**Education:** PhD. University of New Mexico, 2012. M.A. University of New Mexico, 2004. B.A. Federal University of Cearai, Brazil, 2000.

**Academic Experience:** Sept 2011 – present Lecturer in Portuguese, Stanford Language Center, Stanford University, 2008 – Summer 2011 Teaching Assistant, Spanish and Portuguese Department, University of New Mexico. 2009 – 2010 ESL (English as a Second Language) instructor, CELAC (Center for English Language and Culture), University of New Mexico.

**Overseas Experience:** N/A

**Languages:** Portuguese – 5.

**LAS Courses Taught:** Portuguese 511 (Reading, Writing, and Culture), Portuguese 512 (Speech Acts, Conversation, and Culture)

**Specialization:** Agripino Silveira focuses on the interaction between constructions and language change and language acquisition, more specifically, the acquisition of Portuguese as a third language.

**Recent Publications:** 2013: Constructions in the Teaching of Portuguese. The Portuguese Newsletter, Vol. 27, 1 (Fall), 8-9. 2013 Practice to the Use of Constructions in the Teaching of Portuguese as a Third Language. Portuguese Language Journal, Vol. 7 (Fall). 2010 Data Driven Program Development. Co-authored with Margo Milleret. Portuguese Language Journal, Vol. 4 (Fall). 2008: Frequency Effects, Specialization of Forms, and Subject Expression in Brazilian Portuguese. Proceedings of the High Desert Linguistics Society VII Linguistics Conference (pp. 1-19). Albuquerque, New Mexico. 2007: Patterns of Subjectivity in Spoken Brazilian Portuguese. In Clemilton Lopes Pinheiro & Kilpatric M. R. Campelo (Eds.), *PortuguÃa's Oral Culto de Fortaleza: estudos descritivos* (pp. 200-247). Fortaleza, CE: Eduece.

**Distinctions:** Fall 2010 – Spring 2010 Dean's Fellowship, Spring 2008 – Spring 2009 Latin American and Iberian Institute Title VI Ph.D. Fellowship

## **WIEDEMANN, LYRIS**

### **Senior Lecturer, Director of Portuguese Language Program, Language Center – (Tenured)**

**Education:** Ph.D. in Education Stanford University 1983; M.A. in Linguistics, Stanford University 1982; M.A. in Education, Universidade Federal do Rio Grande do Sul, Porto Alegre, Brazil 1976; Specialist in Applied Linguistics and Latin-American Literature, Pontificia Universidade Católica do Rio Grande do Sul, Porto Alegre, Brazil 1975; B.A. in Romance Languages, Pontificia Universidade Católica do Rio Grande do Sul, Porto Alegre, Brazil 1965.

**Academic Experience:** Director of the Portuguese Language Program, Stanford University; Senior Lecturer, Stanford Language Center; Lecturer, University of California, Berkeley, Department of Spanish and Portuguese; Visiting Lecturer, Stanford University, Department of Spanish and Portuguese; Research Associate, Stanford University, Department of Spanish and Portuguese; Associate Professor of Education; Assistant Professor of Education, Department of Curriculum and Instruction; Lecturer; School of Education, Universidade Federal do Rio Grande do Sul, Porto Alegre, Brazil.

**Overseas Experience:** N/A

**Languages:** Portuguese - 5

**LAS Courses Taught:** ILAC 193Q Spaces and Voices of Brazil through Film (PORTLANG 193Q). First-Year Portuguese, First Quarter; Accelerated First-Year Portuguese, Part 1; Accelerated First-Year Portuguese, Part 2; Accelerated Second-Year Portuguese, Part 1; Accelerated Second-Year Portuguese, Part 2; Language Specials; Reading Brazil; Advanced Conversation: Brazil Today; Spaces and Voices of Brazil through Film; Directed Reading; Graduate Studies in Portuguese.

**Specialization:** Language and culture, sociolinguistic variation, and language acquisition.

**Recent Publications:** "Portuguese for Spanish Speakers -- What Research Tells Us". Individual paper presented in the 2009 AATSP Annual Conference, July 10, 2009, in Albuquerque, NM. "Vamos Blogar – Three Years of Bringing Together Two Worlds". Organized, chaired and presented in this session in the 2009 ACTFL Annual Conference, in San Diego, CA, November 20, 2009.

**Distinctions:** AATSP Prize Maria Isabel Abreu for best research article on the teaching of Portuguese published between 2004-2009, co-authored with Maria Antonia Cowles. 2004-2006; Beta Phi Mu, inducted April, 2005.

## STANFORD PROGRAM IN SANTIAGO, CHILE

### ABAD, MABEL

#### Professor, Stanford University in Santiago, Chile

Education: Degree in Spanish Teaching, Universidad de Valparaiso, Chile 1977; B.A., Languages and Literature, Universidad Catolica de Valparaiso, Chile 1975.

Academic Experience: Spanish Professor, Stanford University in Santiago Chile, Spanish Professor, Pontificia Universidad Catolica de Chile, Spanish Instructor, Peace Corps in Santiago Chile.

Overseas Experience: N/A

Languages: Spanish – 5.

LAS Courses Taught: Accelerated Second-Year Spanish, Part I and II: Chilean Emphasis; Spanish Language Tutorial.

Specialization: Teaching English as a Second Language.

Recent Publications: “Metidas de Pata / Socorros Lingüísticos” (Blunders in Spanish & Language Aids ISBN 956-288-068-0) Libro de enseñanza del Español para extranjeros en la categoría de Lingüística Aplicada. 2ª Ed. diciembre, 2000. Publicado por Books & Bits (URL:www.books andbits.co.cl).

Distinctions: N/A

### ALBORNOZ CUEVAS, CESAR EDUARDO

#### Professor, Stanford University in Santiago, Chile

Education: Ph.D., History, Pontificia Universidad Catolica de Chile, 2003; MA, History, Pontificia Universidad Catolica de Chile, 1989.

Academic Experience: Professor, Pontificia Universidad Catolica de Chile, Professor, Stanford University, Santiago Program, Professor, Instituto Profesional Los Leones, Chile; Professor, Centro de Formacion Tecnica Simon Bolivar, Chile.

Overseas Experience: N/A

Languages: Spanish – 5.

LAS Courses Taught: History of Rock Music in Chile.

Specialization: Chilean popular music, Popular culture during the Allende period.

Recent Publications: “Porque esta vez no se trata de cambiar un presidente. La cultura en la Unidad Popular”. En Cuando hicimos historia. La experiencia de la Unidad Popular. Pinto, Julio, editor. Santiago; Ediciones Lom, 2005. Una forma para comprender la música popular”. En Pausa Nº 2. Revista del Consejo Nacional de la Cultura y las Artes. Noviembre de 2004. Jorge Negrete en Chile: Me declaro novio de todas las mujeres bonitas”. En Jorge Negrete vuelve a Chile, DIBAM-Embajada de México, Santiago, 2004.

Distinctions: Member of IASPM, International Association for the Study of Popular Music; Executive member of electronic magazine: “Pensamiento crítico”. www.pensamientocritico.cl.

### BOBBERT, THOMAS

#### Professor, Stanford University in Santiago, Chile

Education: M.A., Linguistics, Universidad Antonio de Nebrija, Madrid Spain 2002; B.A. Linguistics with a focus in Spanish, Pontificia Universidad Catolica de Chile, 1999.

Academic Experience: Professor of Spanish as a foreign language, Stanford University Santiago Program; Professor of Spanish as foreign language, Pontificia Universidad Catolica de Chile; Professor of Spanish as a foreign language, Goethe-Institut Santiago de Chile.

Overseas Experience: N/A

Languages: Spanish – 5; German – 5; English – 5; French – 5.

LAS Courses Taught: Composition and Writing Workshop for Students in Santiago.

Specialization: Teaching Spanish as a foreign language.

Recent Publications: N/A

Distinctions: N/A

**BRIONES, IGNACIO****Professor, Stanford University in Santiago, Chile**

Education: Ph.D., Economics, Instituto de Estudios Políticos de París, 2004; MA, Economics, Pontificia Universidad Católica de Chile, 1997; MA, Political Science, Pontificia Universidad Católica de Chile, 1996;

Academic Experience: Professor, Universidad Adolfo Ibáñez, Chile; Professor, Pontificia Universidad Católica de Chile; Professor, Stanford University, Santiago Program.

Overseas Experience: N/A

Languages: Spanish – 5.

LAS Courses Taught: Latin American Economies in Transition; Latin America in the International Economy.

Specialization: Economic history and finance.

Recent Publications: “The development of the Chilean Corporate Bond Market”. Chap. 5, Eichengreen, Panizza and Borensztein, Eds. The Development of the Latin American Bond Markets. MIT Press. “European Bank Penetration during the First Wave of Globalization: Lessons from Brazil and Chile, 1878/1913”. The European Review of Economic History, Vol. 10, N°3. Cambridge University Press. “Do Economists Reach a Conclusion on Free Banking Episodes”. (With Hugh Rockoff, Rutgers University, NY). Econ Journal Watch, , vol. 2, issue 2, pages 279-324.

Distinctions: Member Steering Committee, Past Present and Policy (PPP), Centre for Economic Policy Research; Scholarship Quai d’Orsay (République of France) for Ph.D. studies in France.

**BUSTAMANTE, MARCELA****Professor, Stanford University in Santiago, Chile**

Education: Ph.D., Biological Sciences, Pontificia Universidad Católica de Chile, Santiago 2009; MA, Biological Sciences, Pontificia Universidad Católica de Chile, Santiago 2007; BA, Environmental Science, Universidad de Chile, 2001.

Academic Experience: Professor, Stanford University, Santiago Program; Organizational assistant for international workshop: “Integrating Ecology and Environmental Philosophy for Biocultural Conservation” Universidad de Chile; Organizational assistant for international graduate course: “Conservation and Society” Universidad de Chile; Teaching Assistant, Universidad de Chile.

Overseas Experience: N/A

Languages: Spanish – 5; English – 5.

LAS Courses Taught: Living Chile: A Land of Extremes.

Specialization: Ecology.

Recent Publications: Bustamante-Sanchez, M, Grez AA and Simonetti 2004 – Dung decomposition and associated beetles in a fragmented temperate forest. Revista Chilena de Historia Natural. 77: 107-120.

Distinctions: Fullbright, University of Washington; CONY CIT scholarships; Research grants and support to participate in national and international scientific meetings; Ecological Society of Chile; Ecological Society of America; Latin American Network of Restoration Ecology.

**CORREA-DIAZ, GERMAN****Professor, Stanford University in Santiago, Chile**

Education: Ph.D., Sociology, University of California – Berkeley, 1970; BA, Sociology, Universidad de Chile, Santiago, 1966.

Academic Experience: Professor, Stanford University, Santiago Program; Member of the Board of Trustees of the University of La Serena, Chile; Director of the Magister Program on Public Management at the Universidad Tecnológica Metropolitana in Santiago, Chile; Professor at the Public Management Master Programme of the University of Santiago, Chile; Professor in the Department of Sociology of the University of Chile; Fellow of the Center for Latin American Studies and Research Assistant of the Institute for International Studies of the University of California at Berkeley; Teacher Assistant of the Department of Sociology of the University of Chile; Assistant Researcher of the Institute of Social Pathology of the University of Chile; Teacher Assistant in the School of Law of the University of Chile in Valparaíso.

Overseas Experience: Chile, Panama, Guatemala, Poland, Guyana, Bolivia, Holland, Switzerland, Ecuador, Filipines

Languages: Spanish – 5; English – 5; French – 5.

LAS Courses Taught: Modernization & its Discontents: Chilean Politics at the Turn of the Century.

Specialization: Public policies, reform and modernization of the State and decentralization.  
 Recent Publications: 2009 “Un nuevo paradigma descentralizador: organizar la oferta central desde la demanda regional” (“A new decentralization paradigm: to organize central supply from regional demand”, in Von Baer, Heinrich, Editor, *Pensando Chile desde sus Regiones (Thinking Chile from its Regions)*, Ediciones Universidad de la Frontera, Temuco, Chile. (October).  
 Distinctions: Between 1990-92 he was Minister of Transportation and Telecommunications of the Chilean Government under the Presidency of Mr. Patricio Aylwin (1990-92). He was national president of the Socialist Party of Chile (1992-93) and he was also Minister of Interior under the Presidency of FMr. Eduardo Frei Ruiz Tagle (1994).

**LUDERS SCHAWARZENBERG, ROLF**

**Professor, Stanford University in Santiago, Chile**

Education: Department of Economics, The University of Chicago. Ph.D. in Economics (1968) Graduate School of Business of the University of Chicago Master Degree in Business Administration (1960). Department of Economics of the University of Chicago. Master of Arts Degree (1960).  
 Academic Experience: Professor, Stanford University Santiago Program; Full-time Professor of Economics at the Pontifical Catholic University in Chile (Public Finance, Macroeconomics). Research Programs Director at the Institute of Economics, Pontifical Catholic University of Chile. Dean of the Faculty of Economic and Social Sciences at the Pontifical Catholic University of Chile (up to 1971).  
 Overseas Experience: N/A  
 Languages: Spanish – 5, English – 5.  
 LAS Courses Taught: Spanish Language Tutorial.  
 Specialization: Chilean Economy  
 Recent Publications: N/A  
 Distinctions: Member, Asociación Nacional de Especialistas en Laboratorios de Idioma; Member, Sociedad Nacional de Profesores de Lenguas Extranjeras en la Enseñanza Superior; Member Nacional de Profesores de Fonética Inglesa; Member, Colegio de Profesores de Chile; Member, Sociedad Chilena de Lingüística; Member, Asociación de Lingüística y Filología de América Latina.

**MISSANA, SERGIO**

**Professor, Stanford University in Santiago, Chile**

Education: Ph.D., Spanish Literature, Stanford University 2002; MA, Spanish Literature, Stanford University 1998; BA, Journalism and Communications, Universidad de Chile 1994.  
 Academic Experience: Professor, Stanford University, Santiago Program.  
 Overseas Experience: Chile: 2008-14, Argentina: 2000, South Africa: 2008-12, Kenya: 2010-12, Zambia: 2011, Brazil: 2011, Tanzania: 2012, Spain: 2012, Mexico  
 Languages: Spanish – 5; English – 5; Portuguese – 3; French – 3; Italian – 3.  
 LAS Courses Taught: Borges and Argentina; Women Writers of Latin America in the 20th Century.  
 Specialization: Spanish Literature.  
 Recent Publications: El discipulo (The Disciple), Editorial Seix Barral, Chile, 2014. Novel. Las muertes paralelas (Parallel Deaths), Editorial Era, Mexico, 2010, Editorial Seix Barral, Chile, 2011. Novel. El dia de los muertos (The Day of the Dead), Fondo de Cultura Economica, Chile, Mexico, 2007. Novel. La calma (The Calm), Editorial Sudamericana (Random House Mondadori), Chile, 2005. Novel. La distraccion y otros textos (The Distraction), Editorial Universidad Alberto Hurtado, Chile, Editorial Era, Mexico, 2015 (forthcoming). Essays on literature. Lugares de paso (Passing Through), with photographs by Ramsay Turnbull, Lom Ediciones, Chile, 2012. Travel pieces. La lengua de los dioses: Notas sobre literatura y religion, Verbum et Lingua, Universidad de Guadalajara, 2014 (forthcoming). Borges, reaccionario, Revista Casa de las Americas, Cuba, 2014. El orden de las familias: Resea de Hasta ya no ir y otros textos de Beatriz Garcia-Huidobro, Revista Chilena de Literatura, Santiago, 2014. El arte de visitar: Literatura de viajes, viajes en la literatura, Revista Casa de las Americas, Cuba, 2013. Puro Chile, Revista Nuestra America, Universidade Fernando Pessoa, Oporto, Portugal, 2009.  
 Distinctions: Finalist, Premio Romulo Gallegos; Award Municipal Literature, Santiago Chile.

**PALMA, ALVARO****Professor, Stanford University in Santiago, Chile**

Education: Postdoctoral Fellow. Departamento de Ecología de la P. Universidad Católica de Chile. FONDECYT Fellowship. 1993-1998 Ph.D in Oceanography. Oceanography department, School of Marine Sciences, University of Maine, Orono, Maine, USA. Dissertation: "Early post-settlement ecology of large benthic decapod crustaceans in the Gulf of Maine" 150 + xi pp. Tutor: Dr. Robert S. Steneck. 1986-1991 BSc. Biology, Facultad de Ciencias Biológicas, Pontificia Universidad Católica de Chile.

Academic Experience: Professor, Stanford University Santiago Program; Professor, Pontificia Universidad Católica de Chile

Overseas Experience: Bahamas, Mexico

Languages: Spanish – 5, English – 5.

LAS Courses Taught: Patterns and processes in coastal ecology: relevance of scales and sampling techniques and analysis

Specialization: Ecology, Natural Resources, Biodiversity

Recent Publications: Palma, A.T., Schwarz, A.O., Henríquez, L.A., Alvarez, X., Fariña, J.M. and Lu, (2013). Do subtoxic levels of chlorate influence the desiccation tolerance of *Egeria densa*? *Environmental Toxicology and Chemistry* 32: 417-422 (DOI:10.1002/etc.2072). Palma, A.T., Schwarz, A.O. and Fariña, J.M. (2013). Experimental evidence of the tolerance to chlorate of the aquatic macrophyte *Egeria densa* in a Ramsar wetland in Southern Chile. *Wetlands* DOI: 10.1007/s13157-012-0358-9 Díaz, A., González-Wevar, C.A., Maturana, C.S., Palma, A.T., Poulin, E. and Gerard, K. (2012). Restricted geographic distribution and low genetic diversity of the brooding sea urchin *Abatus agassizii* (Spatangoidea: Schizasteridae) in the South Shetland Islands: A bridgehead population before the spread to the northern Antarctic Peninsula? *Rev. Chil. Hist. Nat.* 85: 457-468. 46: 329-338.

Distinctions: 1995-Present Ecological Society of America, 1999-Present Sociedad de Biología/Ecología de Chile, 2006-Present The Crustacean Society.

**VAN KLAVEREN, ALBERTO****Full Professor at the Faculty of Law, Universidad de Chile.**

Education: 1977-1978: Rijksuniversiteit te Leiden, Netherlands. Doctorandus in Political Science. 1976-1977: Master of Arts in International Studies at the Graduate School of International Studies of the University of Denver, Colorado, USA. 1967-1972: Universidad de Chile. Facultad de Derecho. Licenciado en Ciencias Jurídicas y Sociales (Summa Cum Laude). Dissertation on Latin American Relations with the United States.

Academic Experience: 1998 onwards Full Professor at the Faculty of Law, Universidad de Chile. 1985 onwards Full Professor at the Instituto de Estudios Internacionales de la Universidad de Chile. 1995 to 1996 Director of the Instituto de Estudios Internacionales de la Universidad de Chile.

Overseas Experience: Chile, Belgium, Luxemburg, Spain

Languages: Spanish – 5, English – 5 Dutch – 4, French - 3

LAS Courses Taught: N/A

Specialization: Foreign affairs

Recent Publications: Editor and Co-author of *América Latina en el Mundo. Anuario PROSPEL* 1993-1996. Santiago, Editorial Los Andes, 1997. -Editor, with Dieter Nohlen and Mario Fernández, and author of two chapters in *Demokratie und Aussenpolitik in Lateinamerika*. Opladen, RFA, Leske+Budrich, 1991. - Editor, with Atilio Boron, and author of a chapter in *América Latina y Europa Occidental en el Umbral del Siglo XXI. Serie PNUD/CEPAL del Proyecto de Cooperación con los Servicios Exteriores de América Latina*, Santiago de Chile, 1989. - Author of more than 30 book chapters in international relations and comparative politics published in Chile, the United States, Argentina, Spain, Brazil, Mexico, Germany, Colombia, Ecuador and Venezuela.

Distinctions: N/A

## STANFORD UNIVERSITY BIBLIOGRAPHERS

### **GRIEGO, ADAN - 100%**

#### **Curator for Latin American, Mexican American and Iberian Collections, University Libraries**

- Education:** Master of Arts Library & Information Studies, University of Wisconsin-Madison, 1988; Master of Arts, Spanish Literature, University of Wisconsin-Madison, 1985; Bachelor of Arts, History, *cum laude*. St. Mary's University, San Antonio, 1982.
- Academic Experience:** Stanford University Libraries, Curator for Latin American, Mexican American & Iberian Collections; Bibliographer for Latin American & Iberian Collections, Davidson Library, University of California at Santa Barbara; Associate Librarian: Area, Ethnic & Gender Collections Coordinator (rotating position); Associate Librarian: Reference Collections and Desk Coordinator (rotating position); Assistant Librarian; (summers): University of Wisconsin-Milwaukee, Center for Latin America Native Instructor of Spanish-Training High School Teachers.
- Overseas Experience:** Argentina, Chile, Mexico
- Languages:** Spanish – 5; French – 4; Portuguese – 3; Catalan – 3; Italian - 3.
- Specialization:** Latin American, Mexican American & Iberian Collections.
- Recent Publications:** Iberoamerican Book Fairs 2011, a Librarian's Year in Review. Publishing Perspectives. Dec. 27, 2011; Editor: Crossing Borders, Latin American Migrations: Collections and Services for/from New Library Users; Seminar on the Acquisition of Latin American Library Materials 51<sup>st</sup> Meeting 2006 : Santo Domingo, Dominican Republic). New Orleans: SALALM Secretariat, c2009; ¿Dónde están los usuarios del nuevo milenio? Los nativos digitales y las bibliotecas universitarias. Interview by Javier Pérez Iglesias. Educación y biblioteca, Año n° 20, N° 167, 2008 Págs. 33-37; Exhibit Curator (with Vanessa Kam). José Guadalupe Posada and the Taller de Gráfica Popular: Mexican Popular Prints. Stanford University Libraries November 1, 2002-March 15, 2003; California Rare Book School: Seminar on the History of the Book in Latin America. UCLA (2007).
- Distinctions:** Buenos Aires Book Fair Honoree-2012: Top 50 People in Spanish Language Publishing; Guadalajara Book Fair Honore-2011: Personaje del Coloquio Internacional de Bibliotecarios; Received 2011 RBMS Leab Exhibition Award. 2011; First Group of Librarians Nominated for Library Journal's Movers & Shakers, 2001.

### **KLEIN, HERBERT – 100%**

#### **Hoover Institution Curator, Latin America Collection / Research Fellow**

- Education:** Ph.D., University of Chicago 1963; M.A., University of Chicago 1959; A.B., University of Chicago 1957.
- Academic Experience:** Instructor in Latin American History, University of Chicago; Assistant Professor and Chairman of the Latin American Civilization; Program in the College (Undergraduate Division) University of Chicago; Associate Professor and Founding Chairman of the Committee on Latin American Studies (Graduate Division) University of Chicago; Associate Professor of Latin American History, Columbia University; Professor of Latin American History, Columbia University; Faculty Fellow, ISERP (Institute for Social and Economic Research and Policy), Columbia University; Gouverneur Morris Professor of History; Gouverneur Morris Professor Emeritus, Columbia University; Research Fellow, Hoover Institution, Stanford University; Senior Fellow, Hoover Institution, Stanford University; Professor of History and Director Center for Latin American Studies, Stanford University; Visiting Scholar, California Center for Population Research, UCLA.
- Overseas Experience:** Mexico, Brazil, Bolivia, Uruguay, France
- Languages:** Spanish – 5; Portuguese – 5.
- LAS Courses Taught:** Social Change in Latin America since 1900; Colonial Latin America.
- Specialization:** Latin American history.
- Recent Publications:** Ensayos sobre Real Hacienda del Imperio Español (España, Mexico, Peru y el Rio de La Plata, Siglos XVI-XVIII) accepted for publication by the Instituto Mora, in their series "Itinerarios" in March 2013, forthcoming in late 2014; (with Francisco Vidal Luna), The Economic and Social

Distinctions: History of Brazil since 1899. New York and Cambridge: Cambridge University Press, 2014), 439pp.; (with Laird Bergad), Hispanics in the United States, 1980-2005. New York & Cambridge: Cambridge University Press, 2010, 444 pp.; (with Francisco Vidal Luna)  
"Conference Prize" of the Conference of Latin American Historians (CLAH) for "Peasant Communities in Revolt". Primer Premio of the Municipality of La Paz, Bolivia, for the best work in the history of Bolivia published in 1968, for Orígenes de la Revolución Nacional Boliviana book. Honorable Mention "Robertson Prize" of CLAH for the best article to appear in the Hispanic American Historical Review in 1973-1974, for "Structure and Profitability of Royal Finance". Made "Corresponding Member," Sociedad Boliviana de Historia. "Socio-Psychological Prize" of the AAAS (American Association for the Advancement of Science), joint with Jonathan Kelley (Australian National University) for an earlier version of the Revolution and the Rebirth of Inequality book.

**STONE, SERGIO - 100%**

**Foreign, Comparative, and International Law Librarian, Robert Crown Law Library**

Education: Master of Library and Information Science, University of Denver, Denver, Colorado 2004; Juris Doctor, New York University School of Law, New York, New York 2002; Bachelor of Arts, magna cum laude, Carleton College, Northfield, Minnesota 1989.

Academic Experience: Foreign, Comparative & International Law Librarian, Stanford Law School, Robert Crown Law Library; Foreign, Comparative & International Law Librarian, University of Denver Law Library; Reference Librarian, University of Denver Law Library; Acquisitions Assistant, University of Denver Law Library.

Overseas Experience: Co-Chair of the Chinese American Forum on Legal Information and Law Libraries, 2012-2014. Planned the Third CAFLL Conference in Shanghai, China, June 2013.

Languages: Spanish - 5.

LAS Courses Taught: Foreign and International Legal Research.

Specialization: Foreign, Comparative, and International Law.

Recent Publications: A Study of Dictionaries in U.S. and Latin American Courts, 36 Colo. Law. 115 (2007).

Distinctions: American Association of Law Libraries; Northern California Law Library; Colorado Association of Law Libraries, membership chair.

**TRUJILLO, ROBERTO- 100%**

**Charles and Frances Field Curator, Department of Special Collections - (Tenured)**

Education: M.A. in Library Science, California State University Fullerton, 1974; B.A. in Education/Journalism, University of New Mexico, 1972.

Academic Experience: Head of Special Collections and Charles and Frances Field Curator of Special Collections, Stanford University; University of California Santa Barbara 1976-1982; teaching at University of Arizona, UCLA, UC Berkeley (Library School adjunct lecturer appointments).

Overseas Experience: Professional travel to Mexico, Brazil, Chile, Spain 1984-present.

Languages: Spanish - 3.

LAS Courses Taught: Developing Archive Collections for Major Research Libraries.

Specialization: The Mexican Artist's Book.

Recent Publications: New Views on R. Buckminster Fuller. Edited by Hsiao-Yun Chu and Roberto G. Trujillo. Stanford University Press 2009; "Libros de artistas unicos y en ediciones limitadas." In Gustavo Ramos Rivera. San Jose Museum of Art, San Jose California. 2005.

## OTHER PERSONNEL

### AUFDERMAUER, MOLLY

#### Outreach Coordinator, Center for Latin American Studies

Education: M.A. TESOL, San Jose State University, 2008; B.A. Spanish, Brigham Young University, 2003  
Academic Experience: N/A  
Overseas Experience: Spain  
Languages: Spanish-4  
Professional Experience: Stanford University School of Medicine, 2004-2012; Stanford University Center for Latin American Studies, 2012-present.  
Specialization: Second language acquisition and teaching; English syntax, writing, and editing.  
Recent Publications: N/A

### CARLSON, JANET

#### Executive Director and Associate Professor (Research), CSET, Graduate School of Education, Stanford University, CA

Education: Ph.D. University of Colorado, 1999, M.S. Kansas State University, 1986  
Academic Experience: 1999 - 2001 Assistant Professor of Education, Mercer University, Macon, GA Chair, Macon Teacher Education Program  
Overseas Experience: N/A  
Languages: N/A  
Professional Experience: 2013-present Executive Director and Associate Professor (Research), CSET, Graduate School of Education, Stanford University, CA, 2007 – 2013 Executive Director, BSCS, Colorado Springs, CO, 2001 - 2007 Associate Director and Chief Science Education Officer, BSCS, 1999 - 2001 Assistant Professor of Education, Mercer University, Macon, GA.  
Specialization: Impact of educative curriculum materials. Transformative professional development on science teaching and learning.

### EDMAN, JONAS

#### Curriculum Writer, SPICE

Education: Single Subject Teaching Credential in Social Science, California State University, 2010, BA in History, Stockholm University, 2008.  
Academic Experience: Teacher of history and geography in Elk Grove, California, and teacher of Theory of Knowledge at Stockholm International School in Stockholm, Sweden.  
Overseas Experience: Sweden.  
Languages: Swedish - 5  
Professional Experience: Curriculum and instruction and teacher professional development, with a special interest in online education development.  
Specialization: Curriculum writing.  
Recent Publications: "The Dynamics of the Korean-American Experience" Waka Takahashi Brown, Jonas Edman (2013); "Mapping Africa" Jonas Edman (2013); "Colonial Korea in Historical Perspective" Jonas Edman (2012); "Chinese American Voices: Teaching with Primary Sources" Jonas Edman, Selena Lai (2012); "Angel Island: The Chinese-American Experience" Jonas Edman (2011).

### MUKAI, GARY

#### Director, SPICE

Education: M.A., Stanford, 1981; B.A., U.C. Berkeley, 1976  
Academic Experience: N/A  
Overseas Experience: Japan: 1977-80  
Languages: Japanese - 3  
Professional Experience: N/A  
Specialization: Curriculum development for K-12 education; teacher professional development; distance-learning education.  
Recent Publications: "Citizen Tanouye" Teacher's Guide, Tanouye Memorial Foundation, Los Angeles, 2007; "American Pastime" Teacher's Guide, Warner Bros., Los Angeles, 2008; Co-Author, The Road to

Beijing. SPICE, Stanford University, 2008; Author, Wings of Defeat Teacher's Guide. SPICE, Stanford University and Edgewood Pictures, Inc., 2008; Teacher's Guide for Calliope Magazine, "Music Travels the Silk Road," SPICE, 2009.

**SÁENZ-ACKERMANN, ELIZABETH**

**Center for Latin American Studies, Associate Director**

Education: M.A. in Latin American Studies, San Diego State University; B.A. in Business Administration, Universidad Autónoma de Ciudad Juárez, Mexico  
Academic Experience: 2011-12, Lecturer in Latin American Studies, SDSU  
Overseas Experience: Mexico, Brazil, Bolivia  
Languages: Spanish – 5; Portuguese – 3; Italian – 2  
Professional Experience: Stanford University (2012-Present); San Diego State University (2002-2012)  
Specialization: Latin American Studies; Indigenous Autonomy, Identity, and Territory  
Recent Publications: M.A. Thesis (Dec. 2012): Indigenous Peoples' Struggle for Territory in Mexico: The Kumiai of San José de la Zorra: A Case Study.

**STEINBERG, DIANE H.**

**External Evaluator**

Education: M.A. in Library Science, California State University Fullerton, 1974; B.A. in Education/Journalism, University of New Mexico, 1972  
Academic Experience: Ph.D., University of California, Berkeley; M.A., Stanford University; B.A., Stanford University  
Overseas Experience: N/A  
Languages: N/A  
Professional Experience: University of California, Los Angeles, 2002-2003; University of California, Berkeley, 1994-1996  
Specialization: Educational Assessment  
Recent Publications: Niemi, D., Wang, J., Steinberg, D.H., Baker, E.L., & Wang, H. (2007). "Instructional Sensitivity of a Complex Language Arts Performance Assessment." *Educational Assessment*, 12(3-4), 215-237.

**Appendix 3**  
**Center for Latin American Studies, Stanford University**  
**Course List Legend**

**Legend**

Column	Abbreviation/Symbol	Meaning
% LA	% LA	Percent of course content focused on Latin America
Term	L	Language Course
	F	Fall quarter
	W	Winter quarter
	Sp	Spring quarter
	Su	Summer quarter
Offered	+	Yes (course offered)
	-	No (course not offered)
Enrollment	n/o	Course not offered that year
	n/a	Enrollment data not available



**Appendix 3**  
Center for Latin American Studies, Stanford University  
**Course List**

Course Number	Cross-Listing	Course Title	Instructor	% L.A. Units	Term	12-13 Enrollments		Offered		
						UG	Grad	Total	13-14	14-15
<b>American Studies</b>										
AMSTUD 142	COMPLIT 142	THE LITERATURE OF THE AMERICAS	Greene,R; Saldivar,R	60	W	3	0	3	-	+
<b>Anthropology</b>										
ANTHRO 100B	ANTHRO 200B	LIFEWAYS OF THE ANCIENT MAYA	Morell-Hart,S	100	F	n/o	n/o	n/o	+	+
ANTHRO 100C		CHAVIN RESEARCH SEMINAR	Rick,J	100	F	7	0	7	+	+
ANTHRO 101		INTRO TO MESOAMERICAN ARCH	Robertson,I	100	W	43	0	43	-	-
ANTHRO 102B		AZTEC LANGUAGE AND CULTURE	Fox,J	100	Sp	n/o	n/o	n/o	+	+
ANTHRO 106	ARCHLGY 102B	INCAS & ANCESTORS: PERU ARCHLG	Rick,J	100	W	n/o	n/o	n/o	+	+
ANTHRO 108A	ANTHRO 208A	LATIN AMERICANS IN THE DISPORA	Suarez Navaz,L	100	W	7	0	7	-	-
ANTHRO 115B	ANTHRO 215B	ANCIENT MESOAMERICAN CULTURES	Morell-Hart,S	100	Sp	n/o	n/o	n/o	+	+
ANTHRO 115C	HUMBIO 18SC	CONSERVATION DEVT AMAZON	Durham,W; Novy- Hildeslev,J	100	Su	3	0	3	-	+
ANTHRO 121		LANG PREHISTORY	Fox,J	50	Sp	6	0	6	+	+
ANTHRO 125	ANTHRO 225	LANGUAGE AND THE ENVIRONMENT	Fox,J	50	W	3	0	3	+	+
ANTHRO 147	ANTHRO 247	NATURE, CULTURE, HERITAGE	Meskell,L	33	F	12	0	12	+	+
ANTHRO 162	ANTHRO 262	INDIGENOUS PEOPLE & ENVIR PROB	Durham,W	75	F	15	0	15	+	+
ANTHRO 164	ANTHRO 264	NATURAL RESOURCE EXTRACTION	Curran,L; Bird,D	25	Sp	n/o	n/o	n/o	+	+
ANTHRO 166	ANTHRO 266	POLITICAL ECOLOGY OF LAND USE	Curran,L	33	W	n/o	n/o	n/o	+	+

**Appendix 3**  
**Center for Latin American Studies, Stanford University**  
**Course List**

Course Number	Cross-Listing	Course Title	Instructor	% LA	Units	Term	12-13 Enrollments			Offered
							UG	Grad	Total	
ANTHRO 171	HUMBIO 145L	BIOLOGY & EVOLUTION OF LANG	Fox, J	50	3-5	W	n/o	n/o	n/o	+
ANTHRO 177	HUMBIO 114	ENVIRONMENT CHANGE AND DISEASE	Durham, W; Jones, J	50	3-5	F	n/o	n/o	n/o	+
ANTHRO 178	ANTHRO 278	EVO & CONS IN GALAPAGOS	Durham, W	100	5	Sp	6	0	6	-
ANTHRO 215B	ANTHRO 115B	ANCIENT MESOAMERICAN CULTURES	Morell-Hart, S	100	5	Sp	n/o	n/o	n/o	+
ANTHRO 225	ANTHRO 125	LANGUAGE AND THE ENVIRONMENT	Fox, J	50	4-5	W	0	2	2	+
ANTHRO 247	ANTHRO 147	NATURE, CULTURE, HERITAGE	Meskell, L	33	5	F	0	15	15	+
ANTHRO 262	ANTHRO 162	INDIGENOUS PEOPLE & ENVIR PROB	Durham, W	75	3-5	F	0	12	12	+
ANTHRO 264	ANTHRO 164	NATURAL RESOURCE EXTRACTION	Curran, L; Bird, D	25	3-5	Sp	n/o	n/o	n/o	+
ANTHRO 266	ANTHRO 166	POLITICAL ECOLOGY OF LAND USE	Curran, L	33	3-5	W	n/o	n/o	n/o	+
ANTHRO 277	HUMBIO 114	ENVIRONMENT CHANGE AND DISEASE	Durham, W; Jones, J	50	3-5	F	n/o	n/o	n/o	+
ANTHRO 278	ANTHRO 178	EVO & CONS IN GALAPAGOS	Durham, W	100	5	Sp	0	2	2	-
ANTHRO 298B	ANTHRO 98B	DIGITAL METHODS IN ARCHAEOLOGY	Rick, J	25	3-5	W	0	4	4	-
ANTHRO 3	ANTHRO 1	INTRO PREHIST ARCH	Rick, J	75	3-5	F	48	0	48	+
ANTHRO 302		EVO ECO THEORY & HISTORY	Bird, D; Curran, L	25	5	W	n/o	n/o	n/o	+
ANTHRO 320A	EDUC 389X	RACE, ETHNICITY, AND LANGUAGE	Alim, H	25	3-4	W	0	1	1	-
ANTHRO 361		LIFE & DEATH IN LATIN AMERICA	Garcia, A	100	5	W	0	8	8	-
ANTHRO 376		ARCHAEOLOGY	Hodder, I; Rick, J	25	4	W	n/o	n/o	n/o	+
ANTHRO 90C		THEORY OF ECO & ENVIRO ANTHRO	Bird, D; Curran, L	25	3-5	W	n/o	n/o	n/o	+

**Appendix 3**  
Center for Latin American Studies, Stanford University  
**Course List**

Course Number	Cross-Listing	Course Title	Instructor	% L.A. Units	Term	12-13 Enrollments			Offered	
						U/G	Grad	Total		
ANTHRO 98B	ANTHRO 298B	DIGITAL METHODS IN ARCHAEOLOGY	Rick, J	25	W	14	0	14	-	+
<b>Applied Physics</b>										
APPPHYS 79N		ENERGY OPTIONS 21ST CENTURY	Fox, J; Geballe, T	25	F	16	0	16	+	+
<b>Archaeology</b>										
ARCHLGY 1	ANTHRO 3	INTRO PREHIST ARCH	Rick, J	75	F	14	0	14	+	+
ARCHLGY 102B	ANTHRO 106	INCAS & ANCESTORS: PERU ARCHLG	Rick, J	100	W	n/o	n/o	n/o	+	+
<b>Biology</b>										
BIO 105A	EARTHSYS 105A	ECOL & NAT HIST JASPER RIDGE	Dirzo, R; Wilber, C	25	W	15	0	15	+	+
BIO 105B	EARTHSYS 105B	ECOL & NAT HIST JASPER RIDGE	Dirzo, R; Wilber, C	25	Sp	13	0	13	+	+
BIO 11N		BIOTECHNOLOGY IN EVERYDAY LIFE	Walbot, V	25	F	n/o	n/o	n/o	+	+
BIO 137	BIO 237	PLANT GENETICS	Walbot, V	25	Sp	n/o	n/o	n/o	+	-
BIO 138	BIO 238	ECOSYSTEM SERVICES	Daily, G	25	Sp	4	0	4	-	+
BIO 144	HUMBIO 112	CONSERVATION BIOLOGY: LATIN AM	Dirzo, R	100	Sp	n/o	n/o	n/o	+	+
BIO 18Q		PLANT ECOEVO	Dirzo, R	25	Sp	3	0	3	-	+
BIO 234	HUMBIO 112	CONSERVATION BIOLOGY: LATIN AM	Dirzo, R	100	Sp	n/o	n/o	n/o	+	+
BIO 237	BIO 137	PLANT GENETICS	Walbot, V	25	Sp	n/o	n/o	n/o	+	-
BIO 238	BIO 138	ECOSYSTEM SERVICES	Daily, G	25	Sp	0	11	11	-	+
BIO 290		TEACHING OF BIOLOGY	Dirzo, R	25	W, Sp	0	2	2	+	+
BIO 30N		EXTINCTIONS IN NEAR TIME	Hadly, E; Daily, G	25	F	11	0	11	-	-
BIO 375		FIELD ECOLOGY & CONSERVATION	Dirzo, R	100	F	n/o	n/o	n/o	+	+

**Appendix 3**  
Center for Latin American Studies, Stanford University  
**Course List**

Course Number	Cross-Listing	Course Title	Instructor	% LA	Units	Term	12-13 Enrollments			Offered	
							UG	Grad	Total		
BIO 43		PLANT BIO, EVOLUTION, ECOLOGY	Mudgett, M; Vitousek, P; Fraser, H	25	5	Sp	157	0	157	+	+
<b>Civil and Environmental Engineering</b>											
CEE 265A		SUSTNBL WTR RESOURCES DEV	Ortolano, I	25	3	Sp	0	15	15	+	+
CEE 265D		WATER & SANITATION DEV COUNTRIES	Davis, J	25	3-5	Sp	n/o	n/o	n/o	+	-
CEE 275C		WATER, SANITATION AND HEALTH	Boehm, A; Davis, J; Mattioli, M	25	1-4	W	0	19	19	-	-
CEE 374W		ADV TOPICS H2O, HEALTH & DEV	Davis, J	25	1-6	Sp	0	11	11	+	+
<b>Chicana/o-Latina/o Studies</b>											
CHILATST 125S	POLISCI 125S	CHICANO/LATINO POLITICS	Michelson, M	75	5	F	1	0	1	-	+
CHILATST 140	ILAC 140	MIGRATION IN LATIN AMER FILM	Briceno, X	100	3-5	F	2	0	2	-	+
CHILATST 175B	HISTORY 175B	LATINA/O MIGRATION TO U.S.	Minian Andjel, A	100	5	Sp	2	0	2	-	+
CHILATST 200	ILAC 280	LATIN@ LITERATURE	Yarbro-Bejarano, Y	100	3-5	F	1	0	1	+	+
CHILATST 275B	HISTORY 275B	GOV, RESIST, & IDENT IN MEXICO	Minian Andjel, A	100	5	W	1	0	1	-	+
<b>Comparative Literature</b>											
COMPLIT 123		THE NOVEL, THE WORLD	Cohen, M	25	5	Sp	10	0	10	+	+
COMPLIT 142	ENGLISH 172E	THE LITERATURE OF THE AMERICAS	Greene, R; Saldivar, R	33	5	W	7	0	7	-	+
COMPLIT 334B	MTL 334B	CONCEPTS OF MODERNITY II	Saldivar, J	25	5	W	n/o	n/o	n/o	+	+
COMPLIT 335A	ILAC 335	MATERIALISM AND LITERATURE	Hoyos, H	100	3-5	W	n/o	n/o	n/o	+	+
<b>Comparative Studies in Race and Ethnicity</b>											
CSRE 125V	POLISCI 125V	THE VOTING RIGHTS ACT	Segura, G	25	4	Sp	n/o	n/o	n/o	+	+
CSRE 14N	CHILATST 14N	GROWING UP BILINGUAL	Valdes, G	50	3-5	W	n/o	n/o	n/o	+	+

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Center for Latin American Studies, Stanford University  
**Course List**

Course Number	Cross-Listing	Course Title	Instructor	% LA	Units	Term	12-13 Enrollments			Offered	
							UG	Grad	Total	13-14	14-15
CSRE 166B	HISTORY 166B	IMMIGRATION DEBATES IN U.S.	McKibben,C	80	3-5	W	n/o	n/o	n/o	+	+
CSRE 183	AMSTUD 183	BORDER CROSSINGS AMER IDENTITY	Duffey,C	50	5	F, W	6	0	6	+	+
CSRE 200	ILAC 280	LATIN@ LITERATURE	Yarbro-Bejarano, Y	100	3-5	F	1	0	1	+	+
CSRE 28SI		WHAT IS WHITENESS	Saldivar, J	25	4	F, Sp	n/o	n/o	n/o	+	-
<b>Dance</b>											
DANCE 42		DANCES OF LATIN AMERICA	Cashion, S	100	1	F	28	0	28	-	+
<b>Earth Systems</b>											
EARTHSYS 105B	BIO 105B	ECOL & NAT HIST JASPER RIDGE	Dirzo, R; Wilber, C	25	4	Sp	1	0	1	+	+
EARTHSYS 106	ECON 106	WORLD FOOD ECON	Naylor, R; Falcon, W	25	5	W	16	0	16	+	+
EARTHSYS 111	BIO 117	BIOLOGY AND GLOBAL CHANGE	Vitousek, P; Arrigo, K	33	4	W	50	0	50	+	+
EARTHSYS 112	EESS 112	HUMAN SOCIETY & ENVIRO CHANGE	Naylor, R; Frank, Z; Pizarro Gariazzo, R	25	4	F	38	0	38	+	+
EARTHSYS 188	EARTHSYS 288	TRADEOFFS IN CLIMATE DECISIONS	Monroe, I; Matson, P	25	1-2	Sp	14	0	14	+	+
EARTHSYS 288	EARTHSYS 188	TRADEOFFS IN CLIMATE DECISIONS	Monroe, I; Matson, P	25	1-2	Sp	0	7	7	+	+
EARTHSYS 61Q	EESS 61Q	FOOD AND SECURITY	Naylor, R; Stedman, S	25	3	F	n/o	n/o	n/o	+	-
<b>Economics</b>											
ECON 106	EARTHSYS 106	WORLD FOOD ECON	Naylor, R; Falcon, W	25	5	W	51	0	51	+	+
ECON 122		ECON DEVEL LATIN AMERICA	Gomes Pinto Garcia, M	100	5	W	n/o	n/o	n/o	+	-
ECON 217		LATIN AMERICAN MACROECON & DEV	Neumeyer, P	100	2-5	W	0	2	2	-	+
ECON 253		ENERGY MKTS LATIN AMERICA	Montero Ayala, J	100	2-5	W	n/o	n/o	n/o	+	-

**Appendix 3**  
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Course Number	Cross-Listing	Course Title	Instructor	% LA Units	Term	12-13 Enrollments			Offered		
						UG	Grad	Total	13-14	14-15	
<b>Education</b>											
EDUC 114N	CHICANST 14N	GROWING UP BILINGUAL	Valdes,G	50	W	8	0	8	-	-	-
EDUC 127X		CHILDREN IN IMMIGRANT FAMILIES	Barr,D; Padilla,A	80	W, Sp	10	0	10	-	-	+
EDUC 136	EDUC 306D	WORLD SOC & EDUC CHANGE	Ramirez,F	50	W	11	0	11	+	+	+
EDUC 149	EDUC 249	ISSUES BILINGUAL	Valdes,G	50	F	6	0	6	+	+	+
EDUC 178X		LATINO FAMILIES/LANG/SCHOOLS	Valdes,G	100	Sp	8	0	8	-	-	+
EDUC 222		RESOURCE ALLOCATION IN EDUC	Carnoy,M	25	Sp	0	14	14	-	-	-
EDUC 249	EDUC 149	ISSUES BILINGUAL	Valdes,G	50	F	0	11	11	+	+	+
EDUC 256	HUMBIO 149	PSYCH & ED RESILIENCE IN YOUTH	Padilla,A	25	Sp	n/o	n/o	n/o	+	+	-
EDUC 274X		ROLE OF CHARTER SCHOOLS	Carnoy,M; Kushner,M	25	W	n/o	n/o	n/o	+	+	+
EDUC 277		EDUC OF IMMIGRANT STUDENTS	Padilla,A	75	W	0	9	9	+	+	+
EDUC 306A		ECONOMICS OF EDUCATION	Carnoy,M	25	F	0	34	34	+	+	+
EDUC 404X		TOPICS IN BRAZILIAN EDUCATION	Bettinger,E; Carnoy,M	100	F,W, Sp	n/o	n/o	n/o	+	+	+
<b>Earth, Energy, and Environmental Sciences</b>											
EESS 111	BIO 117	BIOLOGY AND GLOBAL CHANGE	Vitousek,P; Arrigo,K	33	W	3	0	3	+	+	+
EESS 112	EARTHSYS 112	HUMAN SOCIETY & ENVIRO CHANGE	Naylor,R; Frank,Z; Pizarro Gariazzo,R	25	F	1	0	1	-	-	+
<b>English</b>											
ENGLISH 100A		LITERARY HISTORY I	Greene,R; Treharne,E	25	F	66	0	66	-	-	+
ENGLISH 172E	COMPLIT 142	THE LITERATURE OF THE AMERICAS	Greene,R; Saldivar,R	33	W	7	0	7	-	-	+
ENGLISH 334B	MTL 334B	CONCEPTS OF MODERNITY II	Saldivar,J	25	W	n/o	n/o	n/o	+	+	+

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						UG	Grad	Total		
<b>Environment and Resources</b>										
ENVRES 290		CAPSTONE PROJECT SEM ENV RES	Vitousek,P; Standridge,N	25	1-3 F, Sp	0	28	28	+	+
ENVRES 310		ENVIRONMENTAL FORUM SEMINAR	Root,T; Curran,L	25	F	0	13	13	+	+
<b>Feminist Studies</b>										
FEMST 129	HUMBIO 129	INTL WOMEN'S HEALTH	Murray,A	50	F, W	13	0	13	+	+
<b>History</b>										
HISTORY 103D	EARTHSYS 112	HUMAN SOCIETY & ENVIRO CHANGE	Naylor,R; Frank,Z	25	F	n/o	n/o	n/o	+	+
HISTORY 108B		LATIN AMER & E ASIAN HIST DEV	Wolfe,M	100	W	8	0	8	-	+
HISTORY 166B	CSRE 166B	IMMIGRATION DEBATES IN U.S.	McKibben,C	100	W	n/o	n/o	n/o	+	+
HISTORY 170B	HISTORY 70	CULTURE/POLITICS-LATIN AMERICA	Iber,P	100	F	16	0	16	-	-
HISTORY 172A	HISTORY 372A	MEXICO: FROM COLONY TO NATION	Vazquez Semadeni,M	100	Sp	n/o	n/o	n/o	+	-
HISTORY 175B	CHILATST 175B	LATINA/O MIGRATION TO U.S.	Minian Andjel,A	100	Sp	4	0	4	-	+
HISTORY 201A	HISTORY 301A	THE GLOBAL DRUG WARS	Crews,R	75	W	n/o	n/o	n/o	+	-
HISTORY 203E	INTNLREL 103E	GLOBAL CATHOLICISM	Sena,M	75	Sp	n/o	n/o	n/o	+	+
HISTORY 206A	HISTORY 306A	19TH CENTURY HISTORIES	Frank,Z	25	Sp	n/o	n/o	n/o	+	-
HISTORY 207B	HISTORY 307B	ENVIRON/TECH/REV WORLD HIST	Wolfe,M	25	Sp	1	0	1	-	+
HISTORY 275B	CHILATST 275B	GOV, RESIST, & IDENT IN MEXICO	Minian Andjel,A	100	W	10	0	10	-	+
HISTORY 277D		INTRVNTN & REGIME CHG LATINAM	Wolfe,M	100	Sp	3	0	3	+	+
HISTORY 306C		HIST & GEOG OF GLOBAL ISSUES	Lewis,M	25	Sp	0	2	2	-	+

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							UG	Grad	Total	13-14	14-15
HISTORY 307B	HISTORY 207B	ENVIRON/TECH/REV WORLD HIST	Wolfe,M	25	4-5	Sp	0	3	3	-	+
HISTORY 371	HISTORY 470	LATIN AMER SOCIAL HISTORY	Frank,Z	100	4-5	F	0	10	10	-	+
HISTORY 372A	HISTORY 172A	MEXICO: FROM COLONY TO NATION	Vazquez Semadeni,M	100	3-5	Sp	n/o	n/o	n/o	+	-
HISTORY 375B		MEXICO'S BORDERS & BORDERLANDS	Minian Andjel,A	100	4-5	Sp	0	2	2	-	+
HISTORY 401A		SPATIAL HISTORY	Frank,Z	80	3-5	Sp	n/o	n/o	n/o	+	+
HISTORY 470	HISTORY 371	LATIN AMER SOCIAL HISTORY	Frank,Z	100	4-5	F	0	2	2	-	+
HISTORY 471A		ENVIRON HIST LATIN AMERICA	Wolfe,M	100	5	F	n/o	n/o	n/o	+	+
HISTORY 471B		ENVIRON HIST LATIN AMERICA	Wolfe,M	100	5	W	n/o	n/o	n/o	+	+
HISTORY 4N		WORLD HISTORY OF GENOCIDE	Naimark,N	25	3-5	W	12	0	12	+	+
HISTORY 70	HISTORY 170B	CULTURE/POLITICS-LATIN AMERICA	Iber,P	100	3	F	21	0	21	-	-
HISTORY 78N		LATIN AMERICAN MOVIES	Wolfe,M	100	3	Sp	n/o	n/o	n/o	+	+
HISTORY 79S		ENVIRONMENTAL HIST SOUTH AMER	Santos Soares de Freitas,F	100	5	Sp	11	0	11	-	-
<b>Health Research and Policy</b>											
HRP 212		CROSS CULTURAL MEDICINE	Corso,I	50	3	Sp	n/o	n/o	n/o	+	+
HRP 280	SPANLANG 121M	SPANISH FOR MED STUDENTS	Corso,I	L	3	F	n/o	n/o	n/o	+	+
HRP 281	SPANLANG 122M	SPANISH FOR MED STUDENTS	Corso,I	L	3	W	n/o	n/o	n/o	+	+
HRP 282	SPANLANG 123M	SPANISH FOR MED STUDENTS	Corso,I	L	3	Sp	n/o	n/o	n/o	+	+
HRP 290		ADVANCED SPANISH CONVERSATION	Corso,I	L	3-5	F,W, Sp	n/o	n/o	n/o	+	+

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Course Number	Cross-Listing	Course Title	Instructor	% L.A. Units	Term	12-13 Enrollments			Offered
						UG	Grad	Total	
HRP 89Q		CROSS CULTURAL ISSUES IN MEDIC	Corso,I	50	W	n/o	n/o	n/o	+
<b>Human Biology</b>									
HUMBIO 112	BIO 144, 234	CONSERVATION BIOLOGY: LATIN AM	Dirzo,R	100	Sp	n/o	n/o	n/o	+
HUMBIO 114	ANTHRO 177, 277	ENVIRONMENT CHANGE AND DISEASE	Durham,W; Jones,J	50	F	n/o	n/o	n/o	+
HUMBIO 129	FEMST 129	INTL WOMEN'S HEALTH	Murray,A	50	F,W	58	0	58	+
HUMBIO 129M	MED 231	MEASURING GLOBAL HEALTH	Bendavid,E	25	Sp	7	0	7	-
HUMBIO 129S		GLOBAL PUBLIC HEALTH	Wise,P	25	W	80	0	80	+
HUMBIO 145L	ANTHRO 171	BIOLOGY & EVOLUTION OF LANG	Fox,J	50	W	n/o	n/o	n/o	+
HUMBIO 149	EDUC 256	PSYCH & ED RESILIENCE IN YOUTH	Padilla,A	25	Sp	n/o	n/o	n/o	+
HUMBIO 156	ANTHRO 171.HUMBIO 145L	GLOBAL HIV/AIDS	Katzenstein,D	33	Sp	31	0	31	+
HUMBIO 178H	HISTORY 5C	HUMAN TRAFFICKING	Jolueck,K; Walker,R; Lippert,S; Stacy,H	25	Sp	9	0	9	+
HUMBIO 18SC	ANTHRO 11SC	CONSERVATION DEVT AMAZON	Durham,W; Novy-Hildesley,J	100	Su	11	0	11	+
HUMBIO 2A		GENETICS/EVOLUTION/ECOLOG	Durham,W; Preston,K; Talbot,W	25	F	254	0	254	+
<b>Iberian and Latin American Cultures</b>									
ILAC 103N		MILLENNIUM NOVEL LATIN AMERICA	Ruffinelli,J	100	W	n/o	n/o	n/o	+
ILAC 10SC		SPANISH IMMERSION	Barletta,V; Brates,V; Miano,A	L	Su	16	0	16	+
ILAC 114N		LYRIC POETRY	Predmore,M	75	Sp	n/o	n/o	n/o	+

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Course Number	Cross-Listing	Course Title	Instructor	% LA	Units	Term	12-13 Enrollments			Offered	
							UG	Grad	Total	13-14	14-15
ILAC 116		SPANISH & SPANISH AMER LIT	Santana,C	50	3-5	F	7	0	7	+	+
ILAC 120		ADV CRITICAL READING IN SPAN	Kenna,C	50	3-5	W	n/o	n/o	n/o	+	-
ILAC 130		INTRODUCTION TO IBERIA: CULTUR	Predmore,M	25	3-5	W	n/o	n/o	n/o	+	+
ILAC 131		INTRODUCTION TO LATIN AMERICA	Librandi Rocha,M	100	3-5	F	10	0	10	+	+
ILAC 134		SELF IN MODERN LATIN AMERICA	Briceno,X	100	4	F	n/o	n/o	n/o	+	-
ILAC 135		BRAZILIAN NOVELS INTO FILM	Briceno,X	100	3-5	W	n/o	n/o	n/o	+	-
ILAC 140	CHILATST 140	MIGRATION IN LATIN AMER FILM	Briceno,X	100	3-5	F	7	0	7	-	+
ILAC 143		LATIN AMERICAN WOMEN'S NOVEL	Morris,A	100	3-5	W	8	0	8	-	-
ILAC 145		LATIN AMERICAN MODERNISMO	Briceno,X	100	3-5	Sp	3	0	3	-	+
ILAC 161		MODERN LATIN AMERICAN LIT	Ruffinelli,J	100	3-5	W	26	0	26	+	+
ILAC 193	ILAC 393	ALMODOVAR'S CINEMA	Resina,J; Tabmassian,L	50	3	W	n/o	n/o	n/o	+	-
ILAC 193Q	PORTLANG 193Q	SPACES AND VOICES OF BRAZIL	Wiedemann,L	L	3-4	F	13	0	13	+	+
ILAC 240E		BORGES AND PHILOSOPHY	Hoyos,H	100	4-5	F	n/o	n/o	n/o	+	+
ILAC 241		FICTION WORKSHOP IN SPANISH	Santana,C	100	3-5	W	4	0	4	-	+
ILAC 242		POETRY WORKSHOP IN SPANISH	Santana,C	100	3-5	Sp	n/o	n/o	n/o	+	-
ILAC 243		MILLENIUM NOVEL IN LATIN AMER	Ruffinelli,J	100	3-5	F	7	0	7	-	+
ILAC 245		BRAZILIAN SONGS	Librandi Rocha,M	100	3-5	W	10	0	10	-	+

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Course Number	Cross-Listing	Course Title	Instructor	% L.A	Units	Term	12-13 Enrollments			Offered	
							UG	Grad	Total	13-14	14-15
ILAC 251		LATIN AMERICAN LITERARY THEORY	Ruffinelli, J	100	3-5	W	2	0	2	-	+
ILAC 254		SURREALISM IN POETRY & FICTION	Becerra Grande, E	100	3-5	Sp	n/o	n/o	n/o	+	-
ILAC 257		DICTIONARSHIPS IN LATIN AMERICA	Ruffinelli, J	100	3-5	Sp	17	0	17	-	+
ILAC 261		VOICES IN BRAZILIAN FICTION	Librandi Rocha, M	100	3-5	Sp	3	0	3	-	+
ILAC 276	ILAC 376	REVOLUTIONARIES & TERRORISTS	Ruffinelli, J	100	4	Sp	n/o	n/o	n/o	+	-
ILAC 280	CHILATST 200, CSRE 200	LATIN@ LITERATURE	Yarbro-Bejarano, Y	100	3-5	F	0	5	5	+	+
ILAC 287	CHILATST 120, FEMGEN 120	QUEER RAZA	Yarbro-Bejarano, Y	100	3-5	F	n/o	n/o	n/o	+	-
ILAC 320	ILAC 120A	BIO SPACE IN CONTEMP CULTURE	Artfuch, L	50	3-5	Sp	0	3	3	-	-
ILAC 335	COMPLIT 335A	MATERIALISM AND LITERATURE	Hoyos, H	50	3-5	W	n/o	n/o	n/o	+	+
ILAC 376	ILAC 276	REVOLUTIONARIES & TERRORISTS	Ruffinelli, J	50	4	Sp	n/o	n/o	n/o	+	-
ILAC 380E	CHILATST 201C, CSRE 201C	CRIT CONCEPTS IN CHICAN@ LIT	Yarbro-Bejarano, Y	75	3-5	F	0	2	2	-	+
ILAC 382	ILAC 280	LATIN@ LITERATURE	Yarbro-Bejarano, Y	75	3-5	F	0	5	5	+	+
ILAC 389E	CSRE 289E, FEMST 389E	QUEER OF COLOR CRITIQUE	Yarbro-Bejarano, Y	50	3-5	Sp	0	3	3	-	+
<b>International Relations</b>											
INTNLREL 1	POLISCI 1	INTERNATIONAL RELATIONS	Tomz, M	50	5	F	48	0	48	+	+
INTNLREL 105C	HISTORY 5C	HUMAN TRAFFICKING	Jolluck, K; Walker, R; Lippert, S; Stacy, H	25	5	Sp	8	0	8	+	+

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Course Number	Cross-Listing	Course Title	Instructor	% LA Units	Term	12-13 Enrollments			Offered	
						UG	Grad	Total	13-14	14-15
INTNLREL 119		INT'L HUMAN RIGHTS MOVEMENT	Cavallaro, J; Vargas, C	25	Su	n/o	n/o	n/o	+	+
INTNLREL 141A		HUMAN RIGHTS DOC FILM	Bojic, J	25	F	21	0	21	+	+
INTNLREL 144		NEW GLOBAL HUMAN RIGHTS	Stacy, H	25	Su	26	0	26	-	+
LATINAM 200		CONTEMPORARY ISSUES IN LAS	Dirzo, R	100	F, W, Sp	2	24	26	+	+
<b>Law</b>										
LAW 330		INTERNATIONAL HUMAN RIGHTS	Martinez, J	25	W	0	6	6	+	+
LAW 413T		HUMAN RIGHTS & COND DETENTION	Cavallaro, J; Vargas, C	25	Sp	n/o	n/o	n/o	+	+
LAW 629		SPANISH FOR LAWYERS	Torres, D	L	W	0	6	6	-	+
LAW 661		ADV NEGOTIATION: INTL	Greenberg, J	25	W	0	12	12	-	+
LAW 681E		HUMAN RIGHTS AND FILM	Cavallaro, J	25	Sp	0	8	8	-	-
LAW 697		COMPARATIVE LAW & SOCIETY	Merryman, J; Perez-Perdomo, R	25	F	n/o	n/o	n/o	+	-
LAW 723		HEALTH AND HUMAN RIGHTS	Barry, M; Steinberg, R	25	W	n/o	n/o	n/o	+	+
<b>Linguistics</b>										
LINGUIST 167		LANGUAGES OF THE WORLD	Pereltsvaig, A	25	F	32	0	32	+	+
LINGUIST 171		IBERIAN LANGUAGES	Bonet Alsina, M	50	Sp	n/o	n/o	n/o	+	-
<b>Medicine</b>										
MED 157		COMMUNITY HEALTH ENGAGEMENT	Garcia, G; Heaney, C	100	Sp	n/o	n/o	n/o	+	+
MED 202		ALT SPR BRK: HLTH DISPARITIES	Garcia, G; Begaye, A; Glover, K	75	W	0	7	7	+	+
MED 232		DISCUSSIONS IN GLOBAL HEALTH	Barry, M; Rhines, A	50	F	n/o	n/o	n/o	+	+

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							UG	Grad	Total	13-14	14-15
MED 246		MED INTVIEW FOR SPANISH SPKERS	Garcia, G; Moreno, M; Rosas, U	L	1	F, W, Sp	0	64	64	+	+
MED 257A		COMMUNITY HEALTH ADVOCACY	Garcia, G; Banchoff, A	50	2	F	n/o	n/o	n/o	+	+
MED 257B		COMMUNITY HEALTH ADVOCACY	Garcia, G; Banchoff, A	50	2	W	n/o	n/o	n/o	+	+
MED 257C		COMMUNITY HEALTH ADVOCACY	Garcia, G; Banchoff, A	50	2	Sp	n/o	n/o	n/o	+	+
MED 258A		POLICY ADVOCACY COMM HEALTH	Garcia, G; Banchoff, A	50	2	W	n/o	n/o	n/o	+	+
MED 259		OAXACAN HEALTH	Garcia, G; Banchoff, A	100	2	Sp	0	16	16	+	+
MED 27SI		ALTERNATIVE SPR BREAK CENTRL CA	Garcia, G	50	1	W	n/o	n/o	n/o	+	+
MLA 297		ISLANDS AS MODEL SYSTEMS	Vitousek, P	25	4	W	0	14	14	-	+
MLA 299		CONSERVATION IN GALAPAGOS	Durham, W	100	4	Sp	0	9	9	-	+

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Course Number	Cross-Listing	Course Title	Instructor	% LA Units	Term	12-13 Enrollments			Offered				
						UG	Grad	Total					
<b>Modern Thought and Literature</b>													
MITL 334B	COMPLIT 334B, ENGLISH 334B	CONCEPTS OF MODERNITY II	Saldivar, J	25	5	W	n/o	n/o	n/o	+	+	+	
<b>Music</b>													
MUSIC 147C	MUSIC 247C	LATIN AMERICAN MUSIC	Schultz, A; Kronengold, C	100	3	F	n/o	n/o	n/o	n/o	+	+	
MUSIC 161E		AFRO-LATIN JAZZ ORCHESTRA	Low, M	100	1	Sp	n/o	n/o	n/o	n/o	+	+	
<b>Overseas Studies General</b>													
OSPGEN 259		COMMUNITY HEALTH IN OAXACA	Garcia, G; Banchoff, A	100	2	Su	15	0	15	0	15	+	+
OSPGEN 48		RIO: CULTR & POLIT SOC HIST	Magaloni, B	100	2	Su	15	0	15	0	15	-	-
OSPGEN 75		EVOLUTION OF LIFE IN EQUADOR	Scott, M	100	2	Su	n/o	n/o	n/o	n/o	n/o	+	-
<b>Overseas Studies in Madrid, Spain</b>													
OSPMADRD 102M		COMPOSITION & WRITING WORKSHOP	Camblor Portilla, M	L	3-5	F, W, Sp	82	0	82	0	82	+	+
OSPMADRD 120		THE SOUNDS OF SPANISH	Camblor Portilla, M	L	5	F, Sp	27	0	27	0	27	-	+
OSPMADRD 12M		ACCELERATED 2ND YEAR SPANISH I	Camblor Portilla, M	L	5	F, W, Sp	n/o	n/o	n/o	n/o	n/o	+	+
OSPMADRD 13M		ACCELERATED 2ND YR SPANISH II	Camblor Portilla, M	L	5	F, W, Sp	n/o	n/o	n/o	n/o	n/o	+	+
OSPMADRD 33		SPANISH LANGUAGE TUTORIAL	Camblor Portilla, M; Pons, H; Rivano, P; Toledo, G	L	2	Sp	66	0	66	0	66	+	+
OSPMADRD 48		IMMIGRATION IN SPAIN TODAY	Requena, M	50	3	F, W	6	0	6	0	6	+	+
<b>Overseas Studies in Santiago, Chile</b>													
OSPSANTIG 10		BORGES AND ARGENTINA	Missana, S	100	4-5	W	3	0	3	0	3	-	-
OSPSANTIG 116X		CHILEAN POLITICS IN 1990S	Correa, G	100	5	F	1	0	1	0	1	+	+

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OSPSANTG 118X		ARTISTIC EXPRESSION LATIN AMER	Albornoz,C	100	5	W	21	0	21	+	+
OSPSANTG 119X		THE CHILEAN ECONOMY	Luders,R	100	5	Sp	2	0	2	+	+
OSPSANTG 129X		LATIN AMER IN THE INTL SYSTEM	van Klaveren,A	100	4-5	W	10	0	10	+	+
OSPSANTG 12S		ACCELERATED 2ND YEAR SPANISH I	Abad,M	L	5	F, W, Sp	34	0	34	+	+
OSPSANTG 130X		CONTEMP LATIN AM ECONOMIES	Luders,R	100	5	F, W	n/o	n/o	n/o	+	+
OSPSANTG 13S		ACCELERATED 2ND YR SPANISH II	Abad,M	L	5	F, W, Sp	18	0	18	+	+
OSPSANTG 14		WOMEN WRITRS OF LATINAM 20TH C	Missana,S	100	4-5	F, Sp	25	0	25	+	+
OSPSANTG 24		CULTURAL HIST SOCCER IN S AMER	Gumbrecht,H	100	3-5	Sp	6	0	6	-	-
OSPSANTG 26		TPOLOGY OF INTELLECTL S AMER	Gumbrecht,H	100	3-5	Sp	1	0	1	-	-
OSPSANTG 29		SUSTAINABLE CITIES LATIN AM	Correa,G	100	4-5	Sp	2	0	2	+	+
OSPSANTG 30		SHORT LATINAM FICTION 20TH C	Missana,S	100	4	Su	n/o	n/o	n/o	+	+
OSPSANTG 31		CHILEAN ENERGY SYSTEM	Munoz,C	100	5	Su	n/o	n/o	n/o	+	+
OSPSANTG 33		SPANISH LANGUAGE TUTORIAL	Pons,H; Rivano,P; Riveros,M; Toledo,G	L	2	F, W, Sp	66	0	66	+	+
OSPSANTG 55		LATINAM ENV ECON SOC 1800-NOW	Frank,Z	100	4	Su	n/o	n/o	n/o	+	-
OSPSANTG 58		CHILE: A LAND OF EXTREMES	Celis,J; Reid,S	100	5	F, W, Sp	n/o	n/o	n/o	+	+
OSPSANTG 62		TOPICS IN CHILEAN HISTORY	Jaksic,I	100	5	W	4	0	4	+	+
OSPSANTG 68		EMERGNCE OF NATIONS IN LATINAM	Jaksic,I	100	4-5	F, Sp	15	0	15	+	+

### Appendix 3

#### Center for Latin American Studies, Stanford University Course List

Course Number	Cross-Listing	Course Title	Instructor	% LA Units	Term	12-13 Enrollments			Offered	
						UG	Grad	Total		
OSPSANTG 71		SANTIAGO: URBAN PLAN, POLICY	Galetovic Potsch,A; Poduje,J	100	F, Sp	5	0	5	+	+
OSPSANTG 73		LATIN AM CULTRL HIST THRU FILM	Apostolides,J	100	W	12	0	12	-	-
OSPSANTG 76		LATINAM ECOLOGY/BIODIVERSITY	Dirzo,R	100	F	12	0	12	-	+
OSPSANTG 78		CHILE RESPONSE TO CLIMATE CHNG	Nation,J	100	Sp	n/o	n/o	n/o	+	+
OSPSANTG 85		MARINE ECOLOGY OF CHILE	Palma,A	100	Sp	5	0	5	+	+
<b>Philosophy</b>										
PHIL 276C		RELIGION & POLITICS	Rivera Castro,F	100	Sp	n/o	n/o	n/o	+	-
<b>Political Science</b>										
POLISCI 1	INTNLREL 1	INTERNATIONAL RELATIONS	Tomz,M	50	F	104	0	104	+	+
POLISCI 125S	CHILATST 125S	CHICANO/LATINO POLITICS	Michelson,M	75	F	10	0	10	-	+
POLISCI 125V	CSRE 125V	THE VOTING RIGHTS ACT	Segura,G	25	Sp	n/o	n/o	n/o	+	+
POLISCI 1Z		INTRO TO INTL RELATIONS	Tomz,M	25	Su	36	0	36	+	+
POLISCI 243C		POLITICAL ECONOMY OF DEVELOPME	Abramovay Ferraz Do Amaral,C	100	W	n/o	n/o	n/o	+	-
POLISCI 244P		RELIGION AND POLITICS IN LATIN	Blancarte Pimentel,R	100	F	8	0	8	-	-
POLISCI 247G		GOVERNANCE AND POVERTY	Magaloni,B	75	Sp	7	0	7	+	+
POLISCI 248L	POLISCI 348L	POLITICAL-ECONOMY OF CRIME AND	Romero Leon,V	25	Sp	4	0	4	-	-
POLISCI 248S	POLISCI 348S	LATIN AMERICAN POLITICS	Magaloni,B	100	W	n/o	n/o	n/o	+	+
POLISCI 327		MINORITY BEHAVIOR	Segura,G	50	Sp	n/o	n/o	n/o	+	+
POLISCI 348S		LATIN AMERICAN POLITICS	Magaloni,B	100	Sp	15	0	15	+	+
POLISCI 410B		INTNL RELATIONS THEORY PART II	Tomz,M; Scheve,K	25	W	0	10	10	+	+
POLISCI 440B		POLITICAL ECON OF DEVELOPMENT	Haber,S	25	W	0	14	14	+	+

### Appendix 3

Center for Latin American Studies, Stanford University

### Course List

Course Number	Cross-Listing	Course Title	Instructor	% LA Units	Term	12-13 Enrollments			Offered			
						UG	Grad	Total	13-14	14-15	13-14	14-15
<b>Portuguese Language</b>												
PORTLANG 101		READING BRAZIL	Wiedemann,L	L	3-5	F	2	0	2	2	+	+
PORTLANG 102		BRAZIL IN TEXT	Wiedemann,L	L	3-5	W	4	0	4	4	+	+
PORTLANG 103		ADVANCED CONVERSATION	Wiedemann,L	L	3-5	Sp	4	0	4	4	+	+
PORTLANG 11A		ACC 2ND YR PORTUGUESE	Consoni,F	L	4-5	F, W, Sp	6	0	6	6	+	+
PORTLANG 12A		ACC 2ND YR PORTUGUESE	Consoni,F; Silveira,A	L	4-5	F, W, Sp	13	0	13	13	+	+
PORTLANG 161		ADVANCED READING	Wiedemann,L	L	3-5	F	n/o	n/o	n/o	n/o	+	+
PORTLANG 162		ADVANCED WRITING	Wiedemann,L	L	3-5	W	n/o	n/o	n/o	n/o	+	+
PORTLANG 163		CONTEMPORARY ISSUES	Wiedemann,L	L	3-5	Sp	n/o	n/o	n/o	n/o	+	+
PORTLANG 1A		ACC 1ST YR PORTUGUESE	Consoni,F; Marshall,A; Silveira,A	L	4-5	F, W, Sp	48	0	48	48	+	+
PORTLANG 1F		ACC 1ST YR BUSINESS PORTUGUESE	Silveira,A	L	4-5	F	n/o	n/o	n/o	n/o	+	+
PORTLANG 2A		ACC 1ST YR PORTUGUESE	Consoni,F; Wiedemann,L; Winterbottom,M	L	4-5	Sp	38	0	38	38	+	+
PORTLANG 394		GRAD STUDIES PORTUGUESE CONVER	Consoni,F; Silveira,A; Wiedemann,L	L	1-3	F, W, Sp	0	7	7	7	-	+
PORTLANG 395		GRADUATE STUDIES IN PORTUGUESE	Consoni,F; Silveira,A; Wiedemann,L; Winterbottom,M	L	2-5	F, W, Sp	0	25	25	25	+	+
PORTLANG 99		LANGUAGE SPECIALS	Silveira,A	L	1-5	F	1	0	1	1	-	+
<b>Public Policy</b>												
PUBLPOL 125		LAW AND PUBLIC POLICY	Greenberg,J	25	5	Sp	14	0	14	14	-	+
PUBLPOL 154		POLITICS&POLICY IN CALIFORNIA	Nation,J; Crane,D	25	4	W	n/o	n/o	n/o	n/o	+	-

### Appendix 3

Center for Latin American Studies, Stanford University

### Course List

Course Number	Cross-Listing	Course Title	Instructor	% LA Units	Term	12-13 Enrollments			Offered		
						UG	Grad	Total	13-14	14-15	
PUBLPOL 156		HEALTH CARE POLICY AND REFORM	Nation,J; Crane,D	25	F	n/o	n/o	n/o	+	+	-
PUBLPOL 174	URBANST 173	THE URBAN ECONOMY	Wolfe,M	25	Sp	n/o	n/o	n/o	+	+	-
<b>Religious Studies</b>											
RELIGST 188A		LIBERATION THEOLOG: EL SALVADOR	Sheehan,T	100	W	10	0	10	+	+	+
<b>Stanford in Washington</b>											
SIW 153		ENERGY & CLIMATE COOP W HEMSPHR	O'Keefe,T	50	W	2	0	2	-	-	+
<b>Sociology</b>											
SOC 350W		MGRATION RACE ETHNICTY & NATION	Fields,C; Saperstein,A	50	F, W, Sp	0	5	5	+	+	+
SOC 357		IMMIGRATION AND ASSIMILATION	Jimenez,T	25	W	n/o	n/o	n/o	+	+	-
SOC 46N		RACE AND ETHNIC IDENTITIES	Rosenfeld,M	25	Sp	n/o	n/o	n/o	+	+	-
<b>Spanish Language</b>											
SPANLANG 1		1ST YR SPANISH	Del Carpio,C; Egan,C; Guzman,O; Marshall,A; Miano,A; Ortiz Cuevas,C; Vivancos,A;	L	F, W, Sp	5	141	0	141	+	+
SPANLANG 10		BEG ORAL COMMUNICATION	Brates,V; Corso,I	L	F, W, Sp	2	60	0	60	+	+
SPANLANG 100		ADV ORAL COMMUNICATION	Bajus,M; Junguito Camacho,M; Sanchez,K	L	F, W, Sp	3	50	0	50	+	+
SPANLANG 101		THE STRUCTURE OF SPANISH	Miano,A	L	F	5	2	0	2	-	+
SPANLANG 102		COMPOSITION & WRITING	Brates,V	L	F, W, Sp	3-5	24	0	24	+	+

**Appendix 3**  
Center for Latin American Studies, Stanford University  
**Course List**

Course Number	Cross-Listing	Course Title	Instructor	% L-A	Units	Term	12-13 Enrollments			Offered
							U/G	Grad	Total	
SPANLANG 11C		2ND YR SPANISH CULT EMPHASIS	Bota Burgues,M; Del Carpio,C; Lee,H; Malik,C; Miano,A; Sanchez,K; Urruela,M; Sierra,A	L	4-5	F, W, Sp	n/o	n/o	n/o	+ + +
SPANLANG 11R		2ND YR SPANISH INT RELATIONS	Sierra,A	L	4-5	F	24	0	24	+ +
SPANLANG 121M	HRP 280	SPANISH FOR MED STUDENTS	Corso,I	L	3	F	5	0	5	+ +
SPANLANG 122M	HRP 281	SPANISH FOR MED STUDENTS	Corso,I	L	3	W	4	0	4	+ +
SPANLANG 123M	HRP 282	SPANISH FOR MED STUDENTS	Corso,I	L	3	Sp	3	0	3	+ +
SPANLANG 12C		2ND YR SPANISH CULT EMPHASIS	Del Carpio,C; Malik,C; Miano,A; Sanchez,K	L	4-5	F, W, Sp	58	0	58	+ + +
SPANLANG 12R		2ND YR SPANISH INT RELATIONS	Brates, V; Sierra,A	L	4-5	W	25	0	25	+ +
SPANLANG 13C		2ND YR SPANISH CULT EMPHASIS	Catoira,L; Molitoris,J; Urruela,M	L	4-5	F, W, Sp	63	0	63	+ + +
SPANLANG 13R		2ND YR SPANISH INT RELATIONS	Brates, V; Sierra,A	L	4-5	Sp	35	0	35	+ +
SPANLANG 13SL		2ND YR SPANISH SERVICE LEARN	Brates, V	L	4-5	Sp	n/o	n/o	n/o	+ +
SPANLANG 15		INTER ORAL COMMUNICATION	Gonzalez Flores,F	L	3	F, W, Sp	5	0	5	+ +
SPANLANG 1A		ACC 1ST YR SPANISH	Boumehti, T; Ortiz Cuevas,C; Urruela,M; Won,H	L	5	F, W	82	0	82	+ +
SPANLANG 1G		ACC 1ST YR BUSINESS SPANISH I	Perez,A	L	4	W	n/o	n/o	n/o	+ +

### Appendix 3

Center for Latin American Studies, Stanford University

### Course List

Course Number	Cross-Listing	Course Title	Instructor	% LA Units	Term	12-13 Enrollments			Offered	
						UG	Grad	Total	13-14	14-15
SPANLANG 2		1ST YR SPANISH	Allen,G; Del Carpio,C; Egan,C; Fryer,W; Guzman,O; Lopez de Luzuriaga Martinez,J; Marshall,A; Ortiz Cuevas,C; Saramago Padua,V; Vivancos,A	L	F, W, Sp	179	0	179	+	+
SPANLANG 205A		INTENSIVE FIRST-YR SPANISH	Winterbottom,M	L	Su	0	3	3	+	+
SPANLANG 205B		INTENSIVE FIRST-YR SPANLANG	Junguito Carnacho,M	L	Su	0	3	3	+	+
SPANLANG 205C		INTENSIVE FIRST-YR SPANISH	Morris,A	L	Su	0	2	2	+	+
SPANLANG 21B		2ND YR SPAN HERITAGE LANG	Sierra,A	L	F	7	0	7	+	+
SPANLANG 22B		2ND YR SPAN HERITAGE LANG	Sierra,A	L	W	10	0	10	+	+
SPANLANG 23B		2ND YR SPAN HERITAGE LANG	Sierra,A	L	Sp	12	0	12	+	+
SPANLANG 250		READING SPANISH	Brates,V	L	F	0	7	7	+	+
SPANLANG 25C		INTENSIVE SECOND YR SPANISH	Del Carpio,C	L	Su	n/o	n/o	n/o	+	+
SPANLANG 2A		ACCELERATED 1ST YR SPANISH	Catoira,L; Ortiz Cuevas,C; Won,H	L	W, Sp	78	0	78	+	+
SPANLANG 2G		ACC 1ST YR BUSINESS SPANISH II	Perez,A	L	Sp	0	1	1	-	+

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Center for Latin American Studies, Stanford University  
**Course List**

Course Number	Cross-Listing	Course Title	Instructor	% L.A	Units	Term	12-13 Enrollments			Offered	
							UG	Grad	Total		
SPANLANG 3		1ST YR SPANISH	Allen, G; Catoira, L; Del Carpio, C; Egan, C; Fryer, W; Guzman, O; Ortiz Cuevas, C; Sanchez, K; Urruela, M; Vivancos, A	L	5	F, W, Sp	284	0	284	+	+
SPANLANG 394		GRAD STUDIES SPANISH CONVERSAT	Gonzalez Flores, F; Junguito Camacho, M	L	1-3	F, W	0	3	3	+	+
SPANLANG 395		GRADUATE STUDIES IN SPANISH	Allen, G; Brates, V; Del Carpio, C; Egan, C; Lee, H; Ortiz Cuevas, C; Reinhold, V; Urruela, M; Vivancos, A; Won, H	L	2-5	F, W, Sp	0	16	16	+	+
SPANLANG 3G		SPANISH FOR BUSINESS PROS	Perez, A	L	4	F	0	1	1	-	+
SPANLANG 5A		INTENSIVE 1ST YR SPANISH	Lee, H; Winterbottom, M	L	5	Su	19	0	19	+	+
SPANLANG 5B		INTENSIVE 1ST YEAR SPANISH	Del Carpio, C; Junguito Camacho, M	L	5	Su	25	0	25	+	+
SPANLANG 5C		INTENSIVE 1ST YR SPANISH	Bajus, M; Morris, A	L	5	Su	14	0	14	+	+
<b>Special Language Program (Quechua)</b>											
SPECLANG 174A		1ST YR QUECHUA	Fajardo, J	L	3	F	4	0	4	+	+
SPECLANG 174B		1ST YR QUECHUA	Fajardo, J	L	3	W	3	0	3	+	+
SPECLANG 174C		BEGINNING QUECHUA	Fajardo, J	L	3	Sp	3	0	3	+	+
SPECLANG 175A		2ND YR QUECHUA	Fajardo, J	L	3	F	n/o	n/o	n/o	+	+

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Center for Latin American Studies, Stanford University

### Course List

Course Number	Cross-Listing	Course Title	Instructor	% LA	Units	Term	12-13 Enrollments			Offered	
							UG	Grad	Total	13-14	14-15
SPECLANG 175B		2ND YR QUECHUA	Fajardo,J	L	4	W	n/o	n/o	n/o	+	+
SPECLANG 175C		2ND YR QUECHUA	Fajardo,J	L	4	Sp	n/o	n/o	n/o	+	+
SPECLANG 395		GRAD STUDIES SPECIAL LANGUAGES	Fajardo,J	L	3-5	W, Sp	n/o	n/o	n/o	+	+
<b>Urban Studies</b>											
URBANST 106	HISTORY 306A	19TH CENTURY HISTORIES	Frank,Z	25	4	Sp	n/o	n/o	n/o	+	-
URBANST 173	PUBLPOL 174	THE URBAN ECONOMY	Wolfe,M	25	4	Sp	n/o	n/o	n/o	+	-



Center for Latin American Studies, Stanford University

<p>Provide four area studies professional development workshops on campus and abroad for at least 72 K-14 teachers during each year of the funding cycle, in partnership with the Stanford Graduate School of Education's (GSE) Center to Support Excellence in Teaching.</p>	<ul style="list-style-type: none"> <li>Develop (Y1) and offer (Y1-4) a new K-12 professional development workshop, in collaboration with GSE's Center to Support Excellence in Teaching (CSET), that pairs pedagogical training with high-quality area studies content, taught by Stanford faculty. These workshops will be part of the Stanford Summer Teacher Institute (SSTI), which will include area studies seminars from CLAS, two proposed National Resource Centers, and four Stanford Global Studies centers (30 teachers/yr. Y1-4).</li> <li>Develop (Y1) and offer (Y2-4) a year-long, advanced Spanish Institute at Stanford with CSET for K-12 Spanish-language and bilingual education teachers to integrate Latin American area &amp; language content into their classrooms. (15 teachers/yr. Y2-4).</li> <li>Develop (Y1) and offer (Y1-4) an Americas Book Award professional development workshop focusing on the use of CLASP Americas Book Award literature in K-8 classrooms in collaboration with CSET and the Stanford Program on International and Cross-Cultural Education (SPICE). (15 teachers, librarians, educators/yr. Y1-4).</li> <li>Develop (Y1) and offer (Y1-4) a Summer Teacher Institute Abroad on Environment and Sustainability Science in Latin America for 7-12 and community college teachers (12 teachers/yr. Y1-4).</li> </ul>



Center for Latin American Studies, Stanford University

<p>By the end of the funding cycle, CLAS will expand Portuguese Language Curriculum (LAC) course offerings by 50%</p>	<ul style="list-style-type: none"> <li>Develop (Y1) and offer (Y1-4) a Portuguese Language Across the Curriculum course to be offered each year of the funding cycle (15 enrollments/yr) (Y1-4).</li> </ul>								
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Center for Latin American Studies, Stanford University

<p>By the end of the funding cycle, CLAS will develop two new Portuguese courses and support a 4th year level Portuguese. All three courses will be offered every year of the grant cycle increasing Portuguese enrollments by 20%</p>	<ul style="list-style-type: none"> <li>• Develop (Y1) and offer (Y1-4) a Portuguese Language Across the Curriculum course to be offered each year of the funding cycle (15 enrollments/yr.) (Y1-4).</li> <li>• Offer funding to support advanced, fourth-level, Portuguese course (10 enrollments/yr.) (Y1-4).</li> <li>• Develop and offer an offer a Portuguese language immersion course for undergraduate students who need some proficiency to participate in seminars in Brazil (15 enrollments/yr.) (Y1-4).</li> </ul>								
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