

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 # P015A140056 P015B140056

Univ of Illinois/Trustees

ILLINOIS-UCHICAGO CONSORTIUM FOR LATIN AMERICAN STUDIES

University of Illinois at Urbana-Champaign

Center for Latin American and Caribbean Studies
910 S Fifth St, Room 201
Champaign, IL 61820

(217) 333-3182
(217) 244-7333 *fax*
Email: latam@uiuc.edu

University of Chicago

Center for Latin American Studies
5848 S University Ave, Kelly 109
Chicago, IL 60637

(773) 702-8420
(773) 702-1755 *fax*
Email: clas@uchicago.edu

**Proposal for Funding for a
Comprehensive National Resource Center
and
Foreign Language and Area Studies Fellowships
under Title VI Higher Education Act of 1965**

2014–2017

Submitted to the International and Foreign Language Education Office
U.S. Department of Education
Washington, DC 20006

June 30, 2014

Illinois-UChicago Consortium for Latin American Studies
Proposal for NRC and FLAS Funding, FY 2014

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**UNIVERSITY OF ILLINOIS
AT URBANA - CHAMPAIGN**

Office of Sponsored Programs
and Research Administration
1901 South First Street, Suite A
Research Park
Champaign, IL 61820



June 27, 2014

US Department of Education
1990 K Street, NW
Washington, DC 20006

U of I REF. NO. 2014-07462
TITLE: UIUC-UC Latin American Studies Consortium: National Resource Center and Foreign Language & Area Studies Fellowships Program 2014-2018
AMOUNT : \$ 3,678,334.00
PERIOD: 8/15/14-8/14/18
PRINCIPAL INVESTIGATOR(s): Dara Goldman
DEPARTMENT: Center for Latin American and Caribbean Studies
TYPE OF REQUEST: New Request

Enclosed are copies of the above referenced proposal. This proposal has been approved for submission by the proper University administrative official(s).

Your consideration will be appreciated. Any contract or grant supporting the above described project must be issued in the University's corporate name, The Board of Trustees of the University of Illinois, Urbana, Illinois 61801.

Any questions of a non-technical nature regarding this proposal should be addressed to Geoff Dehler at (217) 333-2187:

Sincerely,

A handwritten signature in cursive script that reads "David W. Richardson".

David W. Richardson
Associate Vice Chancellor for Research
Director of Office of Sponsored Programs and Research Administration
University of Illinois at Urbana - Champaign

DWR: GD

Enclosure

cc: Amy Leng

ATTACHMENT TO PROPOSAL TRANSMITTAL LETTER

(The following General Information is provided to assist potential Sponsors. It is recognized some information may not be applicable to this specific proposal and, if inappropriate, should be disregarded.)

- 1. **The University of Illinois reserves the right to negotiate the terms and conditions of any definitive Contract/Grant which may result from this proposal application. UIUC is a public research university subject to an increasing number of state and federal regulations that are unique to higher education. As a result, most contracts provided by our sponsors require minor revisions before we can legally sign them.**
- 2. **Any resulting Contract/Grant should be made in the University's legal corporate name, "The Board of Trustees of the University of Illinois", c/o Office of Sponsored Programs & Research Administration, at the address listed below in item 3.**

- 3. **All contractual correspondence should be mailed to:** **Contractual Signature Authority:**

University of Illinois
Office of Sponsored Programs
& Research Administration (OSPRA)
1901 South First Street, Suite A
Champaign, IL 61820
E-mail: gcoaward@uillinois.edu

Walter K. Knorr, Comptroller

- 4. **General Information, Mailing Instructions, Representations/Certifications, etc: (217) 333-2187**

| <u>Proposals</u> | | <u>Contracts/Grants</u> | |
|------------------|----------------|-------------------------|----------------|
| Cassie Paul | (217) 244-4765 | Stephanie Russell | (217) 265-7682 |
| Kristie Warner | (217) 244-7637 | Lea Hill | (217) 244-7462 |

- 5. **University Contacts related to Proposal Review: PHONE# (217) 333-2187 FAX# (217) 239-6830**

| | | | |
|---|----------------|--------------|----------------|
| Kathy Dams, Assistant Director (217) 244-8212 | | | |
| Scott Corum | (217) 265-7794 | Geoff Dehler | (217) 265-7687 |
| Julie McCabe | (217) 244-9029 | Tim Tufte | (217) 265-7708 |

- 6. **Cognizant Federal Admin. Agency:**
Office of Naval Research
230 South Dearborn Avenue, Rm. 380
Chicago, IL 60604-1595
Attn: Administrative Contact
(312) 886-5423; E-Mail: ONR_Chicago@onr.navy.mil

- 7. **Contract/Grant payments should be mailed to:**
University of Illinois at Urbana-Champaign-Grants & Contracts
PO Box 4610
Springfield, IL 62708-4610
DUNS # 04-154-4081
FEIN # 37-6000.511
Cage Code: 4B808

- 8. **Authorized Institutional Officials for Submitting Proposal Applications:**
Administrative: Peter Schiffer, Chair
Research Board
Business: David W. Richardson, AVCR/Director, OSPRA

- 9. **The following research indirect cost rates have been currently negotiated with the Office of Naval Research:**

| <u>MTDC Indirect Cost Rate</u> | <u>Graduate Asst. Tuition</u> | <u>Period</u> |
|--------------------------------|-------------------------------|------------------|
| 58.6% | 64.0% | 7/1/13 – 6/30/14 |

UI-UC JOINT CENTER FOR LATIN AMERICAN STUDIES

University of Illinois at Urbana Champaign

Center for Latin American and Caribbean Studies
910 S. Fifth St., Room 201
Champaign, IL 61820

(217) 333-3182
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Chicago, IL 60637

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(312) 702-1755 *fax*
clas@uchicago.edu

June 30, 2014

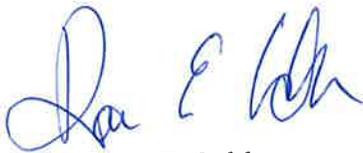
U.S. Department of Education
Application Control Center
Attention: (CFDA Number 84.015A and 84.015B)
LBJ Basement Level 1
400 Maryland Ave., SW
Washington, D.C. 20202-4260

Dear Program Officers and Colleagues:

Enclosed herewith please find four copies of our 2014-17 Proposal for the NRC-FLAS Consortium of the University of Illinois at Urbana-Champaign (UI) and the University of Chicago (UC). This consortium and proposal for the next quadrennium reflect the close collaboration of the two Centers, which have been in consortium since 1976.

If you have any questions with regard to this proposal, please contact me, and I will respond promptly.

Sincerely,



Dara E. Goldman
Director, Center for Latin American and Caribbean Studies
University of Illinois at Urbana-Champaign

cc: Dain Borges, Interim Director, Center for Latin American Studies, University of Chicago
Kate Maloney, Education Program Specialist, U.S. Department of Education

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): _____ |
| | | * Other (Specify): _____ |
| | | _____ |

| | |
|------------------------------|--------------------------------------|
| * 3. Date Received: _____ | 4. Applicant Identifier: NA _____ |
|------------------------------|--------------------------------------|

| | |
|--|---|
| 5a. Federal Entity Identifier: NA _____ | 5b. Federal Award Identifier: NA _____ |
|--|---|

State Use Only:

| | |
|----------------------------------|--|
| 6. Date Received by State: _____ | 7. State Application Identifier: _____ |
|----------------------------------|--|

8. APPLICANT INFORMATION:

| | |
|---|--|
| * a. Legal Name: Board of Trustees of the University of Illinois | |
| * b. Employer/Taxpayer Identification Number (EIN/TIN): 37-6000511 | * c. Organizational DUNS: 0415440810000 |

d. Address:

| | |
|----------------------|--|
| * Street1: | Office of Sponsored Programs & Research Administration |
| Street2: | 1901 S. First Street, Suite A |
| * City: | Champaign |
| County/Parish: | Champaign |
| * State: | IL: Illinois |
| Province: | |
| * Country: | USA: UNITED STATES |
| * Zip / Postal Code: | 61820-7406 |

e. Organizational Unit:

| | |
|---|----------------------------|
| Department Name: Ctr for L.Amer. & Caribbean | Division Name: NA _____ |
|---|----------------------------|

f. Name and contact information of person to be contacted on matters involving this application:

| | |
|-------------------------|---------------------|
| Prefix: _____ | * First Name: David |
| Middle Name: W. | |
| * Last Name: Richardson | |
| Suffix: _____ | |

| |
|--------------------------------------|
| Title: AVCR/Director, OSPRA |
| Organizational Affiliation: _____ |

| | |
|----------------------------------|--------------------------|
| * Telephone Number: 217-333-2187 | Fax Number: 217-239-6830 |
|----------------------------------|--------------------------|

| |
|---------------------------------|
| * Email: GCOAward@uillinois.edu |
|---------------------------------|

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="923,041.00"/> |
| * b. Applicant | <input type="text"/> |
| * c. State | <input type="text"/> |
| * d. Local | <input type="text"/> |
| * e. Other | <input type="text"/> |
| * f. Program Income | <input type="text"/> |
| * g. TOTAL | <input type="text" value="923,041.00"/> |

*** 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:

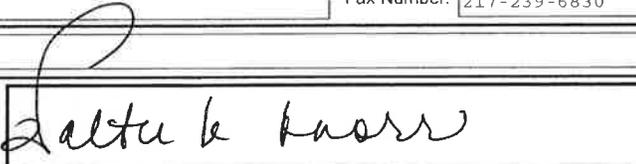
* Last Name:

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.



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

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

Name of Institution/Organization
Illinois-UChicago Consortium for Latin American Studies

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 | 110,350 | 96,614 | 98,368 | 82,280 | | 387,612 |
| 2. Fringe Benefits | 26,487 | 25,608 | 24,651 | 23,533 | | 100,279 |
| 3. Travel | 17,600 | 21,100 | 15,850 | 19,850 | | 74,400 |
| 4. Equipment | | | | | | |
| 5. Supplies | 14,400 | 11,650 | 11,150 | 9,650 | | 46,850 |
| 6. Contractual | | | | | | |
| 7. Construction | | | | | | |
| 8. Other | 92,775 | 112,125 | 104,725 | 114,875 | | 424,500 |
| 9. Total Direct Costs (lines 1-8) | 261,612 | 267,098 | 254,744 | 250,188 | | 1,033,642 |
| 10. Indirect Costs* | 20,929 | 21,368 | 20,380 | 20,015 | | 82,692 |
| 11. Training Stipends | 640,500 | 640,500 | 640,500 | 640,500 | | 2,562,000 |
| 12. Total Costs (lines 9-11) | 923,041 | 928,966 | 915,623 | 910,702 | | 3,678,334 |

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

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

- (1) Do you have an Indirect Cost Rate Agreement approved by the Federal government? Yes No
- (2) If yes, please provide the following information:
 Period Covered by the Indirect Cost Rate Agreement: From: 07/01/ 2011 To: 06/30/2015 (mm/dd/yyyy)
 Approving Federal agency: ED Other (please specify): Office of Naval Research The Indirect Cost Rate is 25.4%.
- (3) For Restricted Rate Programs (check one) -- Are you using a restricted indirect cost rate that:
 Is included in your approved Indirect Cost Rate Agreement? or Complies with 34 CFR 76.564(c)(2)? The Restricted Indirect Cost Rate is 8 %

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) | | | | | | |

SECTION C - BUDGET NARRATIVE (see instructions)

Instructions for ED 54

General Instructions

This form is used to apply to individual U.S. Department of Education (ED) discretionary grant programs. Unless directed otherwise, provide the same budget information for each year of the multi-year funding request. Pay attention to applicable program specific instructions, if attached. You may access the Education Department General Administrative Regulations, 34 CFR 74 – 86 and 97-99, on ED's website at: <http://www.ed.gov/policy/fund/reg/edgarReg/edgar.html>

You must consult with your Business Office prior to submitting this form.

Section A - Budget Summary U.S. Department of Education Funds

All applicants must complete Section A and provide a break-down by the applicable budget categories shown in lines 1-11.

Lines 1-11, columns (a)-(e): For each project year for which funding is requested, show the total amount requested for each applicable budget category.

Lines 1-11, column (f): Show the multi-year total for each budget category. If funding is requested for only one project year, leave this column blank.

Line 12, columns (a)-(e): Show the total budget request for each project year for which funding is requested.

Line 12, column (f): Show the total amount requested for all project years. If funding is requested for only one year, leave this space blank.

Indirect Cost Information: If you are requesting reimbursement for indirect costs on line 10, this information is to be completed by your Business Office. (1) Indicate whether or not your organization has an Indirect Cost Rate Agreement that was approved by the Federal government.

If you checked "no," ED generally will authorize grantees to use a temporary rate of 10 percent of budgeted salaries and wages subject to the following limitations:

(a) The grantee must submit an indirect cost proposal to its cognizant agency within 90 days after ED issues a grant award notification; and

(b) If after the 90-day period, the grantee has not submitted an indirect cost proposal to its cognizant agency, the grantee may not charge its grant for indirect costs until it has negotiated an indirect cost rate agreement with its cognizant agency.

(2): If you checked "yes" in (1), indicate in (2) the beginning and ending dates covered by the Indirect Cost Rate Agreement. In addition, indicate whether ED, another Federal Agency (Other) or State agency issued the approved agreement. If you check "Other," specify the name of the Federal or other agency that issued the approved agreement.

(3): If you are applying for a grant under a Restricted Rate Program (34 CFR 75.563 or 76.563), indicate whether you are using a restricted indirect cost rate that is included on your approved Indirect

Cost Rate Agreement or whether you are using a restricted indirect cost rate that complies with 34 CFR 76.564(c)(2). Note: State or Local government agencies may not use the provision for a restricted indirect cost rate specified in 34 CFR 76.564(c)(2). Check only one response. Leave blank, if this item is not applicable.

Section B - Budget Summary Non-Federal Funds

If you are required to provide or volunteer to provide cost-sharing or matching funds or other non-Federal resources to the project, these should be shown for each applicable budget category on lines 1-11 of Section B.

Lines 1-11, columns (a)-(e): For each project year, for which matching funds or other contributions are provided, show the total contribution for each applicable budget category.

Lines 1-11, column (f): Show the multi-year total for each budget category. If non-Federal contributions are provided for only one year, leave this column blank.

Line 12, columns (a)-(e): Show the total matching or other contribution for each project year.

Line 12, column (f): Show the total amount to be contributed for all years of the multi-year project. If non-Federal contributions are provided for only one year, leave this space blank.

Section C - Budget Narrative [Attach separate sheet(s)] Pay attention to applicable program specific instructions.

if attached.

1. Provide an itemized budget breakdown, and justification by project year, for each budget category listed in Sections A and B. For grant projects that will be divided into two or more separately budgeted major activities or sub-projects, show for each budget category of a project year the breakdown of the specific expenses attributable to each sub-project or activity.

2. For non-Federal funds or resources listed in Section B that are used to meet a cost-sharing or matching requirement or provided as a voluntary cost-sharing or matching commitment, you must include:

- The specific costs or contributions by budget category;
- The source of the costs or contributions; and
- In the case of third-party in-kind contributions, a description of how the value was determined for the donated or contributed goods or services.

[Please review ED's general cost sharing and matching regulations, which include specific limitations, in 34 CFR 74.23, applicable to non-governmental entities, and 80.24, applicable to governments, and the applicable Office of Management and Budget (OMB) cost principles for your entity type regarding donations, capital assets, depreciation and use allowances. OMB

cost principle circulars are available on OMB's website at: <http://www.whitehouse.gov/omb/circulars/index.html>]

3. If applicable to this program, provide the rate and base on which fringe benefits are calculated.

4. If you are requesting reimbursement for indirect costs on line 10, this information is to be completed by your Business Office. Specify the estimated amount of the base to which the indirect cost rate is applied and the total indirect expense. Depending on the grant program to which you are applying and/or your approved Indirect Cost Rate Agreement, some direct cost budget categories in your grant application budget may not be included in the base and multiplied by your indirect cost rate. For example, you must multiply the indirect cost rates of "Training grants" (34 CFR 75.562) and grants under programs with "Supplement not Supplant" requirements ("Restricted Rate" programs) by a "modified total direct cost" (MTDC) base (34 CFR 75.563 or 76.563). Please indicate which costs are included and which costs are excluded from the base to which the indirect cost rate is applied.

When calculating indirect costs (line 10) for "Training grants" or grants under "Restricted Rate" programs, you must refer to the information and examples on ED's website at: <http://www.ed.gov/fund/grant/apply/appforms/appforms.html>.

You may also contact (202) 377-3838 for additional information regarding calculating indirect cost rates or general indirect cost rate information.

5. Provide other explanations or comments you deem necessary.

Paperwork Burden Statement

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this information collection is **1894-0008**. The time required to complete this information collection is estimated to vary from 13 to 22 hours per response, with an average of 17.5 hours per response, including the time to review instructions, search existing data sources, gather the data needed, and complete and review the information collection. If you have any comments concerning the accuracy of the time estimate(s) or suggestions for improving this form, please write to: U.S. Department of Education, Washington, D.C. 20202-4537. If you have comments or concerns regarding the status of your individual submission of this form, write directly to (insert program office), U.S. Department of Education, 400 Maryland Avenue, S.W., Washington, D.C. 20202.

Note: Line items that address priorities are indicated in bold, NRC/FLAS: AP (Absolute); CPI, CP2 (Competitive) and IP (Invitational).

| A. Salaries | | 2014-2015 | 2015-2016 | 2016-2017 | 2017-2018 | TOTAL | | | | | | | | | | | | | |
|------------------|--|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|----------|----------|----------|----------|-----------|----------|----------|----------|--|------------|
| | | Illinois | UChicago | Illinois | UChicago | Illinois | UChicago | Illinois | UChicago | Illinois | UChicago | Illinois | UChicago | Illinois | UChicago | Illinois | UChicago | | |
| 1. | Administration | | | | | | | | | | | | | | | | | | |
| a. | UI Associate Director, A. Cotler, 12% salary recovery @ \$60,609/yr with 2.5% annual increase | \$ 7,273 | | \$ 7,455 | | \$ 7,641 | | \$ 7,832 | | | | | | \$ 7,832 | | | | | \$ 30,201 |
| b. | UC Associate Director, N. Arsenault, 33% salary recovery (Yr) 1, reduced to 30% by year 4 @ \$62,424/yr with 2% annual merit increase | | \$ 21,848 | | \$ 21,330 | | \$ 20,782 | | \$ 19,873 | | | | | \$ 19,873 | | | | | \$ 83,833 |
| | Subtotal Administrative Salaries | \$ 7,273 | \$ 21,848 | \$ 7,455 | \$ 21,330 | \$ 7,641 | \$ 20,782 | \$ 7,832 | \$ 19,873 | | | | | \$ 19,873 | | | | | \$ 114,034 |
| 2. | LCTL Instruction | | | | | | | | | | | | | | | | | | |
| a. | Academic year Quechua, UI C.S. Soto, 25% salary | \$ 12,339 | | \$ 12,647 | | \$ 12,964 | | \$ 13,288 | | | | | | \$ 13,288 | | | | | \$ 51,238 |
| b. | Academic year Yucatec Maya, UC J. Lucy, 50% salary recovery @ \$20,000/yr 1 & 2; 40% in year 3; 25% in year 4 | | \$ 10,000 | | \$ 10,000 | | \$ 8,000 | | \$ 5,000 | | | | | \$ 5,000 | | | | | \$ 33,000 |
| c. | Academic year Haitian Kreyol, UC W. Balan-Gaubert and J. Esperance, 75% salary recovery @ \$15,000/instructor/yr 1; decreased to 50% by yr 4 | | \$ 22,500 | | \$ 21,000 | | \$ 18,000 | | \$ 15,000 | | | | | \$ 15,000 | | | | | \$ 76,500 |
| d. | Summer Aymara, UC M. Huanca, 100% salary recovery @ \$12,500/yr 1; 80% in yr 3 | | \$ 12,500 | | \$ 31,000 | | \$ 36,000 | | \$ 20,000 | | | | | \$ 20,000 | | | | | \$ 22,500 |
| | Subtotal LCTL Instruction Salaries | \$ 12,339 | \$ 45,000 | \$ 12,647 | \$ 31,000 | \$ 12,964 | \$ 36,000 | \$ 13,288 | \$ 20,000 | | | | | \$ 20,000 | | | | | \$ 183,238 |
| 3. | Area Studies Instruction | | | | | | | | | | | | | | | | | | |
| a. | Instructional Support for Summer LAST 170, up to 12% salary recovery @ \$7,000/yr, flat contribution | \$ 7,000 | | \$ 7,000 | | \$ 7,000 | | \$ 7,000 | | | | | | \$ 7,000 | | | | | \$ 28,000 |
| b. | Support for Curricular Development and Instruction, African-Brazilian Studies Concentration | \$ 3,500 | | \$ 3,500 | | \$ 7,000 | | \$ 7,000 | | | | | | \$ 7,000 | | | | | \$ 7,000 |
| | Subtotal Area Studies Salaries | \$ 10,500 | | \$ 10,500 | | \$ 7,000 | | \$ 7,000 | | | | | | \$ 7,000 | | | | | \$ 35,000 |
| 4. | Outreach Personnel | | | | | | | | | | | | | | | | | | |
| a. | UI Outreach Coordinator, A. S-Seuffenheld, 12% salary | \$ 4,952 | | \$ 5,076 | | \$ 5,203 | | \$ 5,333 | | | | | | \$ 5,333 | | | | | \$ 20,563 |
| b. | UC Outreach Coordinator, 25% salary recovery @ \$33,750/yr with 2% annual increase | | \$ 8,438 | | \$ 8,606 | | \$ 8,778 | | \$ 8,954 | | | | | \$ 8,954 | | | | | \$ 34,776 |
| | Subtotal Area Studies Salaries | \$ 4,952 | \$ 8,438 | \$ 5,076 | \$ 8,606 | \$ 5,203 | \$ 8,778 | \$ 5,333 | \$ 8,954 | | | | | \$ 8,954 | | | | | \$ 55,339 |
| | Total Salaries | \$ 35,064 | \$ 75,286 | \$ 35,678 | \$ 60,936 | \$ 32,808 | \$ 65,560 | \$ 33,453 | \$ 48,827 | | | | | \$ 48,827 | | | | | \$ 387,611 |
| B. Fringe | | | | | | | | | | | | | | | | | | | |
| 1. | Administration | | | | | | | | | | | | | | | | | | |
| a. | UI Associate Director @ 42.94% | \$ 3,123 | | \$ 3,201 | | \$ 3,281 | | \$ 3,363 | | | | | | \$ 3,363 | | | | | \$ 12,968 |
| b. | UC Associate Director @ 26.6% | | \$ 5,812 | | \$ 5,674 | | \$ 5,528 | | \$ 5,286 | | | | | \$ 5,286 | | | | | \$ 22,300 |
| | Subtotal Administrative Fringe | \$ 3,123 | \$ 5,812 | \$ 3,201 | \$ 5,674 | \$ 3,281 | \$ 5,528 | \$ 3,363 | \$ 5,286 | | | | | \$ 5,286 | | | | | \$ 35,268 |
| 2. | LCTL Instruction | | | | | | | | | | | | | | | | | | |
| a. | UI Quechua @ 42.94% | \$ 5,298 | | \$ 5,431 | | \$ 5,567 | | \$ 5,706 | | | | | | \$ 5,706 | | | | | \$ 22,002 |
| b. | UC Yucatec Maya @ 7.5% | | \$ 750 | | \$ 750 | | \$ 600 | | \$ 375 | | | | | \$ 375 | | | | | \$ 2,475 |

Illinois-UChicago Latin American Studies Consortium
2014-2017 NRC Budget

2014-2015

2015-2016

2016-2017

2017-2018

| | Illinois | UChicago | Illinois | UChicago | Illinois | UChicago | Illinois | UChicago | TOTAL |
|--|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|------------|
| c. UC Haitian Kreyol @ 7.50% | \$ 1,688 | \$ 938 | \$ 1,575 | \$ 750 | \$ 1,350 | \$ 1,125 | \$ 1,125 | \$ 5,738 | |
| d. UC Aymara @ 7.5% | \$ 938 | \$ 3,375 | \$ 5,431 | \$ 2,325 | \$ 5,567 | \$ 2,700 | \$ 1,500 | \$ 1,688 | |
| Subtotal LCTL Instructors Fringe | \$ 5,298 | \$ 3,375 | \$ 5,431 | \$ 2,325 | \$ 5,567 | \$ 2,700 | \$ 1,500 | \$ 31,902 | |
| 3. Area Studies Instruction | | | | | | | | | |
| a. Instructional Support for Summer LAST 170 @ 42.94% | \$ 3,006 | | \$ 3,006 | | \$ 3,006 | | | \$ 12,023 | |
| b. Support for Curricular Development and Instruction, African-Brazilian Studies Concentration, 42.94% | \$ 1,503 | | \$ 1,503 | | | | | \$ 3,006 | |
| Subtotal Area Studies Fringe | \$ 4,509 | | \$ 4,509 | | \$ 3,006 | | | \$ 15,029 | |
| 4. Outreach Personnel | | | | | | | | | |
| a. UI Outreach Coordinator @ 42.94% | \$ 2,126 | | \$ 2,180 | | \$ 2,234 | | \$ 2,290 | \$ 8,830 | |
| b. UC Outreach Coordinator @ 26.6% | \$ 2,244 | | \$ 2,289 | | \$ 2,335 | | \$ 2,382 | \$ 9,250 | |
| Subtotal Outreach Fringe | \$ 4,370 | | \$ 4,469 | | \$ 4,569 | | \$ 4,672 | \$ 18,080 | |
| Total Fringe | \$ 15,056 | \$ 11,431 | \$ 15,320 | \$ 10,288 | \$ 14,088 | \$ 10,563 | \$ 14,365 | \$ 9,168 | \$ 100,279 |
| Total Salaries and Fringe | \$ 50,120 | \$ 86,716 | \$ 50,998 | \$ 71,224 | \$ 46,895 | \$ 76,123 | \$ 47,817 | \$ 57,995 | \$ 487,890 |

| | Illinois | UChicago | Illinois | UChicago | Illinois | UChicago | Illinois | UChicago | TOTAL |
|---|-----------|----------|-----------|----------|-----------|----------|-----------|----------|-----------|
| C. Travel | | | | | | | | | |
| 1. International Travel | | | | | | | | | |
| a. Faculty Travel [NRC: IP] | \$ 5,000 | \$ 4,250 | \$ 5,000 | \$ 4,250 | \$ 4,500 | \$ 4,250 | \$ 4,500 | \$ 4,250 | \$ 27,500 |
| b. Staff Travel [NRC: IP] | \$ 1,500 | \$ 1,500 | \$ 1,500 | \$ 1,500 | \$ 1,500 | \$ 1,500 | \$ 1,500 | \$ 1,500 | \$ 12,000 |
| c. Library Bibliographer Travel [NRC: IP] | \$ 1,500 | \$ 1,500 | \$ 1,250 | \$ 1,500 | \$ 1,000 | \$ 1,000 | \$ 1,000 | \$ 1,000 | \$ 8,500 |
| 2. Domestic Travel | | | | | | | | | |
| a. Administrative Travel | \$ 5,000 | \$ 1,000 | \$ 3,000 | \$ 1,000 | \$ 3,000 | \$ 1,000 | \$ 3,000 | \$ 1,000 | \$ 18,000 |
| b. Outreach Travel | \$ 500 | | \$ 500 | | \$ 500 | | \$ 500 | | \$ 2,000 |
| c. Speaker Travel | \$ 400 | | \$ 400 | | \$ 400 | | \$ 400 | | \$ 1,600 |
| d. Library Bibliographer Travel | \$ 1,200 | | \$ 1,200 | | \$ 1,200 | | \$ 1,200 | | \$ 4,800 |
| Total Travel | \$ 15,100 | \$ 2,500 | \$ 12,850 | \$ 8,250 | \$ 12,100 | \$ 3,750 | \$ 12,100 | \$ 7,750 | \$ 74,400 |

| | Illinois | UChicago | Illinois | UChicago | Illinois | UChicago | Illinois | UChicago | TOTAL |
|---|-----------|----------|----------|----------|----------|----------|----------|----------|-----------|
| D. Supplies | | | | | | | | | |
| 1. Library Acquisitions | \$ 10,000 | \$ 2,500 | \$ 7,500 | \$ 2,250 | \$ 7,500 | \$ 2,000 | \$ 6,000 | \$ 2,000 | \$ 39,750 |
| 2. Outreach Materials [NRC: AP] | \$ 900 | | \$ 900 | | \$ 900 | | \$ 900 | | \$ 3,600 |
| 3. LCTL instructional materials [FLAS: CP2] | \$ 250 | \$ 750 | \$ 250 | \$ 750 | \$ 250 | \$ 500 | \$ 250 | \$ 500 | \$ 3,500 |
| Total Supplies | \$ 11,150 | \$ 3,250 | \$ 8,650 | \$ 3,000 | \$ 8,650 | \$ 2,500 | \$ 7,150 | \$ 2,500 | \$ 46,850 |

| | Illinois | UChicago | Illinois | UChicago | Illinois | UChicago | Illinois | UChicago | TOTAL |
|--|----------|----------|----------|----------|----------|----------|----------|----------|----------|
| E. Other | | | | | | | | | |
| LCTL and Area Studies Curriculum and Pipeline | | | | | | | | | |
| 1. Enrichment | | | | | | | | | |
| a. Pipeline and K-14 Development | | | | | | | | | |
| i. Global Perspectives: An Integrated Approach to Global Perspectives Teacher Preparation [NRC: CP2] | \$ 1,000 | | \$ 1,000 | | \$ 500 | | \$ 500 | | \$ 3,000 |
| ii. Global Reach Laboratory Middle School Curricular Development [NRC: AP] | \$ 3,000 | | \$ 3,000 | | \$ 1,500 | | \$ 1,500 | | \$ 9,000 |
| iii. Illinois Language Academy [NRC: AP; IP] | \$ 2,000 | | \$ 2,000 | | \$ 1,500 | | \$ 1,500 | | \$ 7,000 |

Illinois-UChicago Latin American Studies Consortium
2014-2017 NRC Budget

2014-2015 2015-2016 2016-2017 2017-2018

| | Illinois | UChicago | Illinois | UChicago | Illinois | UChicago | Illinois | UChicago | TOTAL |
|---|------------------|-----------------|------------------|------------------|------------------|------------------|------------------|------------------|-------------------|
| iv University Language Academy Summer Language Camps | \$ 2,000 | \$ 2,400 | \$ 8,000 | \$ 2,400 | \$ 2,000 | \$ 2,400 | \$ 3,000 | \$ 2,400 | \$ 24,600 |
| b. Partnerships with MSIs, Community Colleges, and Other Institutions Serving Underrepresented Groups | \$ 1,500 | \$ 1,500 | \$ 1,500 | \$ 1,500 | \$ 1,500 | \$ 1,500 | \$ 6,000 | \$ 1,500 | \$ 10,500 |
| i. and Internationalization Support [NRC: AP, CP1] | \$ 1,500 | \$ 1,500 | \$ 1,500 | \$ 1,500 | \$ 1,500 | \$ 1,500 | \$ 6,000 | \$ 1,500 | \$ 12,000 |
| ii. Spanish and Illinois Service Learning Network [NRC: AP] | \$ 1,500 | \$ 1,500 | \$ 1,500 | \$ 1,500 | \$ 1,500 | \$ 1,500 | \$ 6,000 | \$ 1,500 | \$ 9,200 |
| iii. International Service Learning (IPS) [NRC: IP] | | | | | | | | | |
| iv. Internationalization of City College of Chicago | | | | | | | | | |
| v. Programming [NRC: AP, CP1] | | | | | | | | | |
| vi. Regional Faculty Network Database [NRC: CP1] | | | | | | | | | |
| c. LCTL Instructional Development | \$ 2,350 | \$ 1,500 | \$ 2,000 | \$ 2,000 | \$ 1,500 | \$ 1,500 | \$ 3,000 | \$ 2,000 | \$ 6,850 |
| i. LCTL Strategy Workshops [NRC: AP; FLAS: CP2] | \$ 2,350 | \$ 1,500 | \$ 2,000 | \$ 2,000 | \$ 1,500 | \$ 1,500 | \$ 3,000 | \$ 2,000 | \$ 8,000 |
| ii. Shared LCTL Curriculum Development [FLAS: CP2] | | | | | | | | | |
| iii. LCTL Instructor Professional Development [NRC: AP; FLAS: CP2] | | | | | | | | | |
| iv. LCTL Proficiency Testing and Assessment Capacity | | | | | | | | | |
| v. Building [NRC: AP; FLAS: CP2] | \$ 850 | \$ 850 | \$ 4,500 | \$ 4,500 | \$ 4,500 | \$ 4,500 | \$ 4,500 | \$ 4,500 | \$ 18,000 |
| vi. Haiti Language and Culture Workshop [NRC: AP] | | | | | | | | | |
| vii. Portuguese Summer Language Institute Support [FLAS: CP2] | \$ 2,000 | \$ 1,000 | \$ 2,000 | \$ 1,000 | \$ 1,500 | \$ 750 | \$ 1,000 | \$ 750 | \$ 10,000 |
| viii. Illinois Portuguese Language Connection [FLAS: CP2] | \$ 1,500 | \$ 1,000 | \$ 1,500 | \$ 1,000 | \$ 1,500 | \$ 750 | \$ 1,500 | \$ 750 | \$ 9,500 |
| d. Development of New LCTL and Area Studies Certificate Programs and Certifications | | | | | | | | | |
| i. Graduate Students | | | | | | | | | |
| ii. Preparing for Careers in Education [NRC: CP2] | \$ 2,500 | \$ 2,500 | \$ 2,000 | \$ 2,000 | \$ 2,000 | \$ 2,000 | \$ 2,000 | \$ 2,000 | \$ 1,000 |
| iii. Support for Language Pedagogy Certificate [NRC: AP] | | | | | | | | | |
| iv. Support for Certificate and Degree Programs | \$ 1,000 | \$ 1,000 | \$ 2,000 | \$ 1,000 | \$ 500 | \$ 1,000 | \$ 2,000 | \$ 1,000 | \$ 8,750 |
| Subtotal LCTL/AS Curriculum and Pipeline Enrichment | \$ 25,975 | \$ 9,250 | \$ 31,125 | \$ 16,750 | \$ 22,125 | \$ 15,850 | \$ 25,125 | \$ 19,400 | \$ 165,600 |
| 2. Area Studies Curriculum Enrichment | | | | | | | | | |
| a. Global Informatics | \$ 500 | \$ 500 | \$ 500 | \$ 500 | \$ 500 | \$ 500 | \$ 500 | \$ 500 | \$ 2,000 |
| b. New Perspectives on African-Brazilian Studies | \$ 1,000 | \$ 1,000 | \$ 1,000 | \$ 1,000 | \$ 1,000 | \$ 1,000 | \$ 1,000 | \$ 1,000 | \$ 4,000 |
| c. Areas Studies Course Development | \$ 2,000 | \$ 2,000 | \$ 2,000 | \$ 2,000 | \$ 2,000 | \$ 2,000 | \$ 2,000 | \$ 2,000 | \$ 8,000 |
| d. Study Abroad Curriculum Development [NRC: IP] | \$ 3,000 | \$ 3,000 | \$ 3,000 | \$ 3,000 | \$ 3,000 | \$ 3,000 | \$ 3,000 | \$ 3,000 | \$ 6,000 |
| e. STEM Expansion and Development [NRC: IP] | \$ 1,200 | \$ 1,200 | \$ 1,200 | \$ 1,200 | \$ 750 | \$ 750 | \$ 2,250 | \$ 750 | \$ 7,200 |
| f. Language x Curriculum Discussion Sessions | \$ 3,000 | \$ 3,000 | \$ 100 | \$ 3,000 | \$ 100 | \$ 1,500 | \$ 100 | \$ 1,500 | \$ 9,200 |
| Subtotal Area Studies Curriculum Enrichment | \$ 6,500 | \$ 3,000 | \$ 7,800 | \$ 3,000 | \$ 7,250 | \$ 1,500 | \$ 5,850 | \$ 1,500 | \$ 36,400 |
| 3. Development and Dissemination of Innovative | | | | | | | | | |
| a. Latin American Speaker Series | \$ 4,000 | \$ 4,000 | \$ 4,000 | \$ 4,000 | \$ 4,000 | \$ 4,000 | \$ 4,000 | \$ 4,000 | \$ 16,000 |
| b. Joint Area Centers Symposia Series [NRC: CP1] | \$ 3,100 | \$ 2,000 | \$ 2,000 | \$ 2,000 | \$ 2,000 | \$ 2,000 | \$ 2,000 | \$ 2,000 | \$ 4,000 |
| c. Latin American Cultural Studies | \$ 4,000 | \$ 8,500 | \$ 8,500 | \$ 5,500 | \$ 5,500 | \$ 5,500 | \$ 7,500 | \$ 7,500 | \$ 24,600 |
| d. Midwest Workshop on Latin American History [NRC: AP] | \$ 4,000 | \$ 500 | \$ 4,500 | \$ 3,000 | \$ 3,000 | \$ 3,000 | \$ 3,000 | \$ 3,000 | \$ 16,500 |
| e. Latin American Studies across the Curriculum | \$ 6,000 | \$ 1,500 | \$ 1,500 | \$ 1,500 | \$ 1,500 | \$ 1,500 | \$ 1,500 | \$ 1,500 | \$ 6,000 |
| f. IFUSS Transnational Americas [NRC: IP] | \$ 1,500 | \$ 500 | \$ 1,000 | \$ 500 | \$ 500 | \$ 500 | \$ 500 | \$ 500 | \$ 5,000 |
| g. Upper Midwest Distinguished Speaker Series [NRC: IP] | \$ 1,000 | \$ 500 | \$ 1,000 | \$ 500 | \$ 8,000 | \$ 500 | \$ 500 | \$ 500 | \$ 8,000 |
| h. Extractive Economies and Environmental Impact [NRC: AP] | \$ 1,250 | \$ 1,250 | \$ 1,250 | \$ 1,250 | \$ 1,250 | \$ 1,250 | \$ 1,250 | \$ 1,250 | \$ 5,000 |
| i. Working Paper Translation Series [NRC: IP] | \$ 1,200 | \$ 1,200 | \$ 1,200 | \$ 1,200 | \$ 1,200 | \$ 1,200 | \$ 1,200 | \$ 1,200 | \$ 9,400 |
| j. Language Standardization Working Group and Library Projects [NRC: IP] | \$ 1,500 | \$ 1,500 | \$ 1,500 | \$ 1,500 | \$ 7,500 | \$ 7,500 | \$ 7,500 | \$ 7,500 | \$ 9,000 |

| | | 2014-2015 | | 2015-2016 | | 2016-2017 | | 2017-2018 | | TOTAL |
|--|---|---------------------|---------------------|---------------------|---------------------|------------|------------|------------|------------|--------------|
| | | Illinois | UChicago | Illinois | UChicago | Illinois | UChicago | Illinois | UChicago | |
| Subtotal Development and Dissemination of Innovative Research | | \$ 19,600 | \$ 3,450 | \$ 23,000 | \$ 2,950 | \$ 22,500 | \$ 5,750 | \$ 26,000 | \$ 4,750 | \$ 108,000 |
| 4. Outreach, Access, and Consultation | | | | | | | | | | |
| a. | K-16 Teacher Training and Curriculum Development [NRC: AP] | \$ 2,500 | \$ 3,000 | \$ 2,500 | \$ 3,000 | \$ 6,500 | \$ 5,000 | \$ 2,500 | \$ 5,000 | \$ 30,000 |
| b. | Illinois NRC Outreach Programs [NRC: AP] | \$ 2,000 | | \$ 1,500 | | \$ 2,000 | | \$ 2,000 | | \$ 7,500 |
| c. | Latin American Film Festival [NRC: CPI] | \$ 1,000 | | \$ 1,000 | | \$ 1,000 | | \$ 1,000 | | \$ 4,000 |
| d. | Publications [NRC: AP] | \$ 1,000 | | \$ 1,000 | | \$ 1,000 | | \$ 1,000 | | \$ 4,000 |
| e. | Post-Secondary Conference Support/Research Travel [NRC: CPI] | \$ 1,000 | | \$ 1,000 | | \$ 1,500 | | \$ 1,500 | | \$ 5,000 |
| f. | Audio-Visual Resource Development [FLAS: CP2] | \$ 1,000 | | \$ 1,000 | | \$ 500 | | \$ 500 | | \$ 6,500 |
| g. | Latin American Briefings Public Education Lecture Series [NRC: CPI] | | | | | \$ 3,000 | | \$ 3,000 | | \$ 6,000 |
| h. | Latin American Studies Careers Webinars | | | | | \$ 500 | | \$ 500 | | \$ 2,000 |
| i. | Development and Dissemination of LCIL materials and resources [FLAS: CP2] | \$ 2,000 | | \$ 2,000 | | \$ 1,000 | | \$ 1,000 | | \$ 6,000 |
| Subtotal Outreach, Access, and Consultation | | \$ 9,500 | \$ 5,500 | \$ 9,000 | \$ 8,500 | \$ 12,000 | \$ 7,750 | \$ 8,000 | \$ 10,750 | \$ 71,000 |
| 5. Program Evaluation | | | | | | | | | | |
| a. | UIUC NRC Joint Evaluation | \$ 5,000 | | \$ 5,000 | | \$ 5,000 | | \$ 5,000 | | \$ 41,000 |
| b. | CLAS External Evaluation | \$ 5,000 | | \$ 5,000 | | \$ 5,000 | | \$ 5,000 | | \$ 2,500 |
| Subtotal Program Evaluation | | \$ 5,000 | | \$ 5,000 | | \$ 5,000 | | \$ 5,000 | | \$ 43,500 |
| Total Other | | \$ 66,575 | \$ 26,200 | \$ 75,925 | \$ 36,200 | \$ 68,875 | \$ 35,850 | \$ 69,975 | \$ 44,900 | \$ 424,500 |
| Total Costs | | \$ 142,945 | \$ 118,666 | \$ 148,423 | \$ 118,674 | \$ 136,520 | \$ 118,223 | \$ 137,042 | \$ 113,145 | \$ 1,033,640 |
| Indirect Costs @ 8% | | \$ 11,436 | \$ 9,493 | \$ 11,874 | \$ 9,494 | \$ 10,922 | \$ 9,458 | \$ 10,963 | \$ 9,052 | \$ 82,691 |
| Total Proposal Request | | \$ 154,381 | \$ 128,160 | \$ 160,297 | \$ 128,168 | \$ 147,442 | \$ 127,681 | \$ 148,006 | \$ 122,197 | \$ 1,116,332 |
| Total Request by Year | | 2014-15: \$ 282,541 | 2015-16: \$ 288,465 | 2016-17: \$ 275,123 | 2017-18: \$ 270,202 | | | | | |

Summary of expenditures for Priority Activities*:

| | | | | | |
|---|--------|--------|--------|--------|---------------|
| NRC: Absolute Priority (teacher training) | 31,000 | 37,800 | 39,150 | 33,300 | \$ 141,250.00 |
| NRC Competitive Priority 1 (MSIs and community colleges) | 8,000 | 10,600 | 14,100 | 18,500 | \$ 51,200.00 |
| NRC Competitive Priority 2 (pre-service teacher training) | 3,500 | 3,250 | 2,500 | 2,500 | \$ 11,750.00 |
| NRC Invitational Priority (international linkages) | 18,250 | 23,450 | 16,000 | 26,250 | \$ 83,950.00 |
| FLAS Competitive Priority 2 (25%+ for priority languages) | 22,839 | 23,147 | 20,464 | 20,288 | \$ 86,737.89 |
| | | | | \$ | \$ 374,887.89 |

* If an expenditure is classified as supporting more than one priority activity, the expenditure is only included under the highest level priority to avoid double-counting.

Addendum Information on Section 427 of GEPA

UNIVERSITY OF ILLINOIS AT URBANA-CHAMPAIGN

I. Discrimination and Harassment Prevention—Office of Diversity, Equity, and Access

This statement is available online: <http://diversity.illinois.edu/campusconduct.html>

Fostering an Inclusive Environment

The University of Illinois has a long and proud legacy of commitment to the principles of equality and equal opportunity for all students, faculty, staff and visitors. The University is deeply committed to providing its faculty, staff, students and visitors with a working and learning environment that is diverse, inclusive, and respectful. To this end, the University does not tolerate any form of discrimination or harassment prohibited by University policy or state and federal civil rights laws.

The University is committed to the fundamental principles of academic freedom, equality of opportunity, and human dignity.

The University's Nondiscrimination Statement

The commitment of the University of Illinois to the most fundamental principles of academic freedom, equality of opportunity, and human dignity requires that decisions involving students and employees be based on merit and be free from invidious discrimination in all its forms. The University of Illinois will not engage in discrimination or harassment against any person because of the following protected categories: race, color, religion, sex, national origin, ancestry, age, order of protection status, genetic information, marital status, disability, sexual orientation including gender identity, unfavorable discharge from the military or status as a protected veteran and will comply with all federal, state and applicable local nondiscrimination, equal opportunity and affirmative action laws, orders and regulations.

In furtherance of the University's commitment to the principles of equality and equal opportunity for all students, faculty, staff and visitors, this policy and the associated procedures are established to provide a means to address complaints of discrimination or harassment based on the protected categories. The University will comply with all federal and state nondiscrimination, equal opportunity and affirmative action laws, orders and regulations.

The University is committed to providing prompt and effective resolution of incidents of discrimination or harassment. The University encourages informal resolutions of discrimination complaints as close to the source as possible. If disciplinary action is warranted, discipline will be imposed in accordance with applicable university statutes and relevant university rules and regulations. Reprisals against any person for participating in this process will not be tolerated. Additionally, the University can unilaterally initiate any and all steps under this policy and procedures when it learns, either directly or indirectly, that discrimination, sexual harassment or retaliation is alleged to be taking place.

University complaint and grievance procedures provide employees and students with the means for the resolution of complaints that allege a violation of this Statement. Inquiries or complaints may be addressed to the Director and Assistant Chancellor, Office of Diversity, Equity, and Access, 601 E. John Street, Swanlund Administration Building, (217) 333-0885, fax (217) 244-9136, TTY (217) 244-9850 or the Associate Provost and Director, Academic Human Resources, Henry Administration Building, (217) 333-6747, fax (217) 244-5584. For other University of Illinois information, contact University Directory Assistance at 333-1000.

Learn More

Discrimination of any kind can have a profoundly negative effect both on the person toward whom the discriminatory behavior is directed and on the University of Illinois community as a whole. Making yourself aware of, and sensitive to, issues of discrimination and harassment is essential to creating and maintaining an environment that benefits everyone.

The University has a duty to provide a learning and working environment that is free from discrimination and harassment. Students, faculty and staff learn about the different aspects of human life through interactions on campus. We encourage a campus environment that is inclusive to all members of society without regard to race, religion, gender, gender identity, disability, age, or veteran's status. The overall goal of our campus is to serve as an influential lesson for, students, faculty, staff and visitors, in order to show how a diverse and all inclusive society can be both functional and successful.

The University of Illinois Office of Diversity, Equity, and Access and Academic Human Resources work collaboratively with other various University offices to provide and participate in learning opportunities related to discrimination, harassment, inclusiveness, respect and diversity. Individuals and groups within the University community who are interested in such programming may contact the Office of Diversity, Equity, and Access, Academic Human Resources or other University offices listed in Section XII.

Discrimination & Harassment

I. Sexual Harassment and Discrimination Based on Gender

Sexual harassment is defined by law and includes requests for sexual favors, sexual advances or other sexual conduct when (1) submission is either explicitly or implicitly a condition affecting academic or employment decisions; (2) the behavior is sufficiently severe or pervasive as to create an intimidating, hostile or repugnant environment; or (3) the behavior persists despite objection by the person to whom the conduct is directed. The University considers such behavior, whether physical or verbal, to be a breach of its standards of conduct. It will seek to prevent such incidents and will investigate and take corrective actions for violations of University policy.

The University prohibits sexually harassing behavior on its campus and by any person while engaged in University business, whether on or off campus.

Generally speaking, there are two types of sexual harassment, "quid pro quo" and hostile environment.

Quid Pro Quo

Unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature constitutes "quid pro quo" sexual harassment when (1) submission to such conduct is made either explicitly or implicitly a term or condition of an individual's status as a student or employee or (2) submission to or rejection of such conduct by an individual is used as the basis for educational or employment decisions affecting such individual.

Quid pro quo harassment may occur when a student or employee is led to believe that he or she must submit to unwelcome sexual conduct in order to participate in a University program or activity. This type of sexual harassment also occurs whenever a faculty member, graduate assistant, or anyone in a position to affect a student's academic life, causes a student to believe that the person will make an educational decision based on whether or not the student submits to unwelcome sexual conduct. Likewise, this type of sexual harassment occurs when a supervisor or another person in a position to affect a person's employment causes the employee to believe that they, the supervisor or other person in position of authority, will make an employment decision based on whether or not the employee submits to unwelcome sexual conduct.

Hostile Environment (Sexual Harassment)

A hostile environment includes unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature. A hostile environment with respect to sexual harassment occurs when such conduct has the purpose or effect of unreasonably interfering with an individual's work or academic performance or creating an intimidating, hostile, or offensive working or learning environment. In addition, a hostile environment occurs when unwelcome sexually harassing conduct is so severe, persistent or pervasive that it affects a person's ability to participate in or benefit from a University program or activity, or creates an intimidating, threatening or abusive environment.

University programs and activities may include, but are not limited to, employment, admissions, recruitment, financial aid, academic programs, student treatment and services, counseling and guidance, discipline, classroom assignment, grading, recreation and athletics.

A person engaging in harassing behavior does not have to be in a particular position vis-à-vis the person being harassed for the conduct to create a hostile environment. For example, a harasser can be a peer, a person who has power over the person being harassed (e.g., a supervisor or faculty member), a person who does not have power over the person being harassed (e.g., a supervisee or a student in a classroom who is harassing a faculty member), or a visitor to campus (e.g., a contractor).

The following descriptions, while not all-inclusive, will help you understand behaviors that, if unwelcome, may constitute sexual harassment.

Unwanted sexual statements - sexual or "dirty" jokes, comments on physical attributes, spreading rumors about or rating others as to sexual activity or performance, talking about one's sexual activity in front of others, and displaying or distributing sexually explicit drawings, pictures and/or written material. Unwanted sexual statements can be made in person, in writing, electronically (email, instant messaging, blogs, web pages, etc.) and otherwise.

Unwanted personal attention - letters, telephone calls, visits, pressure for sexual favors, pressure for unnecessary personal interaction, and pressure for dates where a sexual/romantic intent appears evident but remains unwanted.

Unwanted physical or sexual advances - touching, hugging, kissing, fondling, touching oneself sexually for others to view, sexual assault, intercourse, or other sexual activity.

To determine whether a hostile environment exists, it must be determined if the harassment is severe, pervasive or persistent. In doing this, the University examines the context, nature, scope, frequency, duration, and location of incidents, as well as the identity, number, and relationships of the persons involved.

To determine the severity of an alleged hostile environment, the nature of the incidents must be considered. The specific details of an incident may reflect whether the conduct was verbal or physical and the extent of the hostility. In some cases, a single incident may be so severe as to create a hostile environment. Such incidents may include injury to persons or property or conduct threatening injury to persons or property. In addition, the effect of an incident in the private and personal environment may differ from the effect of the same incident in a public setting.

Another factor in determining if a hostile environment exists is whether, on balance, the harassing conduct is sufficiently severe, pervasive or persistent as to alter the conditions of the environment and create an abusive environment, when judged both objectively (meaning that a "reasonable person" would find the environment hostile) and subjectively (meaning the affected individual felt the environment was hostile).

Notice

The University has a responsibility to respond when it learns, either directly or indirectly, that sexual harassment is alleged to be taking place. The appropriate response to sexual harassment must be tailored to redress fully the specific issues. In addition, the responsive action must be reasonably determined to prevent recurrence and ensure that individuals are not restricted in their participation in or receipt of benefits of any University program or activity.

The University of Illinois Office of Diversity, Equity, and Access and Academic Human Resources work collaboratively with other various University offices to provide and participate in learning opportunities related to discrimination, harassment, inclusiveness, respect and diversity. Individuals and groups within the University community who are interested in such programming may contact the Office of Diversity, Equity, and Access, Academic Human Resources or other University offices listed in Section XII.

Gender

In addition to sexual harassment, discrimination and harassment are also prohibited on the basis of a person's gender. For example, students or employees may be subjected to discrimination because of their gender, but that discrimination may not be of a sexual nature. Gender discrimination can occur when a person is excluded from participation in, or denied the benefits of, any University program or activity. Such discrimination is a violation of University policy and federal and state law, and is prohibited.

Marital Status

University students and employees are protected from discrimination on the basis of their marital status, and will not be excluded from participation in, denied the benefits of, or subjected to discrimination under any University program or activity. Examples of discrimination based on marital status may include, but are not limited to:

- denying raises, benefits, promotions, leadership opportunities or performance evaluations on the basis of a person's marital status.
- preventing any person from using University facilities or services because of that person's marital status.
- denying a person access to an educational program based on that person's marital status.

Pregnancy

The University's policy prohibiting sex discrimination also prohibits discrimination on the basis of pregnancy and childbirth.

Examples of discrimination based on gender or pregnancy may include, but are not limited to:

- denying raises, benefits, promotions, leadership opportunities or performance evaluations on the basis of a person's gender or pregnancy.
- preventing any person from using University facilities or services because of that person's gender or pregnancy.
- making determinations regarding a person's salary based on gender or pregnancy.
- denying a person access to an educational program based on that person's gender or pregnancy.
- instigating or allowing an environment that is unwelcoming or hostile based on a person's gender or pregnancy.

II. Hostile Environment

A hostile environment is defined as an environment on campus that, through harassing conduct (e.g., physical, verbal, graphic or written) based on a person's protected status (e.g., sexual orientation, age, etc.), becomes sufficiently severe, pervasive or persistent so as to interfere with or limit the ability of an individual to participate in or benefit from a University program or activity. University services, programs and activities may include, but are not limited to, employment, admissions, recruitment, financial aid, academic programs, student treatment and services, counseling and guidance, discipline, classroom assignment, grading, recreation and athletics. Unreasonably interference with an individual's work or academic performance, by creating an objectively intimidating, hostile, or offensive work or learning environment, is strictly prohibited under university policy. Whether the harassing conduct is considered severe, persistent or pervasive depends upon the context in which the behavior occurred.

The University prohibits such harassing behavior on its campus, and by any person while engaged in University business, whether on or off campus. A person engaging in harassing behavior does not have to be in a particular position vis-à-vis the person being harassed for the conduct to create a hostile environment. For example, a harasser can be a peer, a person who has power over the person being harassed (e.g., a supervisor or faculty member), a person who does not have power over the person being harassed (e.g., a supervisee or a student in a classroom who is harassing a faculty member), or a visitor to campus (e.g., a contractor).

There are many types of behaviors that can be harassing. Some examples are using derogatory terms, insults, telling derogatory jokes, taunting and intimidating actions.

To determine whether a hostile environment exists, it must be determined if the harassment is severe, pervasive or persistent. In doing this, the University examines the context, nature, scope, frequency, duration and location of incidents, as well as the identity, number, and relationships of the persons involved.

To determine the severity of an alleged hostile environment, the nature of the incidents must be considered. The specific details of an incident may reflect whether the conduct was verbal or physical and in turn, how extensively hostile the event was. In some cases, a single incident may be so severe as to create a hostile

environment. Such incidents may include injury to persons or property or conduct threatening injury to persons or property.

Another factor in determining if a hostile environment exists is whether, on balance, the harassing conduct is sufficiently severe, pervasive or persistent as to alter the conditions of the environment and create an abusive environment, when judged both objectively (meaning that a "reasonable person" would find the environment hostile) and subjectively (meaning the affected individual felt the environment was hostile).

When the University confirms that a hostile environment exists, it will take responsive action to redress fully the specific issues, prevent recurrence, and ensure that individuals are not restricted in their participation in or receipt of benefits of University programs and activities.

III. Retaliation

The University is committed to ensuring that its learning and working environments are free from all forms of discrimination and harassment. The University strictly prohibits and will not tolerate reprisals or retaliation against persons due to their assertion of their protected civil rights, including the filing of internal complaints of discrimination, filing complaints with Federal or State civil rights enforcement agencies, or participation in an investigation of such a complaint (e.g., serving as a witness).

IV. Discrimination Based on Sexual Orientation (including Gender Identity)

The University of Illinois prohibits discrimination on the basis of sexual orientation and will not tolerate discrimination because a person is lesbian, gay or bisexual. Sexual orientation means the actual or perceived heterosexuality, homosexuality, bisexuality, or gender-related identity, whether or not traditionally associated with the person's designated sex at birth. It is against University policy to treat a person differently from others because of the person's sexual orientation, or to exclude a person from participation in, or deny a person the benefits of, a University program or activity because that person is lesbian, gay or bisexual.

Gender Identity

The University has concluded that discrimination based upon gender identity is included in and covered by the prohibition against sex discrimination in the University's equal opportunity and nondiscrimination policies. This means that a person is protected from discrimination and harassment when that person's gender identity contravenes or is perceived to contravene stereotypical gender norms.

With regard to gender identity, those most intensely challenged by traditional gender-role expectations are transsexual persons, many of whom experience such profound discomfort with their birth sex that they may transition to the other sex by undergoing sex-reassignment surgery. By contrast, some less strongly affected persons may live part- or full-time in a gender not their birth gender without desiring sex reassignment. Others may cross-dress on occasion while still identifying with their birth gender. In other words, the term "gender identity" embraces a broad range of individual identities and behaviors.

Examples of discrimination based on sexual orientation or gender identity may include, but are not limited to:

- denying raises, benefits, promotions, leadership opportunities or performance evaluations on the basis of a person's actual or perceived sexual orientation or gender identity.
- preventing any person from using University facilities or services because of that person's actual or perceived sexual orientation or gender identity.
- denying a person access to an educational program based on that person's actual or perceived sexual orientation or gender identity.
- engaging in or sanctioning continuing discriminatory conduct unrelated to the academic discussion in a course or class, thus creating a hostile environment for individuals who are present.

V. Race, Color, National Origin and Ancestry Discrimination

As outlined in the University's nondiscrimination statement, no University student, faculty or staff shall, on the basis of their race, color, national origin or ancestry, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any University service, program or activity. Conduct that has such an effect and that consists of different treatment of students or employees on the basis of race, color, national

origin or ancestry violates University policy. Examples of discrimination based on race, color, national origin and ancestry may include, but are not limited to:

- denying raises, benefits, promotions, leadership opportunities or performance evaluations on the basis of a person's race, color, national origin or ancestry.
- preventing any person from using University facilities or services because of that person's race, color, national origin or ancestry.
- denying a person access to an educational program based on that person's race, color, national origin or ancestry.
- instigating or allowing an environment that is unwelcoming or hostile based on a person's race, color, national origin or ancestry.

Notice

The University has a responsibility to respond when it learns, either directly or indirectly, that racial harassment is alleged to be taking place. The appropriate response to racial harassment must be tailored to redress fully the specific issues. In addition, the responsive action must be reasonably determined to prevent recurrence and ensure that individuals are not restricted in their participation in or receipt of benefits of any University program or activity.

VI. Disability discrimination

Disability discrimination can occur whenever a qualified individual with a disability is denied the same equal opportunities as other University students, faculty and staff because of their disability status.

Under applicable disability laws, an individual with a disability is a person who:

1. has a physical or mental impairment that substantially limits one or more major life activities;
2. has a record of such impairment; or
3. is regarded as having such impairment.

Temporary, non-chronic impairments that do not last for a long time and that have little or no long-term impact usually are not disabilities. The determination of whether the impairment is a disability is made on a case-by-case basis.

What is a "major life activity" under the law? To be considered a person with a disability, the impairment must substantially limit one or more major life activities. Examples of major life activities include walking, speaking, breathing, performing manual tasks, seeing, hearing, learning and caring for oneself.

What does qualified mean? To be protected, a person must not only be an individual with a disability, but must be qualified.

University Students

For students, a qualified individual with a disability is a person who, with or without reasonable modifications to rules, policies or practices; the removal of architectural, communication or transportation barriers; or the provision of auxiliary aids or services, meets the essential eligibility requirements for the receipt of services or participation in programs or activities provided by the University.

University Employees

For University employees, a qualified individual with a disability is a person who satisfies the requisite skill, experience, education and other job-related requirements of the employment position and who, with or without a reasonable accommodation, can perform the essential functions of the position. What is a reasonable accommodation?

University Students

A reasonable accommodation is a reasonable modification in policies, practices, or procedures, when the modifications are necessary to avoid discrimination on the basis of disability, unless the modifications would

fundamentally alter the nature of a University service, program or activity. Examples of reasonable accommodations may include, but are not limited to:

- note-taking services
- text conversion to alternative accessible formats
- audio and video tapes
- qualified interpreter services
- adjusting time limits on tests
- making facilities and/or programs readily accessible to and useable by individuals with disabilities

University employees

A reasonable accommodation is a modification or adjustment to a job, employment practice, or the work environment that makes it possible for a qualified individual with a disability to enjoy an equal employment opportunity. The University will provide a reasonable accommodation to the known disability of a qualified applicant or employee with a disability unless the accommodation would impose an undue hardship. Examples of reasonable accommodations may include, but are not limited to:

- job restructuring
- modified work schedules
- obtaining or modifying equipment or devices
- modifying examinations, training materials or policies
- providing qualified readers and interpreters
- reassignment to a vacant position
- making facilities readily accessible to and usable by individuals with disabilities

When and how does the University provide reasonable accommodations?

The University is obligated to make a reasonable accommodation only to the known disability of an otherwise qualified employee or student. In general, it is the responsibility of the employee or student to make her/his disability status and subsequent need for an accommodation known to the appropriate University official. Students may request accommodations through the Disability Resource Education Service and employees should contact their supervisor or the Assistant Director in the Office of Diversity, Equity, and Access. Contact information for these offices is provided in Section XI. Once on notice of the need for accommodations, it is the responsibility of the University official and the individual with a disability to engage in dialogue to identify possible accommodations and assess the reasonableness and effectiveness of each potential accommodation. Determinations regarding accommodations on campus will be made on a case-by-case basis.

Determining a reasonable accommodation is very fact-specific. In general, the accommodation must be tailored to address the nature of the disability and the needs of the individual within the context of the requirements of the job or the program of study. If there are two or more possible accommodations, and one costs more or is more burdensome than the other, the University will give primary consideration to the preference of the individual with a disability; however, the University may choose the less expensive or burdensome accommodation as long as it is effective.

Examples of discrimination based on disability may include, but are not limited to:

- denying raises, benefits, promotions, leadership opportunities or performance evaluations on the basis of a person's disability or perceived disability status.
- preventing any person from using University facilities or services because of that person's disability or perceived disability status.
- denying a person access to an educational program based on that

- person's disability or perceived disability status.
- instigating or allowing an environment that is unwelcoming or hostile
- based on a disability or perceived disability status.
- failing to provide a reasonable accommodation.

VII. Age Discrimination

No University student or employee shall, on the basis of age, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any University program or activity.

Examples of discrimination based on age may include, but are not limited to:

- denying raises, benefits, promotions, leadership opportunities or performance evaluations on the basis of a person's age.
- preventing a person from using University facilities or services because of that person's age.
- denying a person access to an educational program based on that person's age.
- instigating or allowing an environment that is unwelcoming or hostile based on a person's age.

VIII. Religious Discrimination

No University student, staff or faculty member shall, on the basis of religion, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any University program or activity. Persons who do not have sincerely held religious beliefs are also protected from religious discrimination. Examples of discrimination based on religion may include, but are not limited to:

- denying raises, benefits, promotions, leadership opportunities or performance evaluations on the basis of a person's religion.
- preventing a person from using University facilities or services because of that person's religion.
- denying a person access to an educational program based on that person's religion.
- instigating or allowing an environment that is unwelcoming or hostile based on a person's religion.

Harassment based on religious principles can take many forms; however, there are two general categories of religious harassment:

1. coercion of participation or non-participation in religious activities, and
2. hostile environment.

Coercion of Religious Participation or Non-Participation

No one with the authority to affect a student's or employee's status at the University may, explicitly or implicitly, insist that the student or employee participate in religious activities or hold particular religious views.

Religious Accommodation

The University may provide a reasonable accommodation based on a person's sincerely held religious belief. In making this determination, the University reviews a variety of factors, including whether the accommodation would create an undue hardship. The accommodation request imposes responsibilities and obligations on both the individual requesting the accommodation and the University. For example, the person requesting the accommodation is obligated to make the University aware of his or her need for a religious accommodation.

Once a request is made, the University will explore reasonable accommodations to address the person's religious belief or practice, unless, again, the request creates an undue hardship. The person requesting the accommodation is obligated to cooperate with the University's attempts to accommodate the request. When more than one accommodation is possible, the University may select any of the accommodations, provided the accommodation will effectively eliminate the religious conflict.

IX. Discrimination based on Veteran Status

As with other protected classes, veterans, including veterans with disabilities and Vietnam Era Veterans, are protected from discrimination and harassment.

Examples of discrimination based on veteran status include, but are not limited to:

- denying raises, benefits, promotions, leadership opportunities or performance evaluations on the basis of a person's veteran status.
- preventing a person from using University facilities or services because of that person's veteran status.
- denying a person access to an educational program based on that person's veteran status.
- instigating or allowing an environment that is unwelcoming or hostile based on a person's veteran status.

IX. Discrimination based on Veteran Status

As with other protected classes, veterans, including veterans with disabilities and Vietnam Era Veterans, are protected from discrimination and harassment.

Examples of discrimination based on veteran status include, but are not limited to:

- denying raises, benefits, promotions, leadership opportunities or performance evaluations on the basis of a person's veteran status.
- preventing a person from using University facilities or services because of that person's veteran status.
- denying a person access to an educational program based on that person's veteran status.
- instigating or allowing an environment that is unwelcoming or hostile based on a person's veteran status.

X. What should you do if you feel that you have been subjected to discrimination or harassment?

The University encourages all parties to resolve their concerns on an informal basis if possible. Problem-solving processes on campus are offered by various University offices, such as the Office of Diversity, Equity, and Access, Academic Human Resources, Personnel Services Office, the Office of the Dean of Students, Conflict Resolution Office. In addition, Unit Affirmative Action Representatives can assist employees who believe they have been subjected to discrimination and/or harassment. Visitors to campus may contact any of the offices listed above to express concern regarding their visit to campus.

It is often difficult to confront a person who is engaging in discrimination or harassment. Such interaction is particularly difficult when the person engaging in discrimination or harassment holds actual or perceived power over the person at whom it is directed. There are occasions, however, when an individual feels able to speak to the person engaging in discrimination or harassment to tell that person that the behavior is offensive and the behavior needs to stop. This can be done in person or by telephone, email or letter, and may resolve the matter without further intervention. The offices identified immediately above and in Section XI are able to provide assistance at any time.

If informal attempts at resolution are not successful, or if a person does not want to explore an informal means by which to address his or her concerns, the University is committed to providing prompt and effective resolution to incidents of alleged discrimination or harassment. Persons who wish to pursue a complaint may do so by utilizing the applicable procedure.

If the complaint is against a student, the complaint may be lodged with the Office of Student Conflict Resolution.

If the complaint is against a faculty, academic professional, or staff member, the appropriate procedure for lodging discrimination and harassment complaints is outlined in [Policy 17, Grievances](#), and in the [Policy and Procedures for Addressing Discrimination and Harassment](#) at University of Illinois Urbana-Champaign.

Conflict of Interest

Conflicts of Interest in Supervisory Relationships

An individual may not initiate or participate in institutional decisions involving a direct benefit or penalty to someone with whom that individual has had a sexual relationship.

Relationships such as those between supervisors and their subordinate employees are inherently asymmetric. Current or past sexual relationships can adversely affect decisions, distort judgments, and undermine morale. Any university employee who participates in academic supervisory or administrative decisions concerning another employee with whom he or she has or has had a sexual relationship has a conflict of interest in these situations.

Accordingly, no individual shall initiate or participate in institutional decisions involving a direct benefit or penalty (employment, retention, promotion salary, leave of absence, etc.) to a person with whom that individual has or has had a sexual relationship. He or she must take specific actions to remove himself or herself from all decisions and actions that may influence the career or status of the other employee.

Failure to abide by this policy constitutes misconduct, subject to discipline under applicable university procedures.

Date Issued: August 10, 1999
Approved by: Chancellor
Section IX/A – 23

UNIVERSITY OF CHICAGO

I. Equal Employment Opportunity and Affirmative Action

This statement is available online at:

<http://humanresources.uchicago.edu/fpg/policies/200/p201.shtml>

The University of Chicago Personnel Policy Guidelines

Subject: **Equal Employment Opportunity (EEO)**

Section: **U201**

Date: **February 8, 2011**

Prior Version Date(s): **May 17, 2004; July 1, 2002; October 31, 1995; October 10, 1985**

Purpose: To express the University's continuing practice of nondiscrimination in employment.

Policy: The University of Chicago provides equal employment opportunities to all employees, applicants, and job seekers. No person shall be discriminated against in employment or harassed because of race, color, religion, sex, sexual orientation, gender identity, national or ethnic origin, age, disability, veteran status, genetic information, marital status, parental status, ancestry, source of income, or other classes protected by law. This policy includes the commitment to maintaining a work environment free from unlawful harassment.

An employee who, in good faith, reports concerns that he/she has been discriminated against or has knowledge of discrimination in violation of this policy or cooperates in an investigation shall not be subject to reprisal or retaliation for making a report or participating in an investigation. Staff employees should immediately bring to the attention of the Office of Employee Relations or the Office of Affirmative Action any complaint or retaliation.

Guidelines: 1. This policy applies to all terms, conditions, and privileges of employment including: recruitment, hiring, probationary period, training and development opportunities, job assignment, supervision, promotion or transfer, compensation, benefits, layoff and recall, termination, and retirement.

2. The Vice President & Chief Human Resources Officer (VP & CHRO) is responsible for ensuring that University policies (i.e., EEO policy among others) regarding the fair and equitable treatment of staff employees are implemented.
3. The Affirmative Action Officer coordinates the University's compliance with and interpretation of this Policy and advises employees, supervisors, and managers about the policy as needed.
4. Department heads, managers, and supervisors have primary responsibility for ensuring that employment decisions and the work environment are in compliance with this policy. Their own work performance will be evaluated, in part, on the basis of their efforts and results in the area of EEO.
5. Staff employees who believe they have been discriminated against, harassed, or have knowledge of such conduct should discuss their concerns or bring any work-related concerns to their supervisor. However, a staff employee may elect to contact Human Resources or the Affirmative Action Office. Every reasonable effort will be made to conduct a prompt investigation and to treat complaints impartially and confidentially with a view to arriving at fair resolutions. If an investigation leads to a determination that this Policy was violated, corrective action up to and including termination of employment will be taken.
6. The University will provide, upon request by a job seeker or an applicant, reasonable accommodations of a disability, to complete the application process.
7. In accordance with the Americans with Disabilities Act, the University shall provide upon request by an employee with a disability, reasonable accommodations for the employee when doing so will enable the employee to successfully perform the essential duties of the job. Staff employees should contact the Office of Employee Relations to initiate the disability accommodation process.

In addition, the University has developed and is executing action-oriented programs consisting of the following:

1. The Center for Latin American Studies makes available Assistive Learning Devices for the hearing impaired at all events and functions
2. Annually informing its prime recruiting sources of its equal employment and affirmative action policies.
3. Identifying specialized recruiting sources for minorities and females and notifying those sources of the university's new hire needs and of the university's selection process.
4. Notifying the Illinois Department of Employment Security of all staff openings to be filled by outside hires.
5. Working with college and campus organizations to apprise potential minority and female candidates of job openings.
6. Establishing direct links with local schools with significant minority and female enrollment.
7. Maintaining a job posting program.
8. Sponsoring a tuition reimbursement program, open to all minority and women employees on a non-discriminatory basis.
9. Including minorities and women on its Human Resources staff.
10. Reviewing any new position descriptions, developed for open positions, to ensure they accurately reflect position functions.
11. Providing copies of position specifications for job openings to all recruiting sources.
12. Offering part-time employment opportunities and flexible work hours to improve employment opportunities for women and minorities.
13. Participating in various job fairs, including the following: Cook County Job Fair, Regional Minority Job Fair, Hispanic Alliance Career Exposition, Olive Harvey Spring Semester Job Fair, DeVry Institute Career Fairs, Operation Access Job Fair, Diversity Job Fair, Women for Hire, St. Ailbe/Featherfest, Governors' State University Job Fair, Loyola Life Sciences Career Fair, Greater Midwest Sci/Tech Job Fair.
14. The University houses an Office of Business Diversity. The Office of Business Diversity works to create opportunities for minority- and women-owned businesses within professional services,

construction, goods and other services. The Office's professional services symposium provides an opportunity for senior leaders at the University to network and build sustainable relationships with minority- and women-owned firms. This forum has resulted in groundbreaking and innovative relationships for the University. The University of Chicago recently hired two African American owned money management firms to invest a portion of our endowment funds. In addition to creating contract opportunities with minority- and women-owned businesses, the Office of Business Diversity also provides free workshops to our local south side of Chicago business owners. Through a collaborative undertaking with the University Law School Institute for Justice Clinic on Entrepreneurship, our distinguished professors, students, and alumni have facilitated several workshops about issues pertaining to marketing and financing, that typically draw an average of 40 local business owners. More information is available at: <http://businessdiversity.uchicago.edu/>

15. As one indication of the University of Chicago's partnership with the community to create greater economic opportunity, the University announced in March 2014 its new **UChicago Local** program. UChicago Local is a University initiative designed to support local businesses and job seekers in the neighborhoods around the University's campus. UChicago Local includes a variety of programs and tools to help connect businesses and residents to opportunities at the University and at UChicago Medicine. A complete description is available at: http://www.uchicago.edu/community/economic_impact/uchicago_local/

II. Student Policies

A. Non-discrimination in Admissions

University of Chicago Student Manual, studentmanual.uchicago.edu.

In keeping with its long-standing traditions and policies, the University of Chicago considers students, employees, applicants for admission or employment, and those seeking access to programs on the basis of individual merit. The University, therefore, does not discriminate on the basis of race, color, religion, sex, sexual orientation, gender identity, national or ethnic origin, age, disability, or veteran status, and does not discriminate against members of protected classes under the law. The Affirmative Action Officer (773-702-5671) is the University official responsible for coordinating the University's adherence to this policy and the related federal, state and local laws and regulations (including Section 504 of the Rehabilitation Act of 1973, as amended, and the Americans with Disabilities Act).

B. Assistance for Disabled Students

The University has implemented an extensive Disability Accommodation Protocol to support students with disabilities. The preamble to the protocol is included below. The complete protocol is published in the University of Chicago Student Manual: studentmanual.uchicago.edu.

To ensure the intellectual richness of research and education, the University of Chicago seeks to provide an environment conducive to learning, teaching, working, and conducting research that values the diversity of its community. The University strives to be supportive of the academic, personal and work related needs of each individual and is committed to facilitating the full participation of students with a disability in the life of the University.

Section 504 of the Rehabilitation Act (Section 504) and the Americans with Disabilities Act (ADA) prohibit colleges and universities that receive federal funding from discriminating against qualified students with disabilities in educational programs and activities. A "qualified student with a disability" is a disabled student who, with or without reasonable accommodation (e.g., architectural access, communication aids/services, or modifications to policies and practices) meets the University's academic and technical standards required for admission or participation in the University's educational programs or activities. The University is committed to complying with Section 504, the ADA and amendments.

III. Workplace and Academic Environment

The University of Chicago strives to maintain an environment free from sexual harassment. Following is an excerpt from the University of Chicago's Unlawful Discrimination and Harassment Policy, which includes policies against sexual harassment. The complete statement, including procedures for resolution of complaints, is available on-line at <http://humanresources.uchicago.edu/fpg/policies/600/p607.shtml>.

The University of Chicago is a community of scholars dedicated to research, academic excellence, and the pursuit and cultivation of learning. Members of the University community cannot thrive unless each is accepted as an autonomous individual and is treated without regard to characteristics irrelevant to participation in the life of the University. Freedom of expression is vital to our shared goal of the pursuit of knowledge and should not be restricted by a multitude of rules. At the same time, unlawful discrimination, including harassment, compromises the integrity of the University. It is the intention of the University to take necessary action to prevent, correct, and, where indicated, discipline unlawful harassment.

Unlawful Discrimination and Harassment

This policy is the basis for the University's commitment to conform with the law in regard to nondiscrimination and maintaining a workplace free from sexual harassment and other unlawful forms of harassment.

Discrimination based on factors irrelevant to admission, employment, or program participation violates the University's principles. In keeping with its long-standing traditions and policies, the University of Chicago considers students, employees, applicants for admission or employment, and those seeking access to programs on the basis of individual merit. The University does not discriminate on the basis of race, color, religion, sex, sexual orientation, gender identity, national or ethnic origin, age, disability, veteran status, genetic information or other protected classes under the law. Such discrimination is unlawful. Unlawful harassment based on one of the factors listed above is verbal or physical conduct that is so severe or pervasive that it has the purpose or effect of unreasonably interfering with an individual's work performance or educational program participation, or that creates an intimidating, hostile, or offensive work or educational environment.

A person's subjective belief that behavior is offensive, intimidating or hostile does not make that behavior unlawful harassment. The behavior must be objectively unreasonable. Expression occurring in an academic, educational or research context is considered as a special case and is broadly protected by academic freedom. Such expression will not constitute unlawful harassment unless (in addition to satisfying the above definition) it is targeted at a specific person or persons, is abusive, and serves no bona fide academic purpose. Unlawful harassment includes same sex harassment and peer harassment among students, staff or faculty. Unlawful harassment by a faculty member, instructor, or teaching assistant of a student over whom he or she has authority, or by a supervisor of a subordinate, is particularly serious.

Additional Characteristics of Sexual Harassment and Sexual Assault

Sexual harassment deserves special mention. Sexual harassment encompasses a range of conduct, from sexual assault (a criminal act that the U.S. Department of Education defines as sexual harassment), to conduct such as unwanted touching or persistent unwelcome comments, e-mails, or pictures of an insulting or degrading sexual nature, which may constitute unlawful harassment, depending upon the specific circumstances and context in which the conduct occurs. For example, sexual advances, requests for sexual favors, or sexually-directed remarks or behavior constitute sexual harassment when:

1. submission to or rejection of such conduct is made, explicitly or implicitly, a basis for an academic or employment decision, or a term or condition of either; or
2. such conduct directed against an individual persists despite its rejection.

Romantic relationships that might be appropriate in other contexts may, within a university, create the appearance or fact of an abuse of power or of undue advantage. Moreover, even when both parties have consented at the outset to a romantic involvement, such consent does not preclude a subsequent charge of sexual harassment against the instructor or supervisor. Because of its relevance to sexual harassment, the University's policy on consensual relations in cases where one person has educational or supervisory authority over another is reproduced under section V, "Policy on Consensual Relations between Faculty and Students and between Supervisors and Employees."

ED 424 Form Item 16
World Area and Application Type Selection Sheet

Please check the World Area focus for this application:

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

Please check application type:

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

ASSURANCES - NON-CONSTRUCTION PROGRAMS

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

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

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

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

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

9. Will comply, as applicable, with the provisions of the Davis-Bacon Act (40 U.S.C. §§276a to 276a-7), the Copeland Act (40 U.S.C. §276c and 18 U.S.C. §874), and the Contract Work Hours and Safety Standards Act (40 U.S.C. §§327-333), regarding labor standards for federally-assisted construction subagreements.
10. Will comply, if applicable, with flood insurance purchase requirements of Section 102(a) of the Flood Disaster Protection Act of 1973 (P.L. 93-234) which requires recipients in a special flood hazard area to participate in the program and to purchase flood insurance if the total cost of insurable construction and acquisition is \$10,000 or more.
11. Will comply with environmental standards which may be prescribed pursuant to the following: (a) institution of environmental quality control measures under the National Environmental Policy Act of 1969 (P.L. 91-190) and Executive Order (EO) 11514; (b) notification of violating facilities pursuant to EO 11738; (c) protection of wetlands pursuant to EO 11990; (d) evaluation of flood hazards in floodplains in accordance with EO 11988; (e) assurance of project consistency with the approved State management program developed under the Coastal Zone Management Act of 1972 (16 U.S.C. §§1451 et seq.); (f) conformity of Federal actions to State (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

Robert L. Knorr

TITLE

Comptroller

APPLICANT ORGANIZATION

Board of Trustees of the University of Illinois

DATE SUBMITTED

6.27.14



Certification of Eligibility for Federal Assistance in Certain Programs

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

I. I certify that:

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

1. To the Federal Government under a nonprocurement transaction (e.g., a previous loan, scholarship, grant, or cooperative agreement); or
2. For a fellowship, scholarship, stipend, discretionary grant, or loan in any program of ED that is subject to 34 CFR 75.60, 75.61, and 75.62, including:

- Federal Pell Grant Program (20 U.S.C. 1070a, et seq.);
- Federal Supplemental Educational Opportunity Grant (SEOG) Program (20 U.S.C. 1070(b), et seq.);
- State Student Incentive Grant Program (SSIG) 20 U.S.C. 1070c, et seq.);
- Federal Perkins Loan Program (20 U.S.C. 1087aa, et seq.);
- Income Contingent Direct Loan Demonstration Project (20 U.S.C. 1087a, note);
- Federal Stafford Loan Program, Federal Supplemental Loans for Students [SLS], Federal PLUS, or Federal Consolidation Loan Program (20 U.S.C. 1071, et seq.);
- William D. Ford Federal Direct Loan Program (20 U.S.C. 1087a, et. seq.);
- Cuban Student Loan Program (20 U.S.C. 2601, et seq.);
- Robert C. Byrd Honors Scholarship Program (20 U.S.C. 1070d-31, et seq.);
- Jacob K. Javits Fellows Program (20 U.S.C. 1134h-1134l);
- Patricia Roberts Harris Fellowship Program (20 U.S.C. 1134d-1134g);
- Christa McAuliffe Fellowship Program (20 U.S.C. 1105-1105i);
- Bilingual Education Fellowship Program (20 U.S.C. 3221-3262);
- Rehabilitation Long-Term Training Program (29 U.S.C. 774(b));
- Paul Douglas Teacher Scholarship Program (20 U.S.C. 1104, et seq.);
- Law Enforcement Education Program (42 U.S.C. 3775);
- Indian Fellowship Program (29 U.S.C. 774(b));
- Teacher Quality Enhancement Grants Program (20 U.S.C. 1021, et seq.);

OR

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

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

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

Walter K. Knorr
(Signature)

6.27.14
(Date)

Walter K. Knorr, Comptroller
(Typed or Printed Name)

Name or number of ED program under which this certification is being made: ED-GRANTS-053014-001/002

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 University of Illinois

* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE

Prefix: * First Name: Middle Name:

* Last Name: Suffix:

* Title:

* SIGNATURE: * DATE:

ABSTRACT: Illinois-UChicago Consortium for Latin American Studies

The Consortium for Latin American Studies of the University of Illinois at Urbana-Champaign (UI) and the University of Chicago (UC) combines the extraordinary instructional and research capabilities of two major research universities. UI is the flagship of the state's land-grant institution with massive and distinguished programs at both undergraduate and graduate levels. UC is a world-class selective private university that emphasizes intensive training of graduate specialists and a growing undergraduate college. Both are ranked among the top institutions of higher education in the nation in their respective classes. First designated a National Resource Center in 1976, the consortium will soon celebrate 40 years of a shared mission to sustain nationally-recognized degree programs, library resources, outreach, and consultative services on Latin America. The centers also house dedicated country-specific initiatives—the Katz Center for Mexican Studies and Brazilian Studies Initiative at UC and the Lemann Institute for Brazilian Studies at UI—which greatly enhance our capacity, impact, and ability to leverage support.

The consortium is a national leader in proficiency-based training in the modern spoken languages of the region, with top programs in Spanish, Portuguese, Quechua, Aymara, and Yucatec Maya. Non-language course offerings span 36 departments and professional schools—544 courses with at least 25% Latin American content over the past three years, including 131 offered in the professional schools. Average annual enrollments top 13,573, including nearly 10% from students in professional degree programs. Of 158 faculty with greater than 25% specialization in the region, 107 devote more than 50% of their research and teaching to Latin America. The combined library holdings of the consortium exceed 25 million volumes, comprising the largest academic collection (and one of the 3 largest concentrations of Latin American library resources) in the US.

The consortium's resources have left an enduring national impact by placing alumni into key positions in higher education and areas of national need. Over the past 3 years, UI and UC programs produced more than 3,800 BA, MA, and PhD graduates with Latin American expertise. They hold important positions in the federal government, the private sector, and at top colleges and universities throughout the US.

Building on our long-standing and emerging strengths, UI and UC programming during the FY2014–17 project period will fulfill the purposes of the NRC program by better integrating Latin American Studies with the academic disciplines and professional schools on our campuses, and by examining this vital region from a global perspective through robust collaboration with other Title VI programs:

Degree Programs & Disciplinary Coverage: New initiatives will extend Latin American Studies on each campus, developing a strong representation of Latin American Studies in our schools of agriculture, business, education, engineering, environmental sciences, law, and medicine. UI and UC will also partner with regional MSIs and community colleges to enhance these resources and expand their impact.

Languages: The consortium will enhance and expand its instructional programs in Brazilian Portuguese, Aymara, Haitian Kreyol, Quechua, and Yucatec Maya, building on what is already perhaps the greatest concentration of Latin American LCTLs offered by any national center. A carefully designed program of complementary academic year instruction and summer intensive programs facilitates advanced levels of proficiency.

Faculty Enrichment: The consortium will support professional development for LCTL and area studies faculty, strengthen and expand interdisciplinary course offerings, and advocate for hires that build and complement existing strengths on both campuses.

Outreach: K–12 teacher-training and public education programs will be expanded through partnerships with cultural and educational institutions, MSIs, and community colleges. Outreach to schools and extra-curricular instructional programs will be enriched with new, more targeted content. Our impact will be extended through partnerships with local MSIs, community colleges, and under-resourced institutions.

Glossary of Acronyms

| | | | |
|--------------|---|-------------------------|--|
| AESOP | Alliance for Expanded Study in Overseas Programs | LAS (Narrative) | Latin American Studies |
| ACES | Colleges of Agriculture, Consumer and Environmental Sciences (UI) | LAS (Appendix 1) | College of Liberal Arts & Sciences (UI) |
| ACLS | American Council of Learned Societies | LASA | Latin American Studies Association |
| ACM | Associated Colleges of the Midwest | LAST | Latin American Studies Major (UI) |
| ACTFL | American Council on the Teaching of Foreign Languages | LCTL | Less Commonly Taught Language |
| AY | Academic Year | LRC | Language Research Center |
| CC | Community College | MSI | Minority Serving Institution |
| CCC | City Colleges of Chicago | NEH | National Endowment for the Humanities |
| CIBER | Center for International Business Education and Research | NIH | National Institutes of Health |
| CIC | Committee on Institutional Cooperation (of Midwestern Universities) | NORC | National Opinion Research Center (UC) |
| CIS | Center for International Studies (UC) | NRC | National Resource Center |
| CLACS | Center for Latin American and Caribbean Studies (UI) | NSF | National Science Foundation |
| CLAS | Center for Latin American Studies (UC) | OCLC | Online Computer Library Center |
| CLC | Chicago Language Center (UC) | OPI | Oral Proficiency Interview |
| CPDU | Continuing Professional Development Unit | OSU | Ohio State University |
| CTE | Center for Teaching Excellence (UC) | SALALM | Seminar on the Acquisition of Latin American Library Materials |
| CTS | Center for Translation Studies (UI) | SAO | Study Abroad Office (UI) |
| DDRA | Doctoral Dissertation Research Abroad (Fulbright) | SIP | Spanish, Italian and Portuguese department (UI) |
| FAFSA | Free Application for Federal Student Aid | SLCL | School of Languages, Cultures and Linguistics (UI) |
| FIU | Florida International University | SROP | Summer Research Opportunity Program (UI) |
| FLAS | Foreign Languages and Area Studies Fellowships | STEM | Science, Technology, Engineering and Mathematics Education |
| GEPA | General Education Provisions Act | STI | Summer Teacher Institute (UC) |
| GPRA | Government Performance and Results Act | TA | Teaching Assistant |
| IFLE | International and Foreign Language Education | UC | University of Chicago |
| IHE | Institution of Higher Education | UI | University of Illinois at Urbana-Champaign |
| IPS | International Programs and Studies (UI) | US ED | US Department of Education |
| IRS | International Research and Studies Program | UTEP | Urban Teacher Education Program (UC) |
| IU | Indiana University | | |
| JACS | Joint Area Centers Symposium (UI) | | |
| LACS | Latin American & Caribbean Studies (UC) | | |

§1. Commitment to Subject Area

The Illinois-UChicago consortium combines the instructional and research capabilities and interdisciplinary synergies of two major research universities: an excellent state university and a premier private institution. Since 1976 our consortium has built upon both complementary and overlapping interests to develop leading programs in teacher training, higher education, research, library resources, outreach, and teaching of the LCTLs of Latin America.

1.A.1. Table 1 demonstrates each institution's **strong financial commitment** to center operations, teaching staff, library resources, international

| Table 1. Institutional Commitment to Subject Area, AY 2012–13 | | | |
|--|---------------------|---------------------|---------------------|
| | UI | UC | Total |
| Center Operations | \$256,177 | \$479,162 | \$735,339 |
| Teaching Staff | | | |
| Language Faculty | | | |
| Spanish | \$1,558,588 | \$426,445 | \$1,985,033 |
| LCTLs | \$427,802 | \$137,648 | \$565,450 |
| Area Faculty | \$4,491,472 | \$3,160,935 | \$12,052,407 |
| Library Resources | | | |
| Library Staff Salaries | \$476,000 | \$137,514 | \$613,514 |
| Library Acquisitions | \$425,000 | \$285,722 | \$710,722 |
| Linkages with Institutions Abroad | \$118,000 | \$466,709 | \$584,709 |
| Consortium's Outreach Activities | \$297,567 | \$183,617 | \$481,184 |
| Student Support | | | |
| Language/Research Grants | \$497,340 | \$412,000 | \$909,340 |
| Supplement for FLAS Fellows | \$271,032 | \$261,436 | \$532,468 |
| Tuition Grants/Financial Aid | \$3,988,000 | \$9,502,000 | \$13,490,000 |
| TOTAL | \$12,806,978 | \$15,453,188 | \$28,260,166 |

linkages, outreach, and students.

UI has a long commitment to the academic strength of Latin American Studies, which has remained strong even during difficult economic times. UI supports 100% of the center's director and administrative assistant salaries, center operating expenses, 88% of the associate director's and outreach coordinator's salaries, and 75% of the Quechua instructor's salary, an increase of 30% institutional support since 2010. Grant management and FLAS coordination for UI NRCs is provided by International Centers Administrative Services staff in International Programs and Studies (IPS). The Lemann Institute for Brazilian Studies, funded through a \$14 million gift from

Brazilian financier Jorge Paulo Lemann, brought major resources to CLACS, including an academic director, a program coordinator, a Portuguese language coordinator, and an endowed professorship in Brazilian History. The institute is host to the Secretariat of the Brazilian Studies Association for 2012–2014. In 2012–13 IPS supported Latin American area studies with \$49,000 for conferences, \$75,000 in study abroad scholarships, and \$12,500 in travel grants to faculty, and provided financial services and support staff for NRCs.

At UC, university commitments to CLAS have grown modestly despite university-wide budget cuts. Funding for the Katz Center for Mexican Studies, a separate but closely aligned unit (CLAS and Katz share space and administrative resources and collaborate on public events), has also increased significantly in the past two years and has allowed for more Mexico-focused activities with national and international impact. Increased support for CLAS staff salaries has allowed us to reduce total salary requests in this proposal {budget sections A & B}: UC supports 65% of the associate director's salary and 75% of the outreach coordinator's salary. In addition, UC funds several positions that provide service to CLAS, including a business manager, FLAS coordinator, and development associates for Latin America-related fundraising; these salaries total an additional \$754,841 in institutional support not included in Table 1. UC's direct commitment to Latin American Studies has increased from \$15M to \$15.4M since 2010.

Both universities have become more global in their mission. UI is searching for a new Chief International Officer to coordinate campus level support of global activities. UC's new Vice President for Global Engagement supports a growing number of international partnerships, including the university's \$50M founding commitment to the \$1B Giant Magellan Telescope in Chile, and to subsequent scientific collaborations with Chile.

1.A.2. New faculty hires and increases in institutional support for **teaching staff** reflect a

strong commitment to expand expertise in Latin American language and area studies. Since 2011 UI has hired 19 new CLACS affiliated faculty; UC has hired 11 new CLAS affiliated faculty.

1.A.3. This strong institutional commitment to Latin American Studies is also reflected in support for **library resources** on both campuses (detailed in §5).

1.A.4. The consortium is a regional hub for a comprehensive network of exchange programs and other **linkages with Latin American institutions** (detailed in §2.B).

1.A.5. Outreach activities are an expanding and successful component of our consortium programming. Both centers have staff dedicated to outreach activities, and work closely with other campus NRCs, as well as UI's CIBER (detailed in §7).

1.A.6. & 1.B. Our **commitment to Latin Americanist students** is demonstrated through graduate and research assistantships and campus-wide fellowships, including special recruitment efforts for students from underrepresented groups (detailed in §9.B). Competitive grants from the Tinker and Mellon foundations further support the training of area specialists. Fellowships from the Lemann Institute also increased institutional support. At UC, the Graduate Aid Initiative makes 5-year stipend fellowships and summer research funds the norm for all humanities and social sciences doctoral students; over 150 Latin Americanist graduate students benefit from this full funding. Approximately 20% of UC's undergraduate Summer International Travel Grants are awarded for study in Latin America.

§2. Quality of Curriculum Design

The centers at Illinois and UChicago harness the substantial resources of our respective campuses to promote innovative teaching and learning about Latin America across disciplines in a broad range of undergraduate and graduate degree programs.

2.A.1. The **undergraduate degree programs**—which include a major and minor on both

campuses—share a commitment to rigorous core introductory courses, advanced language proficiency, interdisciplinary training, and a faculty-advised thesis based on original research. Because undergraduate curriculum reflects the instructional strengths of each institution, degree programs are organized differently (Table 2.1).

| Table 2.1. Undergraduate and Graduate Degree Requirements | | | | | |
|--|--|---------------|---------|----------|----------|
| | | Undergraduate | | Graduate | |
| | | Major | Minor | MA | Minor |
| Illinois | Credit hours LAS content and language courses | 45 | 21 | 48 | 12 |
| | Capstone seminar | Yes | Yes | Yes | |
| | Courses with > 33% focus on Latin America | 12 | 5 | 6 | 2 |
| | Methods or theory class | | | Yes | |
| | Level of ACTFL language proficiency | Int/Med | Int/Med | Int/High | Int/High |
| | Thesis on LAS topic (4 credits) | Yes | | Yes | |
| UChicago | Yearlong <i>Introduction to Latin American Civilizations</i> survey course | Yes | Yes | No | |
| | Advanced Proficiency Certificate in Spanish or Portuguese | Yes | Yes | Yes | |
| | Courses with > 33% focus on Latin America | 5 | 3 | 5 | |
| | Electives (including at least one course on research methodology) | 3 | 0 | 4 | |
| | Capstone thesis-writing seminar | Yes | | Yes | |
| | Thesis on LAS topic | Yes | | Yes | |
| Additional programs with Latin American concentrations: | | | | | |
| Illinois: ACES; Anthropology; Business; Economics; History; International Studies; Political Science; Spanish, Italian, and Portuguese; Women and Gender in Global Perspectives; Urban Planning | | | | | |
| UChicago: Anthropology; Art History; Business; Economics; Evolutionary Biology; History; Law; Linguistics; Music; Political Science; Public Policy; Romance Languages; Social Services; Sociology | | | | | |

In addition to the requirements outlined above, study abroad is strongly encouraged of all majors, and at UI it is mandatory for students with a Latin America focus in the Global Studies program and CIBER. Active recruitment, advising, and financial support at each institution expand student access to a wide range of strong, well-organized, faculty-supervised study abroad options. Almost all majors on both campuses participate in study abroad (see §2.B.2).

2.A.2. The major and minor programs on our campuses have interdisciplinary requirements that ensure the high quality of our undergraduate training in Latin American area studies and languages. At UI, 19 undergraduates are currently enrolled in CLACS degree programs (6 majors, 13 minors). The major and minor are anchored by the core *Intro to Latin*

America (LAST 170) and include interdisciplinary coursework as well as language training beyond the college minimum. Under faculty guidance, majors must write a BA thesis. Recent graduates include recipients of a Whitaker International Fellowship, Marshall Scholarship, Fulbright, and NSF grants. During the coming quadrennium, UI will add an interdisciplinary Brazilian Studies track to serve intensifying interest in that country {E1d-iv}.

At UC, 30 undergraduates are currently enrolled in CLAS degree programs (16 majors, 14 minors). Before declaring a major or minor, all students complete the College Core, a rigorous general education that includes 2–3 courses in integrated, interdisciplinary civilization studies. All students have the option of taking *Latin American Civilizations* (LACS 163) at a dedicated program in Oaxaca, Mexico. Under guidance of faculty and an advanced doctoral student preceptor who teaches a required senior BA Colloquium, all majors write a thesis. Our majors consistently win College-wide awards.

On each campus, interest in Latin America reaches far **beyond the LAS major and minor programs**. Undergraduates develop expertise on Latin America through various academic and professional programs that draw from the LAS curriculum. At UI, since 2011, 3,512 undergraduates—representing more than 60 disciplinary and pre-professional programs—have earned a degree after taking 5 or more LAS language and area studies courses. The LAST 170 course, which fulfills campus General Education requirements, enrolls 250 students every semester and another 30 students in the online summer version (introduced in 2013). In addition, 46% of the 132 majors in UI’s Global Studies focused on Latin America in 2013 and, since 2010, 30% of the 152 students who have completed a Certificate in Global Business have chosen a Latin America focus, which requires study abroad. Administered by CIBER, the certificate represents a promising collaboration between area and professional studies. UI currently hosts 26

Brazilian undergraduates in STEM fields under the Brazil Scientific Mobility Program.

At UC's small College, 114 graduates—in more than 30 departments and pre-professional programs—have enrolled in 5 or more Latin American Studies courses since 2010. In 2012–13, we had 1,096 enrollments in 50 LAS content courses. Since 2010, 28 students in the International Studies major wrote theses focused on Latin America. Our three-quarter LACS 163 sequence enrolls 175 students on campus and 23 more in Oaxaca, satisfying a core requirement for approximately 6% of the student body.

2.A.3. UI and UC offer **graduate training in a variety of disciplines and professional fields**, with well-established interdisciplinary LAS MA programs and active center support of doctoral programs in the social sciences and humanities. Center-supported language programs and new program initiatives extend into the graduate programs in business, library sciences, education, engineering, international relations, law, medicine, public policy, social work, urban planning, and the physical and biological sciences.

2.A.4. Our graduate programs—through rigorous course requirements, multiple funding opportunities, and faculty support—provide **outstanding training for graduate students** interested in Latin America.

UI's MA program (Table 2.1) combines language proficiency, interdisciplinary area studies courses, the *Interdisciplinary Seminar in Latin American Studies* (LAST 550), training in research methods, and an MA thesis. Theses are typically based on original field or archival research, often supported by CLACS, Tinker Field Research Grants, and Lemann grants. From 2010–2014, 13 MA students graduated and currently 8 are enrolled. Recent MA students have won highly competitive fellowships from NSEP Boren, Fulbright, Inter-American Foundation, and the Brazilian Studies Association. The CLACS associate director serves as academic adviser

to students in the MA, graduate minor, and undergraduate programs. The graduate minor at UI offers MA and PhD students, in any discipline, Latin Americanist training through advanced coursework beyond their degree program. Since its inception in 2009, 15 students from 6 departments have enrolled in the program. PhD students in disciplinary programs also focus on Latin America. In 2012–13, 251 UI doctoral students were working on Latin America in the social sciences, humanities, and biological sciences. Many of them compete for FLAS fellowships, Tinker Field Research Grants, Lemann Institute fellowships, and CLACS’s faculty-endowed fellowships, and they have received external Fulbright, Wenner-Gren, and NSF grants. UI will also introduce a new course—an overview of current issues in LAS through regular attendance of the lecture series and weekly meetings with the center director—that should attract more students to the LAS minor.

UC’s intensive one-year MA program (Table 2.1) includes a core *Proseminar* to train students in research methods and various disciplinary approaches to LAS; an individualized course of study chosen in consultation with faculty; and an MA thesis, supervised by a faculty adviser, based on original research. Students are required to enter the MA program with language proficiency in Spanish or Portuguese. The student affairs coordinator and *Proseminar* lecturer provide academic advising to MA students. In the past 3 years, 15 students have graduated. Recent MA alumni have pursued top PhD and professional degree programs, and careers in the State Department, US Navy, MacArthur Foundation, Brookings Institute, and Chicago Public Schools. In our 2012–13 cohort, we have an NSEP Boren fellow. UC students in PhD programs also focus their research on Latin America: in 2012–13, approximately 150 doctoral students (5% of the doctoral student body) were working on Latin America, primarily in the social sciences and humanities, with small cohorts in the natural sciences and professional schools.

Two graduate student-led workshops, coordinated by UC's Council on Advanced Studies and CLAS, bring students and faculty together to debate work-in-progress. Doctoral students regularly apply for CLAS-administered FLAS fellowships and Tinker Field Research Grants. Doctoral students working in Latin America have done particularly well in national grant competitions: since 2010, 46 LAS students have received Fulbright (14), Fulbright-Hays DDRA (14), Social Science Research Council (6), Wenner-Gren (8), Inter-American Grassroots Foundation (3), and NSEP Boren (1) awards.

2.B.1. Both UI and UC offer comprehensive academic and career advising for students at all stages. At the undergraduate level, college advisers work with center staff to counsel each student; core affiliated faculty provide individualized academic advising, monitored by center directors. Centralized career offices work with center staff to offer professionalization workshops and circulate LAS-specific placement opportunities by listservs and flyers.

At the graduate level, faculty committees furnish PhD students with placement guidance and support. The UI Graduate College offers dissertation and grant proposal writing workshops and mock job talks. UI NRCs and CIBER offer bi-annual Career Workshops focused on government, business, and the non-profit sector. Since 2010, 13 workshops, including sessions with ambassadors from the State Department, have served 1,055 students. CLACS cosponsors MA student presentations at top professional conferences such as the Latin American Studies Association.

At UC, interdisciplinary graduate workshops allow PhD students to present research and mock job talks. MA and PhD programs offer grant-writing workshops, and CLAS trains students in grant writing through its own CLAS and Tinker Field Research Grant proposal process. Graduate Student Affairs offers career preparation workshops, including Discerning Your

Trajectory, which puts students in touch with distinguished alumni, and GradUCon, a career conference serving 300 graduate students annually. Since 2010, CLAS itself has contacted more than 3,000 UC alumni with a strong interest in Latin America, recruiting them to participate in campus activities, student mentoring, and career assistance.

2.B.2. At both institutions, experience abroad is central to the curriculum. In 2011–12 UI sent 1,985 students abroad. Since 2010 the Study Abroad Office (SAO) and Global Studies have created new programs in Ecuador,

| | 2010–11 | 2011–12 | 2012–13 | Total |
|--------------------|----------------|----------------|----------------|--------------|
| Argentina | 7 | 22 | 17 | 46 |
| Brazil | 146 | 84 | 129 | 359 |
| Chile | 6 | 18 | 11 | 35 |
| Costa Rica | 54 | 87 | 112 | 253 |
| Dominican Republic | 40 | 34 | 37 | 111 |
| Ecuador | 35 | 46 | 39 | 120 |
| Mexico | 12 | 6 | 11 | 29 |
| Nicaragua | 1 | 12 | 7 | 20 |
| Panama | 0 | 22 | 37 | 59 |
| Peru | 1 | 15 | 35 | 51 |
| Total | 302 | 346 | 435 | 1,083 |

Cuba, and Bolivia (see Table 2.2 for top destinations in Latin America).

At UC, study abroad is fully integrated into undergraduate education. Students choose between faculty-taught formal study abroad programs and independent language and area studies research abroad. Approximately 10% of undergraduates study abroad through formal programs. In addition to the core *Civilizations* program in Oaxaca, and an exchange program in Chile, undergraduate students directly enroll in CIC and ACM study abroad in Costa Rica, Dominican Republic, and Mexico. The College also awards competitive summer travel grants for advanced language learning and individual research. At the graduate level, professional school linkages are strong. MBA students formally enroll at 3 Latin American business schools; Public Policy students can pursue joint degree study in Mexico and Chile; and medical students participate in clinical and research activities at 3 universities/hospitals in Argentina and Chile (Table 2.3).

Support for graduate student research abroad has expanded at both universities (see §1). In

2012–13, at least 115 students at UI and 110 students at UC received travel awards for research abroad through departmental and external sources.

| Table 2.3. Exemplary Study Abroad Programs and Linkages 2012–13 | | |
|--|---|---|
| Country | Illinois | UChicago |
| Argentina | U. Católica (Law); Ministerio de Ciencia, Tecnología e Innovación Productiva (Engineering); U. de San Andres; U. de Belga | Hospital Italiano de Buenos Aires, Universidad Nacional de la Plata |
| Brazil | U. de São Paulo; Catholic University of Rio de Janeiro; Associação Cultural Brasil-Estados Unidos (Bahia); Fundação Getulio Vargas; U. Federal de Rio de Janeiro (ACES, Business, Engineering); U. Federal de Minas Gerais, U. Federal do Rio Grande do Sul, Governo do Estado do Ceará | Fundação Getúlio Vargas; forthcoming with U. de São Paulo |
| Chile | Pontificia Universidad Católica de Chile; U. del Bío Bío; Instituto de la Comunicación e Imágen, U. de Chile | Pontificia Universidad Católica de Chile; U. de Chile; U. Andrés Bello; U. de Santiago |
| Costa Rica | Instituto San Joaquín de Flores | |
| Ecuador | U. San Francisco de Quito, Galápagos Academic Institute for the Arts and Sciences (GAIAS) | |
| Honduras | Escuela Agrícola Panamericana Zamorano | |
| Mexico | Consejo Nacional de Ciencia y Tecnología (CONACYT), Instituto Tecnológico de Estudios Superiores de Monterrey, U. Autónoma de Sinaloa | Colegio de México; Iberoamericana; Instituto Tecnológico Autónomo de México; Consejo Nacional para la Cultura y las Artes (CONACULTA); Civilizations Abroad in Oaxaca |

2.B.3. As members of the CIC, UI and UC students have access to other institutions’ study abroad and language programs through frictionless, direct enrollment in 13 AESOP study abroad programs in Latin America. UI SAO invites non-UI programs to its quarterly study abroad fairs, posts an electronic database indicating UI course equivalencies, and assists in approval procedures. In 2011–12, 83 UI students enrolled in 12 non-consortium programs. UC facilitates student credit for non-consortium study abroad programs; since 2009, 16 students have received credit for programs in Latin America.

§3. Quality of Non-Language Instructional Program

3.A.1. Illinois and UChicago offer a full range of disciplinary and regional coverage with areas of remarkable depth. Since 2011, the consortium has taught 544 non-language courses with

at least 25% LAS content, including 131 offered in the professional schools and 187 with 100% Latin American content. Average annual enrollments reached 13,573, about 9.8% from professional programs. Institutional strengths enhance the consortium: UC's Katz Center for Mexican Studies has been complemented by a new Brazilian Studies Initiative, which partners with UI's Lemann Institute for Brazilian Studies. Additional interests include the Andean region, Caribbean, and Central America. Our strengths are interdisciplinary, spanning many social science, humanities, and natural science departments, and the professional schools (Table 3.1; Appendices 2, 3).

| Table 3.1. Area Studies Courses, Enrollments, and Faculty | | | | | | | | |
|--|-----------------------|------------|------------|--------------------|--------------|--|-----------|-----------|
| Latin American Area Studies Courses, AY 10–11 to AY 12–13 | | | | | | Number of Latin American Studies Faculty (AY 13–14) | | |
| Field/Profession | % Area Content | | | Enrollments | | | | |
| | 100% | 50–99% | 49–25% | UG | G | 100% | 50–99% | 25–49% |
| Division | | | | | | | | |
| Social Sciences | 90 | 45 | 92 | 17,966 | 943 | 13 | 18 | 18 |
| Humanities | 88 | 53 | 40 | 9,331 | 601 | 21 | 14 | 3 |
| Biological Sciences | | | 2 | 378 | | 2 | 6 | 1 |
| Physical Sciences | | 3 | | 454 | | | | 2 |
| <i>subtotal</i> | <i>178</i> | <i>101</i> | <i>134</i> | <i>28,129</i> | <i>1,544</i> | <i>36</i> | <i>38</i> | <i>24</i> |
| Professional School | | | | | | | | |
| ACES | 2 | 1 | 29 | 2,274 | 70 | 5 | 3 | 5 |
| Fine / Applied Arts | 7 | 12 | 14 | 4,080 | 87 | 2 | 4 | 5 |
| Business | | 4 | 7 | 945 | 117 | 1 | 1 | 3 |
| Communications | | 1 | 14 | 1,401 | 26 | 1 | 2 | 1 |
| Education | | 4 | 7 | 776 | 530 | 1 | 3 | 1 |
| Journalism | | | | | | | | 1 |
| Law | | 6 | 7 | | 350 | | 1 | 6 |
| Divinity Studies | | 1 | | 6 | 16 | | | 1 |
| Public Policy | | 4 | | 59 | 44 | | 1 | |
| Labor & Employment Relations | | | 9 | 84 | 78 | | | |
| Library Sciences | | | | | | 1 | 1 | 1 |
| Social Work | | 1 | | 1 | 12 | | 1 | 1 |
| Extension & Outreach | | | | | | | 1 | 1 |
| Applied Health Sciences | | | 1 | 88 | 4 | 1 | 3 | 1 |
| <i>subtotal</i> | <i>9</i> | <i>34</i> | <i>88</i> | <i>9,714</i> | <i>1,334</i> | <i>12</i> | <i>21</i> | <i>27</i> |
| TOTAL | 187 | 135 | 222 | 37,843 | 2,878 | 48 | 59 | 51 |

Our robustly growing curriculum includes more than 50 new or significantly revised area courses since 2010 as well as the increase in faculty detailed in Table 3.2. Notable new courses at UI include: Historical Sociology of Brazil; Anthropology of Contemporary Mexico; The Twentieth Century: A New Age of Revolutions; Ecology and Nature in Colonial Spanish America; and the new online version of Introduction to Latin American Studies (LAST 170).

At UC, new courses include: Envisioning the Colonial Metropolis; Race, Ethnicity and Politics in Comparative Perspective; Materiality of Mesoamerican Art; Drugs, Guns, and Money: The Politics of Criminal Conflict; Modernidad, literatura, y cultura visual en Hispanoamérica; Revolution, Dictatorship and Violence; and Poverty and Citizenship in the Latin American City.

| Table 3.2. New Consortium Faculty since 2010 | | |
|--|---|---|
| Department | New Faculty | Specialization |
| Animal Biology | Zachary Cheviron | Peru, Bolivia |
| Anthropology | Karl Swinehart | Bolivia |
| Art History | Claudia Brittenham Cécile Fromont Megan Sullivan | Mexico Brazil, Argentina |
| Curriculum & Instruction | Liv Thorstensson Davila | Brazil |
| Economics | E. Glen Weyl | South America |
| Food Sciences & Human Nutrition | Juan Andrade | Ecuador |
| History | Brodwyn Fischer Jerry Davila Marc Hertzman | Brazil Brazil, Chile Brazil, Cuba |
| Human & Community Development | Gail Ferguson | Jamaica |
| Language & Literature | Eduardo Ledesma Rebecca Foote Nola Senna-Taylor | Argentina Brazil Brazil |
| Latina/o Studies | Mireya Loza Sandra Ruiz | Mexico-USA Mexico-USA |
| Library Sciences | Antonio Sotomayor | Caribbean |
| Linguistics | Tania Ionin | Brazil |
| Media & Cinema Studies | Anita Chan Amanda Ciafone | Peru, Bolivia Brazil |
| Music | Michael Silvers | Brazil |
| Political Science | Michael Albertus Benjamin Lessing Tianna Paschel Matthew Winters | Andes Brazil Colombia, Brazil Brazil |
| Romance Lang & Lit | Larissa Brewer-García Laura Gandolfi | Caribbean, Peru Mexico |
| Social Work | Karen Tabb Venera Bekteshi | Caribbean Brazil |

3.A.2. UI and UC centers

work in **partnership with professional schools** on their campuses. UI CLACS works closely with ACES, Business, Education, Media, and Library Sciences, collaborates on the Global

Business Certificate, and provides regional expertise for international course development in ACES, Business and Health Sciences. Graduate students from ACES, Education, Fine Arts, Urban and Regional Planning, and Media have received regional training through FLAS fellowships, Tinker Field Research Grants, and Lemann fellowships. CLACS also supports a new study abroad program in Bolivia with a focus on digital media.

At UC, professional students pursue regional training through coursework, language study, applied research projects, and study abroad. UC offers a joint MA/MBA in Latin American Studies, which requires 10 area and language courses in addition to business coursework, and a joint MA/MPP degree with the Harris School of Public Policy. Faculty in the professional schools offer courses that encompass Latin American content. In the past 3 years, 50 students from Business, Law, Public Policy, Divinity, Social Service Administration, and Medicine enrolled in Spanish, Portuguese, and Haitian Kreyol courses. UC course offerings are supplemented by joint degree and research agreements with Latin American institutions for students in Business, Public Policy, and Medicine (see §2.B.2)

3.B. Table 3.1 and Appendix 3 detail the **breadth and depth of course coverage** at UI and UC. In addition to interdisciplinary sub-regional strengths (see §3.A.1), we have outstanding regional coverage in Agriculture, Anthropology, Art History, Communications, Economics, Environmental Studies, History, Languages and Literature, Music, Political Science, and Urban Planning. These institutional strengths allow a range of Latin Americanist courses to be offered regularly at introductory through advanced levels.

3.C. Interdisciplinarity is at the heart of Latin American Studies, combining discipline-based theory and methods for a fuller understanding of the region. The LAS degree programs at UI and UC are anchored by interdisciplinary gateway and capstone courses, and students are

required to enroll in courses in a variety of departments (see §2). LAS courses also provide interdisciplinary training for students in other degree programs (see §2). At UC, in 2012–13, 48% of the 56 LAS courses originating in departments, and all 14 courses originating in CLAS, were interdisciplinary. In addition, at both CLACS and CLAS, faculty, visiting scholars, and students participate in interdisciplinary weekly lecture series, panel discussions, and workshops.

3.D.1. Table 3.1 and Appendix 2 detail our **faculty teaching resources**. Of 158 faculty with greater than 25% specialization in the region, 107 devote more than 50% of their research and teaching to Latin America. Table 3.2 details 30 of these recent appointments. At UI, 2 are tenured faculty, 16 are tenure-track, and 1 is an academic professional. In the last four years UI has hired a Portuguese program coordinator, J. Dávila as Lemann chair in Brazilian History, and A. Sotomayor (trained with a UC PhD in History and UI MA in LAS) as Librarian. New hires (two new tenure-track in SIP starting in 2014–15) build on the strength of Brazilian Studies with visiting Lemann distinguished professors.

Of the 11 recent hires at UC, 1 is tenured, 9 are tenure-track, and 1 is a four-year collegiate teaching fellow. The tenured hire of award-winning scholar Brodwyn Fischer is key to UC's expanding Brazilian Studies program. New cluster hires have reinvigorated LAS in Political Science, Art History, and Romance Languages and Literatures. A robust set of visiting faculty each year refreshes our course offerings and allows us to expand international linkages: a Tinker Foundation endowment annually supports teaching residencies of 4–5 prominent scholars from Latin America; the Katz Center for Mexican Studies brings scholars from El Colegio de México; and CLAS is finalizing a Visiting Professor program with Brazil's Fundação Getúlio Vargas.

3.D.2. At both institutions, **graduate student TAs receive solid pedagogical training** so as to contribute significantly to undergraduate teaching. At UI, TAs are assigned to all introductory

courses with more than 30 students, with 3 TAs servicing the introductory LAST 170. The Graduate Academy for College Teaching prepares TAs through an intensive two-day orientation, microteaching sessions, and interactive sessions on strategies and resources.

At UC, all undergraduate courses with more than 25 students are assigned a TA. New TAs are required to participate in intensive hands-on workshops, offered by the Center for Teaching Excellence (CTE), that focus on aligning theory and practice. CTE also offers a Certificate in University Teaching for TAs and graduate student instructors who complete workshops on course design, teaching portfolios, teaching statements, course structure and assignments, collaborative learning, technology, and instructional objectives.

§4. Quality of the Language Instructional Program

4.A.1. Teaching and scholarship in the languages of Latin America are central to the Illinois-UChicago consortium, which has focused on proficiency-based instruction in its decades of training US scholars in Spanish, Portuguese, Quechua, Yucatec Maya, K'iche' Maya, Nahuatl, Aymara, and, most recently, Haitian Kreyol. Our proposal builds on proven strengths in classroom instruction, technologies of teaching, and faculty research.

UI offers AY Quechua, Spanish, and Portuguese, and summer instruction in Spanish and Portuguese. Twelve new Spanish and Portuguese courses since 2010 reflect the growth of that programming. Highlights include a sequence of courses focused on professional applications as well as an innovative sequence of courses focused on community-based language learning and teaching. A new Portuguese language instructor at UI has helped meet a growing demand and visiting Lemann professors have taught courses in Portuguese.

At UC, all undergraduate students must pass a foreign language competency exam. Spanish and Portuguese are taught annually, from beginning through advanced levels. Annual

enrollments in Spanish are the largest on campus, and Portuguese is robust. A new partnership with UI and Northwestern launched the Illinois Portuguese Language Connection, a biannual workshop of student project presentations and conversation {E1c-vii}. Funds are requested to support the launch of a FLAS-eligible summer Portuguese course {E1c-vi}.

The consortium provides complementary coverage of less commonly taught languages. CLACS has a longstanding and vigorous performance-based Quechua program and tutorials in Ecuadorian Quichua. S. Soto is the author of a widely adopted Quechua language textbook and the *Diccionario Funcional* (2012), the first trilingual (Spanish, Quechua, English) dictionary. UI is a national leader in online and distance-learning course development in Quechua. Funds are requested for expansion of online course development in coordination with the CIC initiative to promote distance learning of LCTLs {E1c-ii}. UI is also a leading site of research and teaching of the Mayan language of Q'anjob'al, through the work of R. Shosted (Linguistics).

At UC, Yucatec Maya and K'iche' Maya have been offered since the mid-1950s; Aymara has been taught since 1995 and is the only summer Aymara program in the US; and in 2011 faculty and students asked us to add Haitian Kreyol. UC offers FLAS support for summer Nahuatl as well as AY CLAS funding for Nahuatl tutorials upon request. UC will continue to offer K'iche' Maya in the joint summer language institute in Guatemala with Vanderbilt, Tulane, UT-Austin, and U New Mexico. In addition to a strong history of teaching indigenous languages, UC has contributed greatly to teaching materials: recent NEH and IRS grants supported online publication of curricula in Yucatec and K'iche' Maya, used at 8 universities since 2011, and CLAS spearheaded a project with instructor M. Huanca to publish *Aymar Arux Akhamawa* (2011), the first trilingual (Spanish-English-Aymara) Aymara textbook.

4.A.2 Table 4 details the number of students enrolled in Latin American language

courses. In addition to languages taught on our campus, UI and UC award summer FLAS for the study of languages at other institutions in the US and abroad. Between 2010–13, 16 of 22 summer UI FLAS fellows enrolled in language schools abroad, and 6 in other US institutions to study Quechua, Portuguese, Aymara, and Haitian Kreyol. For the same period, at UC, 22 of our 23 summer FLAS fellows enrolled in programs organized by other US universities (8) and

language schools abroad (14) to study Portuguese, Haitian Kreyol, Nahuatl, and Yucatec Maya.

Through the CIC Traveling

Scholar Program, doctoral students

at both UI and UC can enroll in language courses taught at any other CIC school, and students from member institutions have access to our language courses. Six students have registered since 2011 in UI’s online Quechua courses. At UC, Yucatec Maya is taught as an on-demand distance-learning course to CIC students.

Language instruction is integral to our study abroad programs (see §2.B.2). In 2012–13, 317 UI students enrolled in Spanish language programs in Latin America and 29 enrolled in Portuguese programs in Brazil. In the past 3 years, 9 students have undertaken FLAS supported summer study abroad in Peru, Ecuador, Bolivia (Quechua), and Haiti (Kreyol). At UC, 23 students annually take intensive immersion Spanish in Oaxaca, Mexico, with most students enrolling in advanced Spanish classes. In the past 3 years, 37 undergraduate students pursuing Latin American Studies have won highly-competitive UC summer grants for immersion study of advanced Spanish (30), Portuguese (5), K’iche’ Maya (1), and Quechua (1).

4.B.1. The depth of language offerings at UI and UC is also detailed in Table 4. Both

| Language | 1st | 2nd | 3rd | 4th | 5th | TOTAL |
|--------------------------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|--------------|
| Spanish | 2,845 | 3,650 | 1,231 | 435 | 67 | 8,228 |
| Portuguese | 121 | 61 | 18 | 14 | | 214 |
| Quechua | 12 | 10 | 4 | 3 | | 29 |
| Aymara | 5 | | | | | 5 |
| Haitian Kreyol | 19 | 5 | | | | 24 |
| Mesoamerican Linguistics (Ind Study) | | | | | 9 | 9 |

institutions regularly offer Spanish and Portuguese through 4th year. Both also offer a course to facilitate Portuguese acquisition by Romance language speakers, with 42 UI and 36 UC students enrolled in 2012–13. UC’s annual offering of Portuguese for Spanish Speakers has expanded to two sections based on high interest; CLAS has underwritten the second section of the course.

CLACS has a longstanding and vigorous performance-based Quechua program, with 3 levels (beginning through advanced) in the Cuzco and Ayacucho dialect (AY), and on-demand tutorials in Ecuadorian Quichua (AY). More than 20% of UI Quechua enrollments were at advanced levels in 2012–13. Funds are requested for a portion of the Quechua instructor’s salary {A2a}.

UC offers 3 levels (beginning through advanced) of instruction in Yucatec Maya (AY); as well as 2 levels (beginning and intermediate) of K’iche’ Maya (summer), Aymara (summer), and Haitian Kreyol (AY). We request funding to support all levels of Yucatec Maya {A2b}; Aymara, to be offered annually in a new partnership with Ohio State University, with the introduction of advanced Aymara in summer 2015 {A2c}; and Haitian Kreyol, with the introduction of an advanced sequence in 2014–15 {A2d}. We seek to further enhance the consortium’s indigenous language strengths by adding capacity to consistently train students to higher proficiency levels.

4.B.2. In addition to language instruction, consortium faculty offer content-based courses in Spanish and Portuguese. At both institutions, faculty in Spanish, Portuguese, Anthropology, and History regularly assign readings in Spanish or Portuguese as part of undergraduate and graduate courses. At UC, Language across the Curriculum discussion sections are regularly offered in social science courses such as: Latin American Civilizations (Spanish), Literature and Society in Brazil (Portuguese), and International Relations: Global Issues (Spanish). Funds are requested to add Spanish and Portuguese discussion sections in two additional courses per year {E2f}. Beyond formal courses, CLAS coordinates two biweekly public workshops that let

students exercise their language skills with visiting scholars in an academic setting: the Mexican Studies Seminar (Spanish), and the Haitian Language and Culture Roundtable (Kreyol). A Brazilian Studies Speaker Series, in Portuguese and English, will launch in 2014–15.

4.C.1. Latin American language faculty from both institutions are detailed in Appendix 2. UI SIP has 11 full-time faculty, 6 instructors and lecturers, including a Director of Introductory Spanish and a Coordinator of Portuguese, and 51 TAs. At UC, Romance Languages and Literatures has 7 full-time faculty teaching literature and culture courses, and Portuguese and Spanish each has a full-time Senior Lecturer and Language Coordinator, supported by Lecturers (Portuguese: 1; Spanish: 4) and upper-level graduate student Language Assistants who lead required weekly conversation sessions. A senior Language Pedagogy Coordinator at UC ensures consistency and uniformity in proficiency standards.

4.C.2. At UI and UC, all Spanish and Portuguese language instructors enroll in **required pedagogy training** courses. At UI, the Proseminar in Foreign Language Teaching (SIP 571) provides instructors grounding in language teaching theories and methods with a focus on communicative, task-based, language instruction. Instructors and TAs for the Spanish and Portuguese Basic Language Program receive orientation and in-service continuing education from SIP, including a four-day workshop addressing classroom management, instructional technology, and pedagogy. The Center for Teaching Excellence offers additional training and a Teaching Certificate. TAs preparing to teach advanced level courses receive additional training on themes including community service learning and process-oriented writing instruction.

A major new initiative of the School of Literatures, Cultures and Linguistics (SLCL) and the UI NRCs will fund 2 four-day ACTFL OPI workshops and will give small grants to faculty who want to pursue full certification as OPI testers {E1c-iv}. In addition, the UI NRCs will partner

with SLCL to develop listening, reading, and writing proficiency instruments in the priority languages, including Portuguese and Quechua, under the supervision of a new faculty specialist in LCTL language testing. All UC indigenous language instructors have participated in 3 or more pedagogy workshops organized by the Minnesota Title VI LRC, and remain engaged in language pedagogy training through workshops at the Chicago Language Center (CLC).

At UC, all Senior Lecturers are full-time permanent staff trained in language pedagogy; many are trained ACTFL OPI testers. Graduate student Language Assistants are required to complete the Foreign Language Acquisition Research and Teaching course, which emphasizes proficiency-based instruction. All Senior Lecturers and Language Assistants receive in-service continuing education through the CLC. With significant new resources, the CLC is set to make lasting contributions to the landscape of Latin American language pedagogy. In 2015, the CLC will host its first in a series of on-campus ACTFL Oral Proficiency Workshops for language faculty and instructors, which will serve to establish a core group of testers on campus and cultivate leaders in pedagogy innovation. The CLC will also introduce a Language Pedagogy Certificate for graduate instructors and language assistants. Funds are requested to bring expert speakers to participate in pedagogy workshops {E1d-iii}. In addition, workshops hosted at IU-Bloomington, FIU, OSU, and other providers will offer opportunities for UI and UC LCTL instructors to take additional training in the next 4 years {E1c-i, iii, v}.

4.D.1. All UI and UC **language instruction is performance-based**. Language students are evaluated by examination, oral interviews, and composition. UI's Spanish and Portuguese Basic Language Program and UC's introductory and intermediate Spanish and Portuguese programs use communicative, task-based language teaching methods for culturally competent language acquisition. Instructors and students exclusively use the target language in the classroom;

students participate in pair-based oral conversations; and students use the target language to solve real-life situations in a culminating oral exam. At UI, fourth-semester Spanish students may choose from four content-based tracks: Literature and Culture; Linguistics; Spanish for the Professions; and the Teaching of Spanish at the Elementary and High School Level. Advanced courses continue all assessment techniques and introduce additional critical thinking, analytical writing, and performance-based instruction. UI's Quechua proficiency evaluations stress students' ability to communicate in real-life settings typical of Quechua-speaking communities, and S. Soto serves as a regular evaluator for other universities that offer Quechua courses.

4.D.2. UI and UC offer exceptional resources for language teaching, including new technologies for teaching and research. The UI Language Learning Lab supports the use of instructional technologies. It maintains a 350-node network and audio-visual equipment. Other resources include a television studio, psycholinguistics research facility, a Languages and Linguistics Library with Quechua films and music recordings, a Video Lab, myriad online exercises in basic Spanish and Portuguese, some developed at UI, and free walk-in tutoring.

At UC, CLC provides modern facilities and multimedia resources in support of language teaching and learning for students, faculty, and instructors. In addition to ongoing training, CLC provides all necessary technology for language teaching, a library of foreign movies, and support for student video presentations. CLC is initiating programs to enable some of its least commonly taught languages to engage in shared curricular models. Funds are requested to support the launch of two shared CIC courses over the next four years, specifically for software and professional development of instructors {Elc-ii}.

4.D.3. At both UI and UC, explicit language proficiency requirements are established for each level of language instruction. Standards for oral and written assessments are based on

ACTFL Proficiency guidelines. Students are evaluated in oral exams each semester/quarter for quality of interaction, breadth of vocabulary, and appropriate application of grammar.

At UI, students complete 6 graded writing assignments that are holistically graded from criteria based on ACTFL standards. At UC, first- and second-year foreign language curricula are accelerated and presume students will complement classroom study with summer immersion to quickly achieve advanced proficiency. In order to complete second-year Portuguese and Yucatec Maya, students must demonstrate four-skills proficiencies in speaking, listening, writing and reading. Undergraduate students also have the opportunity to earn an Advanced Foreign Language Proficiency Certificate in Spanish and/or Portuguese through the CLC. Funds are requested to offer the certificate at the graduate level {E1d-i}.

§5. Strength of the Libraries

5.A.1. The libraries at UI and UC are internationally recognized for their strength in Latin American Studies. Our collections support teaching and research in most disciplines, but special strengths

| Table 5. Illinois–UChicago Latin American and Caribbean Library Holdings | | |
|---|------------------------|-------------------------------------|
| | Volumes (books) | Periodicals (current titles) |
| English | 369,937 | 378 |
| Spanish | 738,094 | 2,864 |
| Portuguese | 149,245 | 557 |
| Other Area Languages | 44,312 | 110 |
| Total | 1,301,588 | 3,909 |

are the social sciences, humanities, languages and literature. Our general combined **holdings** exceed 25.7 million volumes. Our 1.3 million volumes on Latin America comprise one of the three largest concentrations of Latin American library resources in the US (Table 5.1).

UI is the largest public academic research library in the US, with nearly 14 million volumes and 24 million items in all formats. UI’s Latin American and Caribbean collection is the nation’s third largest collection, holding some 971,000 volumes (in Spanish, Portuguese, and English), including extensive catalogued maps, films, microforms, newspapers, and historical pamphlets,

as well as the papers of renowned anthropologists Julian Steward and Oscar Lewis and a collection on Gabriel García Márquez. More than 10,000 cultural artifacts at campus museums complement these rich holdings. Notable strengths include Brazil, Argentina, and the Andes, a preeminent Quechua collection, and publications in Creole and Andean-Amazonian languages.

UC is the ninth largest research library in North America with 11.9 million volumes in print and electronic form. 45% of the collections are non-English and published outside the US, supporting faculty research and making the library a destination for international scholars; in 2013, more than 31,000 visiting researchers unaffiliated with UC used the collections onsite. The new Joe and Rika Mansueto Library provides high-density automated storage and rapid retrieval access for 3.5 million volumes, immediately adjacent to the library's main open stack collection.

Beyond UC's extensive circulating holdings on Latin America, with notable strengths on the colonial era, Mexico, and US foreign relations with Central America, there are specialized collections of rare Latin American scores and recorded music and of Brazilian television and cinema. Special Collections holds the papers of Mesoamerican anthropologists Manning Nash, Robert Redfield, and Sol Tax, and the newly organized Chicago Archive of Indigenous Literatures of Latin America holds over 500 titles in indigenous languages published by small writers' cooperatives and independent publishers.

5.A.2. UI's funding for Latin American and Caribbean Studies materials for 2012–13 amounted to \$425,000. This includes monographs, serials, and special items only in Spanish, Portuguese, and indigenous languages. Over the past four years, UI has added 3 new tenure-line librarians: a faculty head of International and Area Studies, an International Reference librarian, and Assistant Professor and Librarian Antonio Sotomayor, who manages the LACS collection, mentors a graduate student employee from the Graduate School of Library and Information

Science, and supervises 2 technical services staff. Funding is requested to support acquisitions and professional development of Latin American library staff {C2d; D1}.

At UC, materials expenditures for Latin America were \$285,722 and salaries were \$137,514 in 2012–13. The Center for International Studies decided in 2013 to redirect its annual contribution to the library specifically to collections, and its 2014 contribution provided a new \$37,396 for LAS acquisitions. Funds are requested to support acquisitions and bibliographer travel to regional book fairs {C1c; D1}.

5.B.1–2. For more than 30 years, UI and UC have provided national leadership in open access and cooperation among research institutions. The libraries enjoy reciprocal borrowing privileges with more than 300 regional, national, and international institutions, serving to enhance our student and faculty access to materials at other institutions and provide access for scholars from other institutions to our unique resources. At both institutions, access to the world’s library resources is available through OCLC WorldCAT, the cooperative catalog managed by the Consortium of Academic Libraries and Research Libraries in Illinois, and through partner agreements that afford rapid access to over 140 million books in Ivy League and regional university libraries.

During 2012–13, the UI library loaned almost 94,000 items and borrowed more than 79,000 items for its users, of which 4,950 were in Spanish and 1,439 in Portuguese. The library’s webpage is logged on to nearly 1.6 million times per week, providing access to over 800,000 e-books, 55,000 full-text e-journals, and 500 indexing and abstracting services. UI is building a Virtual Andean Resources Portal to gather and annotate worldwide resources for Andean Studies {E3k}, to be followed by portals for Brazil and Mexico.

UI and UC are also founding members of the Center for Research Libraries and leaders in its

Global Resources Forum; UI was a charter member of its World News Archive, which began by digitizing Latin American newspapers. UI's Mortenson Center for International Library Programs has trained 126 librarians from 18 LAC countries. UC is one of 12 research university libraries partnering with Google Book Search to digitize public domain materials.

The UC library has worked with CLAS on several projects to preserve and enhance access to our unique collections, including two NEH-supported projects to digitize over 1,500 hours of audio recordings from nearly 200 Mesoamerican languages and to make searchable its corresponding 200,000-page archive of field notes and transcriptions. A grant from the US ED supported the modernization and digitization of unique courses in Mayan languages to create online multimedia curricula in Yucatec and K'iche' Maya that are used in the US, Guatemala, and Mexico. We are now working to establish a single online portal that will provide global access to our digital Mesoamerican language materials.

§6. Quality of Staff Resources

6.A.1. At UI and UC faculty leadership and professional staff develop academic and outreach programming, and demonstrate our ability to undertake the program building activities proposed in §8 (see Appendix 2). Affiliated faculty are held to the highest scholarly standards through promotion and tenure processes and periodic performance reviews.

Exemplary indicators of faculty prominence in recent years include: President of the American Anthropological Association and Vice-President of Antropólogos sem Fronteiras (V. Dominguez); Brazilian Academy of Letters lifetime award in translation (E. Lowe); fellows at the American Association for the Advancement of Science (J. Brawn, L. Lucero); Choice Outstanding Academic Title and Latin American Studies Association Brazil Section book prizes (J. Dávila); Brazilian Studies Association Roberto Reis book prize (B. Fischer); ACLS

Fellowship (E. Kourí); MacArthur “genius” grant (S. Dawdy); Fulbright Scholar Award (C. Fromont); election to the Brazilian Academy of Sciences (J. Heckman); Best Dissertation in the UN Office on Drugs and Crime International Thesis Contest (B. Lessing); and selection as Wim Duisenberg Fellow at the European Central Bank (F. Alvarez). Since 2010, consortium faculty have received support for research and conference activities from ACLS, Ford, Fulbright, Getty, Hewlett, Mellon, NEH, NIH, NSF, US ED, and other prestigious funding sources. Consortium faculty service as national leaders in their disciplines include: journal editorships and associate editorships by J. Dalling, Functional Ecology; P. Garber, American Journal of Primatology; H. Silverman, Latin American Antiquity; A. Valdivia, Communication Theory; F. Alvarez, Journal of Political Economy; H. Freitas Lopes, Journal of Business & Economic Statistics; E. Glen Weyl, International Journal of Industrial Organization; T. Wootton, Ecology Letters; and many serving on editorial boards such as D. Borges, Hispanic American Historical Review and J. Lucy, Journal of Mayan Languages and Linguistics. Affiliated faculty serve on executive and distinguished prize committees of national and international professional associations, including the Organization of American Historians (J. Saville, R. Gutiérrez); Association of American Colleges and Universities (R. Gutiérrez); Conference on Latin American History (B. Fischer, E. Kourí); Red Internacional de Migración y Desarrollo (S. Gzesh); Modern Language Association (M. Santana); and Haitian Studies Association (M. Butler). In the past four years, consortium faculty have been invited as visiting professors to the University of New Orleans, Yale University, Harvard University, Renmin People’s University (China), Université Lumière (France), Universidad de San Marcos (Peru), Pontificia Universidad Católica de Chile, Universidad de Chile, Universidad de los Andes (Colombia), and Fundação Getúlio Vargas (Brazil). Among consortium staff, N. Arsenault has served as Outreach Committee chair of the

Consortium of Latin American Studies Programs since 2008 and A. Cotler served for six years on the executive board of the Peru section at LASA.

6.A.2. UI and UC provide regular professional development opportunities for faculty, including funds for participation in conferences, research and course development, and faculty-release time to develop curricula, study abroad programs, or new expertise outside their primary discipline. Both institutions support faculty release time for research and writing and travel grants for curriculum development before tenure reviews as well as regular sabbaticals. CLACS faculty received \$640,000 from the UI Research Board between 2011–2013 and the Lemann Institute funded \$115,000 for faculty conferences, travel, and research grants. At UC, divisional deans apportion individual research accounts for all tenure-track and tenured faculty. Center staff regularly participate in national professional networks, professional development conferences, and on-campus skills training. Funds are requested to enhance faculty development through international travel, conferences, and course development support {C1a; E2c, d; E3e; E3j} and for continued professional development of consortium staff {C1b; C2a, b}.

6.A.3. At UI and UC, a constant commitment to students is evident in our emphasis on intensive seminars and in-depth reading and research courses. Small classes foster close contact with faculty. For example, of the 56 LACS content courses offered at UC in 2013, 61% were taught by full-time faculty, and another 18% taught by full-time lecturers or senior visiting professors: 77% of these courses had 25 or fewer students enrolled. Faculty supervise Latin American BA, MA, and PhD theses and advise students in weekly office hours.

In addition to formal teaching and supervision, faculty participate in regular workshops and professional development opportunities for students. At UI, weekly lecture series and annual Tinker workshops allow students to report on research and receive feedback from faculty. UI

also supports professional development through grants for research and conference travel, PhD thesis writing, and program enhancement as well as competitive fellowships (general and for students from underrepresented minority groups). At UC, over 80 graduate workshops—especially the two biweekly workshops in Latin American History and Latin America and the Caribbean—offer a forum where faculty provide critical feedback on student research.

Consortium staff also advise BA and MA students, assisting them with university procedures and guiding them in the fulfillment of degree requirements (see §2A). CLACS Associate Director A. Cotler advises MA and undergraduate students on courses and thesis writing and holds weekly office hours. At UC, Student Affairs Administrator J. Gentry counsels undergraduate LAS majors in course selection; each MA student meets with Gentry, the CLAS director, and the post-doctoral lecturer, a process that ensures careful design of an individualized curriculum. All LAS BA majors and MA students write theses under the supervision of a preceptor and a faculty advisor. BA majors must take a 2-quarter thesis-writing course with a graduate student preceptor; MA students take a similar course with the post-doctoral lecturer.

6.B.1. The consortium is governed by a Joint Policy Board, consisting of senior staff and directors of each center (Table 6). UI CLACS is governed by an interdisciplinary Executive Committee, chaired by the director, and an interlocking advisory committee oversees the work of the Lemann Institute. UC CLAS is governed by an interdisciplinary Steering Committee, chaired by the director. At both centers, additional faculty review committees rank and select applicants to the MA program, FLAS fellowships, and Tinker Field Research Grants.

6.B.2. Appendix 2 presents administrative staff profiles for the consortium. At both UI and UC, staff members with relevant advanced degrees manage LAS programs. At UI, business and FLAS management is provided by IPS. At UC, Title VI programs are served collectively by a

dedicated business manager and FLAS coordinator, thereby decreasing administrative burden on center staff. UC NRC associate directors and outreach coordinators meet regularly to collaborate. Funds are requested for a portion of staff salaries and for outreach supplies {A; B; D2}.

| Table 6. Consortium Governance | |
|---|--|
| UI-UC Joint Policy Board | |
| CLACS: A. Cotler; D. Goldman; CLAS: N. Arsenault; D. Borges, M. Tenorio | |
| UI CLACS Executive Committee | UC CLAS Steering Committee |
| M. Arends-Kuenning, Agriculture & Consumer Economics and Director, Lemann Institute for Brazilian Studies; A. Cotler, CLACS; A. M. Escobar, Spanish, Italian & Portuguese; N. Jacobsen, History; L. Lucero, Anthropology; J. Ribot, Geography; C. Santos, Recreation, Sport & Tourism; C. A. Sotomayor, Library | Shannon Dawdy, Anthropology; Daniel Desormeaux, Romance Languages & Literatures; Alan Kolata, Anthropology; Emilio Kourí, History and Director, Katz Center for Mexican Studies; Agnes Lugo-Ortiz, Romance Languages & Literatures; John Lucy, Comparative Human Development |
| UI Lemann Institute for Brazilian Studies Advisory Committee | |
| H. Almeida, Finance; M. Arends-Kuenning, Director, Lemann Institute; W. Baer, Economics; M. Bowen, Political Science; J. Dávila, History; D. Goldman, Director, CLACS; P. Goldsmith, Agriculture & Consumer Economics; G. Hewings, Urban & Regional Planning; P. Keenan, Law; J. Love, History; E. Lowe, Center for Translation Studies; G. Paulino, Civil & Environmental Engineering; M. Raffaelli, Human & Community Development | |

6.C. UI’s and UC’s nondiscriminatory employment policies provide equal opportunity

for all qualified persons and prohibit discrimination in employment on the basis of attributes unrelated to job performance. Both UI and UC have active “Targets of Opportunity” faculty hiring initiatives and Offices of Minority Student Affairs that help recruit and retain faculty and staff. §9B and our GEPA statement detail initiatives on our campuses to support equal access for students, staff, and faculty from traditionally underrepresented groups. Center staff and affiliated faculty reflect these diversity goals and we actively recruit applicants from underrepresented groups to campus employment opportunities.

§7. Outreach Activities

Outreach is a vital part of the work of our consortium. Given our considerable intellectual resources and the close ties that both Chicago and the state of Illinois have to Latin America, Illinois and UChicago organize outreach activities that extend the impact of university

resources into our region and nation. Faculty and graduate student presentations at K–16 training workshops, lecture series aimed at business and the media, and arts and educational events geared to the general public constitute a rich outreach program that reaches sizeable audiences (Tables 7.1 and 7.2). Both centers have dedicated outreach staff. We request funding to expand our outreach programming to meet the needs of pre-service and in-service educators at all levels, with a special focus on Minority-Serving Institutions (MSIs), and to expand our efforts to business, media, and other audiences (described below), including an expansion of UI’s mission to create more linkages with Latin American libraries {E4a}.

| Table 7.1. Consortium Outreach Activities—Target Group and Impact (Attendance) | | | | | | | |
|---|---|-------------------|-----------|-------------------|-----------|-------------------|-----------|
| Target Group | Independent or Joint w/campus NRCs | AY 2010–11 | | AY 2011–12 | | AY 2012–13 | |
| | | UI | UC | UI | UC | UI | UC |
| K–12 Educators / Administrators | Independent | 751 | 52 | 1344 | 51 | 620 | 57 |
| | Joint NRC | 892 | 153 | 94 | | 199 | 160 |
| Post-Secondary Faculty / Students | Independent | 1,210 | 644 | 1,381 | 897 | 1,632 | 1,120 |
| | Joint NRC | 433 | | 667 | | 573 | |
| Business / Media / General Public | Independent | 1,284 | 1,382 | 1,486 | 1,360 | 1,677 | 1,429 |
| | Joint NRC | 350 | | 880 | | 457 | |
| TOTAL | | 7,151 | | 8,160 | | 7,924 | |

7.1. The UI and UC centers are Illinois State Board of Education-approved **providers of in-service K–14 professional development.** Both centers organize annual teacher workshops and publish teaching resources developed by faculty and graduate students from across our campuses. Both centers collaborate with other NRCs on our campuses and offer Continuing Professional Development Units (CPDUs) for educators. To attract more instructors from MSIs and community colleges we request funds to offer conference travel and research support {E4e}. In order to extend the impact of our workshops to a national audience, we also distribute materials through our websites. The impact of these online resources is significant: 342,202 unique site visitors have downloaded 667,535 curriculum guides and other educational files from UC since 2011. We also request funding to partner with the College of Education and local

schools and after-school programs to develop targeted materials to integrate Latin American LCTL and area studies content in their curricula {E1a}.

UC's annual Summer Teachers' Institute (STI), coordinated by the Center for International Studies and planned jointly by the NRCs, features faculty and graduate students from various world regions. In addition to CPDUs, UC obtains annual approval from Chicago Public Schools to award a Lane Credit—a special, graduate-level professional development unit that contributes to teacher recertification and directly advances career and pay-scale promotion—for the STI, a testament to its high quality. UC also capitalizes on the resources of our city by working with faculty to present Newberry Library seminars for K–12 teachers and teacher workshops cosponsored with the Field Museum and Art Institute {E4a}.

Classroom teachers and administrators help UI and UC plan and design our workshops, and follow-up surveys track how teachers have used workshop materials in their classrooms. Funds are requested to expand teacher training and the creation of dynamic materials for K–14 educators, and to make them available nationwide through online dissemination {E4d}.

UC will extend training opportunities to pre-service educators through the integration of international dimensions, including world languages, into our Urban Teacher Education Program (UTEP). UTEP prepares teachers of the highest caliber for Chicago Public Schools, while developing a national model for urban teacher preparation, through a two-year graduate program that awards an MA in Teaching. We will also work with UChicago Careers in Education Professions, which provides specialized preparation for students interested in pursuing careers in teaching, educational administration, research, and policy. Funds are requested to support pre-service teacher training projects with both programs {E1d-ii}.

7.2. The consortium engages faculty and students at **postsecondary institutions** in many

ways, ranging from faculty leadership on editorial boards and in professional organizations, to writing and publishing of the best textbooks and materials for Quechua, Aymara, Yucatec Maya, and K'iche' Maya. We publish most of our materials online, including the *Correo de Lingüística Andina*, a trilingual newsletter on Quechua and Aymara instruction. Our faculty lecture around the nation. Our public workshops, lectures, and conferences host faculty from universities and colleges throughout the US and Latin America, and are announced at MSIs throughout the state. At UI, attendance at live events is complemented by high interest in event videos posted online: in 2010–11 and 2012–13, 3,031 post-secondary faculty and students attended CLACS events; an additional 2,493 watched event videos on our website. UI requests funds to expand the dissemination and development of online curricular material {E4i}. Both centers distribute weekly email bulletins of events that reach more than 5,000 subscribers off campus.

UC reaches out to postsecondary educators in the region to join our Associate Member program, through which faculty from other institutions have access to our libraries and participate in the intellectual life of our community. Funds are requested to support post-secondary outreach focused on MSIs and to create a Regional Faculty Network that offers travel grants and other resources to Associate Members who wish to build Latin American Studies components into their classrooms and campuses {E1b-i, v}.

UC will partner with the City Colleges of Chicago (CCC), comprising 7 campuses and 7 satellite locations and representing the largest community college district in Illinois. CCC's student population is diverse: over 84% of enrolled students represent minority populations, and 4 campuses are designated as MSIs. In cooperation with the CCC Provost's office, UC NRCs plan to collaborate on several activities, including teacher training, curriculum development, language proficiency workshops, pre-departure orientations for faculty and students going

abroad, and collaboration on a database of post-CCC training and professional options for students interested in area studies and foreign languages {E1b-iv}. CCC faculty will be invited to join the Regional Faculty Network.

| Table 7.2. Exemplary High Impact Public Events | | |
|--|---|--|
| Activity | Impact/Attendance | Publicity |
| Spanish Story Time at the Youth Literature Festival (October 9, 2010) | Participation at the festival organized by the School of Education, UI. Attendance: 200. | Local newspaper, posters, web |
| Latin American Film Festival (annual) | UI film festival at local art theater, 6 nights. Average annual attendance: 1,600. | Radio, local newspapers, web |
| “A canção no Brasil: Literature, Music, and the Brazilian Popular Song” Lecture and Performance (April 17, 2012) | Public lecture and performance by Tinker Visiting Professor José Miguel Wisnik, scheduled during opening of UC’s Reva and David Logan Center for the Arts. Attendance: 85. | Local newspapers, Chicago radio/TV, posters, web |
| Schola Cantorum Coralina: UC Performance and Workshops (November 8–9, 2012) | Award-winning choir from Cuba performed folk and sacred music of Latin America at Rockefeller Chapel, and conducted workshops in the local community with youth choirs and the general public. Attendance: 437. | Local newspapers, posters, web |
| UI CLACS/Lemann Lecture Series (ongoing) | Weekly lectures, video recorded and uploaded on CLACS website. Live attendance: 12–50 each; 2,500 downloads in 2012–2013. | Web, email, blog |
| UC Latin American Briefing Series (ongoing) | Public current affairs lectures, recorded and disseminated online; 15 lectures. Live attendance: 50–60 each, and 10,880 downloads in 2010–2013. | Public radio and television, web, posters |
| UI Joint Area Centers Symposium (JACS) (annual) | NRC and CIBER annual conference for university and K–14 teachers who receive professional development recognition. Attendance: 80–120. | Local newspapers, email, blog, web |
| UC Latin American Policy Forum (annual) | Cosponsorship of annual conference on innovative social policy with Latin American Matters student group. Attendance: 200–300 annually. | Local newspapers, posters, web |
| Lemann Distinguished Alumnus Lecturer (February 21, 2013) | “Brazil and the Current Economic Situation,” by Alexandre Antonio Tombini. Attendance: 280. | Posters, email, blog, web |
| MOSTRA Brazilian Film Series (annual) | Promotes a greater understanding of Brazilian culture and social issues through presentation of films with a social conscience and conversation with directors. Attendance: 57–105 at UC & UI. | Local newspapers, email, blog, web |

7.3 Opportunities for outreach to **business, government, media, and the general public**

abound due to our location: Chicago and Illinois have large Latin American populations, multiple organizations that promote Latin American culture, and increasing business with Latin America. Consortium faculty regularly consult with media, trade chambers, and Latin American

consular staff. Consortium outreach staff handle requests from television stations and newspapers to cover our campus programming and interviews about current affairs. Almost all our specialized lectures and conferences are open to the public, and we routinely program large-scale community-oriented events that attract wide public participation (Table 7.2).

Consortium faculty and staff give interviews and frequently lend their expertise to media, and our campus news bureaus help disseminate our press releases. We also regularly make visitors and the videos of their events available to local media.

UI CLACS has provided Latin American programming at the College of Education's Youth Literacy Festival and to Unit 4 Champaign School District, including the model *Spanish Story Time*, featuring bi- and tri-lingual storytelling and crafts, for libraries. Funds are requested to add special briefing modules on Latin American education, literacy, culture, arts, and music for regional, educational, and community services providers {E4b}. UI proposes to extend resources to new audiences such as the local Q'anjobal community and the inmates of the Danville Prison enrolled in the Education Justice Project {E4b}.

At UC, the popular Latin American Briefing Series brings influential experts to discuss current issues before a large, general audience. The events have been podcast to an audience of more than 75,000 unique users since the series began; feedback indicates they are frequently used in high school and university courses introducing Latin America. Regular opportunities for collaboration with the Art Institute, Field Museum, Logan Center for the Arts, professional school student organizations (e.g., Latin American Matters), and international film series allow CLAS to reach out to members of the general public who both reside in and visit our city.

§8. Program Planning and Budget

Our proposal will strengthen the institutional capacity of our nationally recognized centers of

excellence in Latin American area and foreign language studies Through initiatives addressing the 21st-century challenges for Latin America, and for Latin American Studies, our proposal positions our consortium to be a leader in shaping regionalist scholarship for the current moment. Leveraging long-standing and emerging strengths in our consortium, our programming will fulfill the purposes of the NRC program by better integrating Latin American Studies with the academic disciplines and professional schools of our campuses by examining this vital region in global perspective. We will also draw upon institutional strengths and collaborate extensively with NRCs and other units on both campuses. Through these partnerships, we will create a network of Latin American specialists with substantial breadth, depth, and diversity. We aim to become a national model for best practices.

8.A. On our campuses, the Illinois-UChicago consortium benefits from a rich concentration and diversity of Title VI programs: 9 NRCs and 1 CIBER. Direct collaboration in our project design and evaluation plans will bring us economic efficiencies; shared administrative functions also provide financial savings and decrease staff burden. We will also benefit from the collective wisdom of our partners, assuring that our project design is of the **highest quality and directly related to the purpose of the NRC program** and broader Title VI priorities. The programming initiatives we propose directly address all 10 activities that define a comprehensive NRC as detailed in the authorizing legislation Title VI, Part A, Section 602(a) of the Higher Education Act of 1965, as amended in 2008, and summarized from the CFR §656.3 below (with additional details in Table 8, Appendices 1 and 4).

A national leader in teaching the **modern foreign languages [656.3(a)]** of Latin America, the consortium will expand its instructional programs in Portuguese, Aymara, Haitian Kreyol, Quechua, and Yucatec Maya, building on one of the greatest concentrations of Latin American

LCTLs offered by any national center. A carefully designed program of complementary academic year instruction (Kreyol, Portuguese, Quechua, Yucatec) {A2a, b, c} and summer intensive programs (Portuguese and Aymara) facilitates advanced levels of proficiency. At UI, the NRCs will also collaborate to develop a new model for assessing LCTL proficiency, one that could be utilized to evaluate the progress of FLAS students {E1c-iv}. Both UI and UC will draw on campus strengths, Title VI resources, and professional organizations to evaluate and improve the efficacy of our language instruction and supported programs {E5}.

NRC support is instrumental for the consortium to continue **conducting summer institutes designed to provide language and area training [656.3(h)]**. UC will continue offering its summer intensive institute in Aymara, on a rotational basis with OSU, which will allow us to introduce advanced level courses {A2d}. UC will coordinate with the Chicago Language Center to provide annual summer instruction in Portuguese, and UI and UC will collaborate with Wisconsin-Madison and Milwaukee to offer a summer Portuguese sequence—increasing the capacity of all four institutions to support Portuguese instruction and move students to advanced level proficiency {E1c-vi}.

Through collaborative projects with academic departments and professional schools, centers on both campuses will **provide instruction in fields necessary to provide a full understanding of Latin America, resources for research and training in area and language aspects of professional fields of study, and instruction and research on issues in world affairs that concern multiple countries [656.3(b)(1)-(3)]**. In addition to strong instruction in our core disciplines, UC will collaborate with Law and Social Service Administration to promote K'iche' and Haitian Kreyol language training among students working with Chicago's immigrant communities. In particular, our programming will **encourage projects that support students in**

the science, technology, engineering, and mathematics fields to achieve foreign language proficiency [656.3(j)] by developing a strong representation of Latin American area studies in agriculture, business, engineering, and environmental science programs {A3a; E2a; E2c, E3e}. Both institutions will leverage campus and NRC resources to integrate deep area-specific expertise with a wide range of disciplines and fields {E2e, E3h}.

UI and UC will also **extend the impact of university resources** through partnerships with local and regional MSIs and community colleges. We will promote increased access to our resources by developing curricular resources in collaboration with these institutions {E1b-i} and continue to support the dissemination of high-quality online materials whenever appropriate, such as through library projects {E3k}, the creation and promotion of networks {E1b-v}, and the generation of online archives and resources {E4f, E4g}. The proposed Service Learning Network {E1b-ii} will generate new pedagogical initiatives that will afford greater access to resources for partner institutions while also enriching the impact of Latin American instruction at UI. We are also allocating funds to subsidize participation in sponsored programming, conferences, and workshops by students and instructors from MSI and community college partner institutions, whose under-resourced institutions cannot regularly support scholarly and professional development opportunities {E3b; E3d; E3h; E4e}.

We will enhance our institutions' abilities to **employ faculty engaged in training and research related to Latin America [656.3(f)]**. UI will work closely with the Lemann Institute and other campus partners to hire specialized LAS faculty through our campus cluster hiring initiative. So as to support the growing Portuguese program, UC will search for a tenure-track faculty line in Brazilian literature. UC will continue to advocate for hires that strengthen the presence of LAS in various disciplines. Both UI and UC will offer faculty travel support {C1a}

and course development funds {A3b; E2c} to encourage the incorporation of LAS content into course offerings. Finally, UI and UC request funds to support the organization of field courses and study abroad, which will facilitate language and area studies training {C1a; E2d}.

UI's annual Lemann Distinguished Visitors and UC's Tinker Visiting Professorship and faculty exchange with El Colegio de México, which bring 4–6 Latin American scholars to UC each year, will continue to develop and **maintain important linkages with overseas institutions of higher education [656.3(d)]**, all without the use of NRC funds. The Upper Midwest Distinguished Speaker Series will maximize the impact of these linkages throughout the region by allowing multiple institutions and audiences to benefit from visits by individual speakers {E3g}. Both UI and UC will use NRC funds to support faculty and staff travel to enrich instructional materials and establish and maintain important linkages with overseas institutions {C1a; C1b}; additional funds to support linkages are provided by UI's Lemann Institute and UC's Brazilian Studies Initiative. UC will use grant funds to further develop scholarship in Latin American Studies through seed funding for faculty working groups and conferences, such as a cross-regional group dealing with issues related to language standardization in minority languages {E3j} and a working paper translation series focused on disseminating cutting-edge research from Latin America {E3i}.

The consortium will continue to **provide outreach and consultative services on a national, regional, and local basis [656.3(c)]**. NRC support for outreach staff {A4a-i, b; B4a, b}, travel {C2b}, and supplies {D2} will provide a solid foundation from which we can continue to build our outreach services to K–12 and postsecondary educators, business, media, and the general public. Teacher training will remain at the heart of our outreach programming, as we seek innovative ways to train our core audience and draw in new educators from schools, subjects,

and backgrounds not yet represented.

Along with continuing successful programming—teacher and library training workshops {E4a}, regular bi- and trilingual “Story Time” events at local libraries and schools {E4b}, and the Latin American Film Festival {E4c}—UI will expand its outreach programming to address increasingly diverse audiences. We will work with the growing Q’anjolab community and collaborate with the Education Justice Project to develop courses, workshops, and other curricula for the Spanish-speaking detainees at Danville Correctional Center {E4b}. CLACS also regularly collaborates with other UI NRCs on annual outreach council activities {E4b} and provides materials and area/LCTL content that reach audiences of several thousand each year. Both UI and UC will continue their highly visible public lecture series on Latin American current affairs {E3a, E4g}. UC will refresh its Latin American Briefing Series with a more dynamic model of multifaceted, interactive discussions of current events.

UI and UC will partner on at least one teacher training workshop each year, and UC will continue to collaborate with other campus NRCs on the annual Summer Teacher Institute and International Education Conference {E4a}. UC will also revitalize relationships with Chicago cultural and educational institutions (e.g. Art Institute, Field Museum, Newberry Library) to offer teacher workshops to diverse audiences {E4a}. UC and UI will continue to offer videos and podcasts to disseminate public and teacher education in widely accessible formats {E4f}.

Both UI and UC will use NRC funds to **maintain and enhance important library collections [656.3(e)] {D1}**. We also request funds to send Latin American Studies bibliographers to SALALM as well as to regional book fairs {C1c; C2d}.

In order to produce the highest quality output from the allocated NRC resources, the consortium will organize our efforts around three broad **thematic initiatives**. These initiatives

will promote effective synergies that cut across our supplies, curricular initiatives, programming, and outreach activities in order to strengthen our capacity and maximize our impact. Our first theme, Area Studies Expertise, Language Proficiency, and Transcultural Competence, Competence will provide **instruction in fields needed to provide full understanding of areas, regions, or countries**, including efforts to generate a larger and more diverse array of individuals with productive knowledge, expertise, and skill—enriching their professional activities, facilitating linkages with Latin America, allowing them to become Latin Americanist educators, and better preparing them to function effectively across diverse cultural (and transcultural) contexts. The second, Latin American Diversity in a Global Context will support the generation and dissemination of **instruction and research on issues in world affairs that concern one or more countries** and highlight the global impact of Latin American cultures and societies. Finally, Latin American Contributions to Higher Education will serve the broadest goals of the Title VI program by **enhancing the quality and impact of US post-secondary education through increased production of Latin American expertise and institutional linkages with overseas partners**. Table 8 outlines how specific initiatives align with one or more of these themes as well as the anticipated outcomes in each case.

The budget and budget justification demonstrate that the **costs of the proposed activities are reasonable in relation to the project objectives**. The consortium achieves significant economic efficiency by substantially leveraging NRC funds with university support (§1), building upon shared infrastructure across both campuses of the consortium, and collaborating with other Title VI programs on our campuses on projects and evaluation. The NRC cost is also reasonable given the high number of students who directly benefit from NRC programming, and their placement into careers that directly draw on their language and area training.

Table 8. Project Activities, Timeline & Outcomes

KEY: Activity: *Illinois*, UChicago, Joint
Timeline: Shading indicates year(s) in which activity will be conducted; lighter shading shows decreased level of funding from Title VI over time; **Symbols:** ◊ indicates a new activity; ‡ indicates a continuing activity.
Note: See Budget Justification (App. 1) for individual line items under Faculty Travel {C1a}, Latin American Cultural Studies {E3c}, K–16 Training/Curriculum Development {E4a}, and Illinois Outreach Programs {E4b}.

1. LATIN AMERICAN AREA STUDIES EXPERTISE, LANGUAGE PROFICIENCY & TRANSCULTURAL COMPETENCE

| Category/Description | Activity | Year | | | | Expected Outcomes |
|--|---|------|---|---|---|--|
| | | 1 | 2 | 3 | 4 | |
| LCTL Instruction & Development Academic year and summer instruction, including online, shared courses, and new advanced courses; student engagement and exchange; LCTL professional development workshops conducted with partner institutions; new model for assessing LCTL proficiency; development of effective curricular materials and certification programs. | AY Haitian Kreyol, <i>Quechua</i> , Yucatec Maya {A2a, b, c} | ◊ | | | | Increased # students achieving advanced level proficiency in LCTLs. Improved consistency and overall quality in language programs. Improved ability to assess language programs, including evaluation of FLAS student progress. Increased collaboration with partner institutions to support LCTLs and draw more students to LCTL courses. |
| | Summer Aymara Course {A2d} | ◊ | | | | |
| | Summer Portuguese {E1c-vi} | ‡ | | | | |
| | IL Portuguese Language Connection {E1c-vii} | ◊ | | | | |
| | Instructor Professional Development {E1c-i, iii, v} | ◊ | | | | |
| | Shared Curriculum Development {E1c-ii} | | ◊ | | | |
| | Proficiency Assessment Building {E1c-iv} | ◊ | | | | |
| | Materials Purchases & Development {D3; E4i} | ‡ | | | | |
| | Pedagogy Certificate (E1d-iii) | | ◊ | | | |
| Area Studies Curriculum Development: Campus & Study Abroad Grants and instructional support for new and enhanced courses with at least 25% LAS focus, new and expanded study abroad programs, and courses that integrate language teaching across the curriculum; promotion of LAS careers. | Support for LAST 170 {A3a} | ‡ | | | | Increased enrollments in LAS courses & degree programs through new courses, multidisciplinary connections, study abroad, and language integration. Increased linkages with institutions abroad. Improved student placements through career option awareness. |
| | Field Course Development {C1a-ii} | | ◊ | | | |
| | LAS Course Development {E2c} | ◊ | | | | |
| | Study Abroad Development {E2d} | | ‡ | | | |
| | LA Area and Language across the Curriculum {E2f; E3e} | ◊ | | | | |
| | LA Cultural Studies {E3c-i, ii} | ◊ | | | | |
| | LAS Careers Webinars {E4h} | ◊ | | | | |
| Pipeline and K–14 Development Pre-service and in-service teacher training and curriculum development; expansion of language and area content in local schools, after school, and summer programs; development of materials designed to enhance LAS content of K–14 curricula. | Pre-Service Teacher Training {E1a-i; E1d-ii} | ◊ | | | | Increased # new and established teachers prepared to teach LAS content and develop curricular materials. Increased # K–12 students with knowledge about Lat Am and proficiency in regional languages. More established practice of including LAS in K–12 curricula. |
| | Middle School Curriculum Support {E1a-ii} | ◊ | | | | |
| | Illinois & University Language Academies {E1a-iii, iv} | ‡ | | | | |
| | K–16 Teacher Training and Curriculum Development {E4a-i, ii, iii} | ‡ | | | | |
| | Outreach Materials {D2} | ‡ | | | | |
| Campus Capacity Building Staff professional development travel and program evaluation. | Administrative & Outreach Travel {C2a; b} | ‡ | | | | Improved institutional capacity. Continuous improvement loop for NRC and other center programs. |
| | Evaluation {E5a, b} | ‡ | | | | |

| 2. LATIN AMERICAN DIVERSITY IN A GLOBAL CONTEXT | | | | | | |
|---|--|---|---|---|---|---|
| Public Engagement Programs Robust program of public and cultural events; integration of LAS/LCTLs in education and community programs. | Speaker Series {E3a, g; E4g} | ‡ | | | | Integration of LAS in a broader spectrum of the public sphere. Greater knowledge of Latin Am perspectives on global issues. |
| | <i>Film Festival</i> {E4c} | ‡ | | | | |
| | <i>Lat Am Cultural Studies: The Passenger</i> {E3c-ix} | ◇ | | | | |
| | <i>Educational & Community Outreach</i> {E4b-i, ii, iii, iv} | ‡ | | | | |
| Campus Conferences & Symposia Support conferences, symposia, and workshops that promote the dissemination of cutting-edge research, innovations, and advancements. | <i>Joint Area Stud Symposia</i> {E3b} | | ‡ | | | Increased production of new knowledge from LAS research. Increased visibility of LAS research and impact. Greater linkages with array of scholars working on similar issues. |
| | <i>Lat Am Cultural Studies</i> {E3c-iii, iv, v, vi, viii} | ◇ | | | | |
| | Midwest Workshop on Lat Am History {E3d} | ◇ | | | | |
| | <i>Extractive Economies and Environmental Impact</i> {E3h} | | | ◇ | | |
| | Language Standardization Group & Conference {E3j} | ◇ | | | | |
| Dissemination of Specialized Knowledge & Research Incorporate highly relevant materials and scholarship into digital archives to promote greater access and usability; promote critical discussion about the present state and future directions of LAS. | Library Travel, Purchases, Projects {C1c; C2d, D1; E3k} | ◇ | ‡ | | | Improved access to LAS scholarship, expertise, and historical materials. Increased production and dissemination of current state and future of LAS. Greater access to current work by leading LAS scholars. |
| | <i>Lat Am Cultural Studies Working Group</i> {E3c-vii} | | | | ‡ | |
| | Working Paper Translation Series {E3i} | ◇ | | | | |
| | Outreach Publication and Audio-Visual Resource Development {E4d; E4f} | ‡ | | | | |
| 3. LATIN AMERICAN STUDIES CONTRIBUTION TO HIGHER EDUCATION | | | | | | |
| Institutional Linkages Abroad Expand linkages with institutions abroad, with emphasis on innovative areas of collaborative research, service learning, and the STEM disciplines. | Faculty, Staff Travel {C1a-i, b} | ‡ | | | | Increased linkages abroad that promote institutional collaboration. Increased resource sharing w/Latin American partners. Increased appreciation of LAS scholarship by STEM students and faculty. |
| | <i>International Service Learning</i> {E1b-iii} | ◇ | | | | |
| | <i>Global Informatics</i> {E2a} | ‡ | | | | |
| | <i>Transnational Americas</i> {E3f} | ◇ | | | | |
| | <i>STEM Advancement and Development</i> {E2e} | ◇ | | | | |
| Collaboration and Capacity Building with MSIs and Community Colleges (CCs) Joint development of curriculum and service-learning; new LAS-focused activities at partner institutions; new regional network and database; sharing of visiting faculty; subsidized participation in sponsored programming by MSIs and CCs. | MSI and Community College Internationalization {E1b-i} | ◇ | | | | Increased capacity at MSIs and CCs to incorporate LAS material in their teaching & research. Enhanced campus programs through diversity in participants and program builders. Increased linkages among Latin Americanist faculty across institutions in our state and region. |
| | <i>Service Learning Network</i> {E1b-ii} | ‡ | | | | |
| | City Colleges of Chicago Partnership {E1b-iv} | | | ◇ | | |
| | Regional Faculty Database {E1b-v} | | | ◇ | | |
| | Shared Speakers {C2c; E3g} | ◇ | | | | |
| | <i>Participation by MSI/CCs in Campus Events</i> {E3b; E3d} | | | | | |
| Conference & Research Travel Support {E4e} | ◇ | | | | | |
| Expansion of Certificates and Degrees Programs Certification of foreign language proficiency; interdisciplinary certificate and concentration with dedicated Latin America focus. | Foreign Language Proficiency Certificate {E1d-i} | | | | ◇ | Increased # of students with certified language proficiency. Increased # of LAS specialists. Increased institutionalization of LAS. |
| | <i>Brazilian Cultural Studies Certificate</i> {E1d-iv} | ◇ | | | | |
| | <i>African-Brazilian Studies Concentration</i> {A3b; E2b} | | | | | |

The **long-term impact on undergraduate, graduate, and professional training programs** is evident in the project design. The consortium’s use of NRC funds to support the development of new area studies and LCTL curricula, new degree and certificate programs, and effective partnerships with MSIs, community colleges, and other under-resourced institutions will have a significant impact on undergraduate language and area studies training. Our robust array of multidisciplinary programming and initiatives extending LAS into the sciences and the professions will encourage faculty and students to achieve new language, area studies, and transcultural proficiency. Our collaborations with education and teacher training programs will produce future cohorts of students and educators committed to Latin American Studies. In sum, the consortium’s programs represent a cost-effective, high-quality program that will build institutional capacity at UI, UC, and beyond. We will produce expertise in Latin American language and area studies, and we will meet the need for experts in Latin American languages and area studies in public service and academia.

§9. Impact and Evaluation

9.A. The Illinois-UChicago consortium’s activities have a **significant and measurable impact on our universities, in our local and regional communities, and across the US.** We have demonstrated: our impact on the expansion of Latin American content in courses and curricula across our campuses, with total enrollments of 37,843 undergraduate and 2,878 graduate students since 2010 (§3); our impact on LCTL training, fostering an unparalleled breadth of coverage—Portuguese plus four indigenous languages with 281 enrollments in 2012–13 alone—with increasing capacity to train speakers at advanced proficiency (§4); and exemplary participation rates in consortium events and outreach impact, with 23,235 attendees at more than 398 events from 2010–2013 (§7). Our graduates have national impact: UI is at the top

of Fulbright scholarships for undergraduates; more than 270 UC BA alumni volunteering for the Peace Corps in the past 10 years

demonstrates student preparation for international employment.

Table 9.1 shows the impact of consortium training programs through placement of alumni

| Table 9.1. Consortium Placements, 2010–11 through 2012–13 | | | | |
|---|----|----|-----|-------|
| Sector | BA | MA | PhD | Total |
| Elementary or secondary education | 8 | 9 | | 17 |
| Federal, state, or local government | | 1 | | 1 |
| Graduate study | 6 | 12 | | 18 |
| Higher education | 1 | 5 | 56 | 62 |
| International organizations | 2 | 2 | | 4 |
| Private sector (profit and non-profit) | 6 | 14 | 3 | 23 |
| US military | | | | |

into employment in key sectors, with notable contributions to K–12 and higher education.

9.B. The consortium endorses a commitment to diversity and explicit standards for equal access. The consortium utilizes the services of a variety of offices on each campus that address recruitment, training, and support. At UI, students from underrepresented minorities benefit from Diversifying Higher Education Faculty in Illinois Fellowships and CIC SROP grants. The Office of Minority Student Affairs administers the McNair Scholars Program (more than 70 students a year), President’s Leadership Program, and Project Upward Bound, and works to create environments supporting the retention and success of minority students. These programs foster an inclusive community of students, staff, and faculty across races, ethnicities, sexual orientations and gender identities, age, physical abilities, religions; they are vigorously promoted under the umbrella of the “Inclusive Illinois” initiative. UI also launched new initiatives in international service learning and study abroad for students with disabilities.

UC promotes and supports diverse representation among students, faculty, staff, and business relationships through the offices of Minority Issues, Business Diversity, Civic Engagement, Multicultural Student Affairs, LGBTQ Student Life, Disability Services, and Program Development (focused on women). For undergraduates, the Chicago Academic Achievement

Program assists first-generation college students and students who receive need-based aid, among others; UChicago Promise increases access for students from the City of Chicago by ensuring that they graduate from UC debt-free; and Odyssey, a scholarship program that began with a \$100 million gift, enables students with financial need to attend the university without assuming loans. In 2014, Odyssey funded 1,955 students, more than a third of our undergraduates: 32% are the first in their families to go to college, 50% are students of color. This places UC as one of the top prestigious, private institutions to recruit and fully support students from underrepresented groups. At the graduate level, students from underrepresented populations qualify for diversity funding. UC's policy of affirmative action and equal opportunity, as well as its application and guidelines, are described in detail in the attachment on GEPA. This policy is widely disseminated through announcements in all relevant media; internal compliance is monitored by an affirmative action officer.

9.C.1. The consortium has developed a comprehensive evaluation plan that will demonstrate our impact with objective, measurable, outcome-oriented data. Since 2004, UI NRCs have participated in a joint, independent, arms-length evaluation under the direction of Lizanne DeStefano, Fox Family Professor of Educational Psychology, Director of the Illinois STEM Education Initiative (I-STEM), and a nationally-renowned specialist on educational evaluation. I-STEM and UI NRCs have developed and implemented a cost-efficient joint evaluation plan, created common instruments and collection procedures to collect Government Performance and Results Act (GPRA) and program specific indicators, and established a central database and standard reporting procedures. Cooperation continues in 2014–18.

UI's common evaluation approach is comprehensive and goal-oriented, providing both ongoing formative information to guide program improvement efforts and summative

information to gauge annual progress toward both short- and long-term goals. Maintaining common measures and tracking students and faculty longitudinally facilitates measurement of long-term impacts on undergraduate, graduate, and professional programs. The evaluation employs both quantitative (surveys, language and content testing, enrollment, graduation and employment data) and qualitative (interviews, observation, document review) measures to assess trends over time, assess changes from baseline, and obtain a rich picture of the role that each NRC (and the collective) plays on the campus, state, and nation.

UI's evaluation system capitalizes on internal and external evaluation. NRCs and I-STEM share responsibility for data collection, analysis, and interpretation. DeStefano, as external evaluator, oversees and audits the quality of internal evaluation, conducts independent data collection and analyses, and develops findings and recommendations. Relevant parties, such as the NRC Directors, Advisory and Executive Committees, Second Language Coordinators, and the Office of Minority Student Affairs are involved in evaluation activities, reporting, and responses. DeStefano convenes monthly meetings of NRC staff to review and act upon evaluation findings, and to foster collaboration and mutual learning across NRCs.

In addition to the joint evaluation, the evaluator also assesses selected consortium-specific activities. For 2014–18, these will include: impact of the Brazil Scientific Mobility Program and Summer Andean Language Institute, formative evaluation of Spanish Story Time, Joint Area Centers Symposia, and outcome evaluation of the new teacher education program. The external evaluator issues a formal consortium-specific report and a cross-NRC report annually and at the end of project funding. The external evaluator also issues interim reports on specific programs or issues (e.g., new course development, career outcomes) to guide program improvement.

At UC, the area studies centers have long collaborated on joint project evaluation, using

common data gathering procedures and instruments to enhance the quality and cost-efficiency of evaluation. Beginning in 2010, we worked with UC's NORC, a leading contributor to social science and educational research for 70 years. NORC contributed to study design and survey methodology, statistics, and data collection. Working with NORC allowed CLAS to identify and locate alumni populations and to conduct baseline surveys of CLAS alumni. CLAS worked with NORC to build surveys specific to our interests with FLAS alumni, with emphasis on the relevance of LCTL language study to later career placement and development. A NORC Senior Survey Manager and Analyst consulted on both the implementation of new survey instruments and the analysis of data, working in close collaboration with CLAS to provide formative evaluation on project implementation. Based on the success of our survey development, representatives from CLAS and NORC served on the Advisory Board for Postgraduate Student Tracking Survey Group at IFLE, and helped to design the national FLAS alumni survey implemented in 2013. Internally, the CLAS survey yielded 54 respondents from a group of 171 individual students who have received FLAS fellowships from CLAS since 1962: nearly a third of our FLAS fellows responded and provided critical feedback on FLAS and their experience with CLAS. The partnership with NORC produced a survey that CLAS continues to use.

The current proposal extends on-campus, cross-NRC collaboration in partnership with Outlier Research and Evaluation, a UC organization that is expert in assessing short- and long-term outcomes, factors affecting scalability of educational innovations, and methods in longitudinal studies. Outlier's experience is ideally suited to the needs of the Title VI program, as it offers sensitivity to both our program goals and local values. Programmatic evaluation for CLAS will assess the degree to which we achieve project goals. It will involve CLAS-affiliated faculty, staff, and students. Responsibility for parts of the evaluation will be taken by specific

groups, advised by Outlier staff: the CLAS faculty steering committee will oversee and review evaluation efforts; CLAS staff will provide ongoing administrative support; Outlier will provide external, independent assessment. Evaluation will include quantitative measures (enrollments, attendance numbers, surveys, graduation rates, placement data) as well as qualitative tools (exit interviews, observation, focus groups) to assess the degree to which we are fulfilling our goals, and to determine where we need to modify goals and/or programming.

In Project Year 1, emphasis will be on collection of baseline programmatic data. Outlier will assist in the design of metrics and instruments to be used to analyze research, degree program, and outreach data. Meetings with CLAS staff and faculty will focus on formative evaluation and adjustment of project activities to better serve target constituencies. Evaluation tools will be reviewed and adjusted, if necessary, for ongoing assessment in Years 2–4. An external evaluator will conduct a program evaluation in year 4 {E5b}. At the end of Year 4, we will produce a comprehensive summative evaluation reports on the four-year NRC projects {E5a}.

Consortium evaluation also includes instructor-administered proficiency assessment for FLAS fellows. UI will use NRC funds to organize ACTFL OPI workshops for LCTL instructors, and the Chicago Language Center at UC will pay for ACTFL oral proficiency interview training.

The consortium evaluation plan is described in Tables 9.2 and 9.3 and lists the indicators and instruments to be used in response to four evaluation questions aligned with NRC priorities, GRPA indicators, and consortium objectives.

Table 9.2. Illinois-UChicago Consortium Evaluation Plan: Questions and Indicators

| Evaluation Questions | Sample Indicators |
|---|---|
| <p>(A) Do the center’s activities and training programs significantly impact the university, community, region, and nation (including both short- and long-term impacts on U/G and professional programs)?</p> | <ol style="list-style-type: none"> 1. Increased enrollments in LCTLs, consortium courses, certificates, degrees & programs (GPRA) 2. Increased graduate and FLAS placement in areas of national need (GPRA) 3. Strategic recruitment of new faculty in LCTLs and consortium areas 4. High levels of event participation rates and diverse participants 5. Increased internship/study abroad institutional support and participation 6. Increased collaboration with other NRCs on both campuses 7. Improved evaluation practice among NRCs 8. Increased collaboration with overseas institutions and measurable outcomes 9. Increased collaboration with professional schools and measurable outcomes 10. Increased collaboration with IHEs, community colleges, and MSIs resulting in measurable curricular and programmatic outcomes 11. Increase in # of certificate, minor, or major degree programs in the priority and/or LCTLs, area studies, or international studies (GPRA) 12. Increase in # of intermediate or advanced level language courses in the priority and/or LCTLs (GPRA) |
| <p>(B) Does the center provide equal access and treatment to eligible project participants that are members of underrepresented groups?</p> | <ol style="list-style-type: none"> 1. Sensitivity to diversity in faculty and staff hiring process and outcomes 2. Student recruitment, enrollment, retention, graduation, and placement 3. Increased diversity in participant demographics at all levels 4. Increased accommodations and diversity in dissemination/recruitment practices 5. Increased internship/study abroad placement for underrepresented groups 6. Diversity in FLAS awards 7. Diversity in UI I4I (study abroad scholarships) 8. Increased accessibility and use of web information |
| <p>(C) Do the center’s language programs address national needs; are they of high quality; and are they producing the next generation of specialists?</p> | <ol style="list-style-type: none"> 1. Student “Instructor and Course Evaluation System” ratings 2. % of FLAS who secured employment that utilizes their foreign language and area studies skills within 8 years after graduation (GPRA) 3. % of FLAS graduates who studied priority languages (GPRA) 4. % of FLAS fellows who increased their foreign language reading, writing, and/or listening/speaking scores by at least one proficiency level (GPRA) 5. Expert review of new syllabi, majors, minors 6. Increased number of TAs with enhanced graduate teaching certificate 7. Increased enrollments in advanced language classes, esp. LCTLs (GPRA) 8. Increased placement of majors, minors, and FLAS in areas of high need (GPRA) 9. Increased internship placements, awards, and study abroad rates 10. Increased consortium faculty receiving teaching awards 11. Accreditation results for consortium-involved departments and programs 12. Increased capacity for language assessment in all departments |
| <p>(D) Does the center show significant measurable regional and national impact on 1) K–12 teachers; 2) post-secondary instructors; 3) business, media, and the general public?</p> | <ol style="list-style-type: none"> 1. Improved enrollment/demographics of participants 2. High levels of faculty and staff involvement in outreach activities 3. High levels of participation satisfaction and ratings of utility 4. Increased media coverage at local, state and national levels 5. Extent to which K–12 & community colleges adopt curricula, online courses, etc. 6. Increased leveraging of funding from other sources 7. High levels of involvement of center faculty and professional schools in outreach 8. Increased number of professional courses & programs with consortium content 9. Increased engagement of business and general public in consortium activities |

Table 9.3. Consortium Evaluation Instruments

| Developed: | Planned: |
|--|---|
| a) Summer FLAS Fellow Online Survey b) Academic Year FLAS Online Survey c) FLAS Alumni Online Annual Survey d) Shared T6 FLAS database e) Foreign Language Student Annual Survey f) CIBER Certificate Student Exit Survey g) NRC Impact Online Annual Survey h) NRC Impact Annual Focus Group Protocol i) Outreach Event/ Workshop Pre/Post Survey j) Systematic analysis of campus databases for enrollment, retention, and other data | 1. Web analytics dashboard to demonstrate impact of improved accessibility of web resources 2. Semester analysis of OPI and locally developed language assessment student performance and changes over time 3. Expert syllabi review, mid-semester and final evaluation surveys for new courses, including introductory course 4. Instruments to measure classroom usage, implementation, and impact of K–14 outreach efforts. 5. Instruments to further document and measure outcomes related to collaboration with IHEs (CIC Centers, overseas institutions, professional schools, community colleges, and MSIs) 6. Survey of language teachers to assess increased capacity in language assessment, retention, and career development issues. 7. Development of NRC and FLAS cost-efficiency measures (GPRA) |

9.C.2. These evaluation plans, leveraging the presence of other leading NRCs and educational evaluation experts on each of our campuses, build upon the experiences of our consortium in undertaking and **responding to regular evaluations of our programs**. We have scrupulously responded to our internal evaluations and the 2009 external consortium evaluation (conducted by historian Marshall Eakin, Vanderbilt) by developing a close relationship between CLACS and the Lemann Institute to coordinate the development of Brazilian programming at UI. The interlocking Executive Committee and Advisory Board of the Center and the Institute, and the decision to house the Lemann Institute within the CLACS offices reflect our close attention to his recommendation, as do our proposed collaborative projects with the Institute, including a Brazilian Studies course development initiative to develop a Brazilian Studies track as part of the LAST major {E1d-iv}. In addition we have a created a centralized FLAS coordinator and online application, and bi-annual workshops open to all students.

In the past four years, UC has responded to Eakin’s evaluation by advocating for Latin Americanist hires and replacements in key departments. As a result, Art History has created a cluster of 3 positions; Political Science brought in 3 new hires; and Romance Languages and Literatures made 2 new hires and authorized 2 new searches. In addition, feedback from our

alumni survey has allowed us to refine how we recruit MA students, where we advertise our fellowship programs (including FLAS and Tinker Field Research Grants), how we prepare students to engage in fieldwork and explain its relevance to future funding, and how we discuss career trajectory (based on quantitative and qualitative feedback on applicability of area studies).

9.D. The activities and training programs of the consortium **directly contribute to an improved supply of Latin American expertise** as demonstrated by course enrollments and placement data, detailed above. The consortium has had an enduring positive national impact, awarding more than 550 FLAS fellowships since 1962. Over the past 10 years, nearly half of the consortium's FLAS recipients have won prestigious fellowships from Fulbright, Social Science Research Council, Inter-American Foundation, or Wenner-Gren. These are strong indicators of our students' success and the extent to which the FLAS and NRC training is leveraged for deep regional expertise. The 2013 survey of FLAS fellows demonstrated the national impact of the program. Of the UI FLAS alumni (with a 67% response rate), 82% agreed or strongly agreed that their FLAS-supported language studies enabled them to pursue their professional career, and 73% report employment in higher education, U.S. government, or an international agency. The UC survey (with a 35% response rate) revealed that 76% of FLAS fellow alumni work in higher education, as policy researchers/ advocates, and in the federal government and military. Approximately 72% indicated that foreign language and area studies training was essential, very influential, or influential in their initial marketability, and 68% that it was key to their later professional development and promotion. More than half of the current Latin American Studies NRCs have UC FLAS alumni in faculty positions—exemplary indicators of the multiplier effect of the UC program in training specialists.

9.E.1. The ongoing and proposed activities of the consortium, including the training of

teachers and scholars specializing in the languages and societies of Latin America and the public dissemination of information about the region, **directly address areas of national need** as defined in the competitive and invitational priorities of the Title VI Notice Inviting Applications, consultations by the Secretary of Education with federal agency heads, and the feedback of program officers reviewing our NRC programs. Robust programming in the priority languages of Portuguese and Quechua, with additional strong programming in Aymara, Haitian Kreyol, Yucatec Maya, and Spanish, produces a regular supply of specialists with knowledge of these key languages. In the last cycle, UI FLAS students came from 38 departments and professional schools, enabling the training of professionals who combine area knowledge with other specialized skills relevant to national needs. Funding is requested to continue and enhance programmatic collaborations with UI ACES, directly addressing the US Department of Agriculture's stated need for agricultural professionals prepared to understand the challenges and economic hardships in Latin America, and with the area knowledge and language skills to enable US agriculture to compete in a global economy. The Departments of Health and Human Services, Justice, Labor, and Transportation similarly note that training in Spanish and Portuguese and in the societies of Latin America is critical to specialists in those fields able to advance the missions of those agencies in the US and internationally. The consortium's programs with professional schools and public events directly address these areas of national need. Through public events, newsletters and web-based materials, media relations, and outreach activities with schools, businesses, and the general public, the centers and our affiliated faculty disseminate important information about Latin America with broad and lasting public impact.

9.E.2. Table 9.1 demonstrates our **record of placing students** into employment, §2 further describes the educational and career paths of our MA alumni. Our alumni are highly employed in

post-secondary education, focusing on area studies and foreign languages and literatures, two areas of national need. Through faculty and staff advising, we continually discuss educational paths, career options, and national need. With strong instruction in both Spanish and Portuguese, and in Latin American area studies, the consortium is ideally suited to meet the FY2014 stated foreign language needs of the US Departments of Agriculture, Health and Human Services, Justice, Labor, and Transportation. Over the next 4 years, we will work with partners at UW-Madison and Milwaukee to produce a series of webinar presentations that focus on area studies and foreign language career paths, to be delivered nationally through LAS networks, to increase awareness of and placements in areas of national need {E4h}.

9.F.1 At UI and UC, **FLAS fellowships are awarded to address national needs** as defined by the FLAS Notice Inviting Applications and priorities. Since 2010, 57% of academic year and 80% of summer FLAS awards were made for Portuguese and Quechua, the two Latin American languages listed as priority languages by US ED.

9.F.2. In the 2013 survey (see §9.D), UI FLAS fellows reported a focus on training for the purposes of securing a position in higher education (41%), continuing graduate study (16%), U.S. government (13%), private sector, for-profit (10%), and private sector, non-profit (6%). At UC the survey revealed that FLAS alumni are employed in higher education, (66%), elementary or secondary education (6%), government (4%), the private sector, both for-profit and non-profit (8%), and policy organizations or think-tanks (6%). With a considerable contribution to education, UC FLAS alumni utilize their FLAS training throughout their careers. CLAS will continue to promote and encourage such placements through the activities described in 9.E.2.

§10. FLAS Awardee Selection Procedures

The Illinois and UChicago centers are committed to **high quality FLAS selection plans**. Since 1962, the consortium has awarded more than 550 FLAS fellowships, following consistent and explicit selection processes that meet or exceed ED regulations and guidelines, making ours one of the oldest and most successful FLAS fellowship programs in the country. With NRC support, the consortium offers an unsurpassed breadth and depth of LCTL programs, and is a leader in teaching and instructional materials development for priority languages Portuguese and Quechua. UI and UC FLAS fellows have consistently achieved advanced levels of proficiency, and alumni report that they have found employment utilizing their language and area skills: among UI FLAS alumni surveyed, 82% report that FLAS study prepared them to pursue a career of their choosing, and 73% report using their FLAS language professionally. At UC, 65% of respondents to a FLAS alumni survey reported that they frequently use their language skills in their careers. There is a strong correlation between getting FLAS support and later winning prestigious area focused research grants such as Fulbright-Hays, Wenner-Gren, and Social Science Research Council, indicating how FLAS is leveraged with other sources of support to produce a pool of experts with deep language proficiency and area studies knowledge. FLAS fellowships are essential for UI and UC to maintain one of the nation's strongest programs for training advanced language learners in priority languages with relevant area studies expertise.

UI requests authorization to award academic year and summer FLAS fellowships for Portuguese and Quechua. Both languages are regularly offered through advanced proficiency levels. In the past four years UI had 110 applicants for AY and 47 for summer. With the addition of a new program coordinator for Portuguese, expansion of Brazilian studies programs, increasing cross-campus collaborations with professional schools, and further integration of

online and related instructional resources into our Quechua program, we anticipate increasing demand for these two priority languages on our campus. Funding is requested to expand our FLAS fellowship programs accordingly. In order to support the expansion of AY LCTL instruction on our campus, we will invite undergraduate FLAS applications only for AY study in 2014–18.

UC requests authorization to award academic year and summer FLAS fellowships for Portuguese, Yucatec Maya, and Haitian Kreyol, to be offered regularly to advanced levels, as well as summer FLAS for Aymara, K'iche' Maya, and Nahuatl. Strong interdisciplinary faculty support for Brazilian and Haitian area studies, along with a new annual offering of summer Portuguese, will increase demand for FLAS. In addition, current faculty and student interests support demand for training opportunities in these languages, which can be facilitated through university partnerships (Aymara, K'iche' Maya, as described in §4.A.1. and 4.B.1; and Nahuatl, through Yale University's summer program). In light of strong grant support by the College for undergraduate language study (see §4.A.2), UC requests only graduate FLAS for 2014–18.

10.A.1 Both centers **widely advertise the FLAS award competition** for both AY and summer awards. On each campus, the NRCs collectively advertise fellowships in campus newspapers and host joint workshops to promote the FLAS program and advise prospective fellows on application procedures. Complete information about FLAS fellowships is included on centralized student funding web pages, and remains available year-round: UI has a FLAS-specific website, UC includes FLAS in the funding section of the Graduate Education website. These sites provide information about the competition, details of the selection criteria and application process, information about priority languages, and regulations governing off-campus programs. All communications highlight the priority given to the study of LCTLs as part of

training in Latin American area studies.

UI partners with professional schools to promote the training of their students in advanced language and area studies and increase the number and quality of FLAS applications from those fields. We facilitate the integration of Latin American content in professional school curricula through course development support for faculty, collaborative programming and other forms of outreach to students. Since 2010, we have offered FLAS to students in 38 different departments for AY and 22 for the summer.

At UC, professional schools students have long been encouraged to apply for FLAS, a practice that was enhanced by a change in the US ED rules allowing students to pay the difference between the standard FLAS tuition allowance and professional schools tuition rates. CLAS regularly reaches out to staff at these schools to explain how to foster enhanced language and area studies for their students and to develop targeted information sessions.

10.A.2. Table 10 describes the annual FLAS calendar and selection process.

10.A.3. Both UI and UC will address the **announced priorities related to financial**

| Table 10. Annual FLAS Selection Process | |
|--|--|
| <i>Timeline</i> | <i>Step</i> |
| Early December | Advertising: letters and email announcements sent to all departments and professional schools (affiliated faculty, department chairs, departmental administrators, advisers, etc.) |
| Early January (UC) Mid-February (UI) | FLAS applications due |
| Early February (UC) Early March (UI) | Faculty committee convened to review applications |
| Mid-March | Awards announced |

need and priority languages. At UI, the new FLAS coordinator will manage the central online application process working closely with the financial aid office to provide student financial data to inform the selection committee about financial need, notably from underrepresented groups. We will also work closely with the Office of Minority Student Affairs to improve accessibility of FLAS programs for students from underrepresented groups.

At UC, in all award information and on the application, we will stipulate that preference will be given for demonstrated financial need; we will ask students to indicate on the application if they are filing a FAFSA. Before the selection committee meets, we will work with Deans of Students and Graduate Student Affairs to assess financial need and rankings. The process for this assessment will be worked out during Year 1 of the grant. While we will prioritize students with financial need, applicants will need to meet our stated selection criteria (§10.C.2), which focus on academic merit and need for language training, in order to be selected for funding.

Both UI and UC also commit to awarding at least 25% of our FLAS fellowships for the study of Portuguese or Quechua, the two Latin American languages among of the 78 priority languages on the US ED list. Priority languages have long been the focus of our FLAS awards: at UI, 99% of all FLAS fellowships awarded since 1964 have been for Portuguese and Quechua; over the past 25 years, UC has awarded 71% of FLAS for priority languages

10.B. Both UI and UC use a **standard FLAS application** available electronically. Both centers require a 1-page application, statement of purpose discussing the proposed course of study and its relation to academic training and career objectives, academic transcript, language recommendation, and academic recommendations. At UI, graduate students apply through their home departments, which must verify student eligibility and provide a ranking of the applicants to any one center; undergraduates apply directly to the center. UI will streamline FLAS administration by creating a FLAS Coordinator for all NRCs. This central position will build institutional capacity and memory for more effective and efficient administration of the FLAS program. At UC, incoming graduate students are referred by Deans of Students, who verify eligibility and recommend new students as appropriate; returning students apply directly to the center. UC has a centralized FLAS coordinator in the Graduate Student Affairs office.

10.C.1. In order to maintain a range of gender, race, and disciplinary and professional perspectives, both centers create a new four-person faculty selection committee each year. Each committee comprises diverse faculty from at least three departments and/or professional schools. Committee members review and score the applications individually and then meet to evaluate, discuss, and rank the applications for awards.

10.C.2. In addition to prioritizing financial need, the selection criteria for FLAS awards will place a high priority on students: (1) pursuing advanced levels of proficiency in LCTLs; (2) whose language training is necessary to their disciplinary or professional degree; and (3) who demonstrate a strong Latin American emphasis in their studies. Additional criteria are: (4) academic performance and commitments to language and area studies as evident in transcripts, recommendations, and proposed program of study and (5) intention to pursue public service. Neither center awards FLAS to students with proficiency equivalent to an educated native speaker. UC has developed a scoring rubric to ensure consistent evaluation of applicants. At UC, priority for Portuguese FLAS is given to students who already have proficiency equivalent to one year. In addition to the above-stated criteria, undergraduate FLAS applicants at UI must have a GPA of 3.0 or higher and be at the intermediate level. These criteria will ensure that undergraduate fellowships attract exemplary students who are prepared to pursue LCTLs at the intermediate and advanced levels. Since 2010, UI has received 11 undergraduate applications and awarded 8 fellowships (2 for Quechua and 6 for Portuguese).

§11. Competitive Priorities

The Illinois-UChicago consortium offers training in two priority languages: Portuguese and Quechua. UI will only award AY FLAS to students studying Portuguese and Quechua, the two priority languages offered at UI. UC will award a minimum of 50% of AY FLAS for Portuguese.

Table 11 provides select examples of how our programming and consortium operations fulfill NRC/FLAS competitive and invitational priorities (see also Appendix 1).

| Table 11. Absolute, Competitive, and Invitational Priorities | | |
|---|---|---|
| Priority | Definition | Select Activities |
| Absolute | Teacher Training Activities in Languages and Area Studies | <ul style="list-style-type: none"> • Purchase, creation, dissemination of outreach materials • Middle School and Language Academy Curriculum Development • Professional development of LCTL instructors • Language Pedagogy Certificate for LCTL instructors • K–16 Teacher Training and Curriculum Development |
| NRC Competitive Preference #1 | Collaboration with Minority-Serving Institutions and Community Colleges | <ul style="list-style-type: none"> • MSI and Community College International Course Development and Internationalization • Spanish and Illinois Service Learning Network • Internationalization of City Colleges of Chicago Programming • Regional Faculty Network Database • Conference/Event Participation: Joint Area Centers Symposia, Midwest Latin American History Workshop, Extractive Economies & Environmental Impact, Latin American Film Festival • Post-Secondary Conference/Research Travel Support • Latin American Briefings Public Education Lecture Series |
| NRC Competitive Preference #2 | Collaboration with Teacher Prep Programs | <ul style="list-style-type: none"> • Partnership with Global Perspectives Teacher Preparation program • Joint training workshops with Urban Education Teacher Program/Careers in Education to provide pre-service teacher training |
| NRC Invitational | Linkages with Overseas Institutions | <ul style="list-style-type: none"> • Faculty, staff, and bibliographer travel to expand linkages abroad • Partnerships with institutions abroad for Illinois Language Academy • International Service Learning • Study Abroad and Field Course Curriculum Development • STEM Expansion and Development • IFUSS Transnational Americas • Working Paper Translation Series |
| FLAS Competitive Preference Priority # 1 | Preference to Students with Financial Need | <ul style="list-style-type: none"> • FLAS coordinators on each campus will work with appropriate offices (Financial Aid, Deans of Students, Graduate Student Affairs) to assess financial need of FLAS applicants. • FLAS selection committees will consider need, in addition to academic merit and need for training, in ranking students for awards. |
| FLAS Competitive Preference Priority #2 | More than 25% of FLAS Fellowships for Designated Priority Languages | <ul style="list-style-type: none"> • At UI, 99% of FLAS awards since 1964 have been for Portuguese and Quechua; at UC, 71% of FLAS awards in the past 25 years have been for priority LCTLs. Both institutions will continue to prioritize Portuguese and Quechua in FLAS awards. • Training to advanced proficiency in Portuguese and Quechua • Consortium develops online and teaching resources for Portuguese and Quechua, purchases instructional materials to support instruction |

Note: Line items that address priorities are indicated in bold, NRC/FLAS: AP (Absolute); CPI, CP2 (Competitive) and IP (Invitational).

| A. Salaries | | 2014-2015 | 2015-2016 | 2016-2017 | 2017-2018 | TOTAL | |
|---|--|------------------|------------------|------------------|------------------|------------------|-------------------|
| | | Illinois | UChicago | Illinois | UChicago | Illinois | UChicago |
| 1. Administration | | | | | | | |
| a. | UI Associate Director, A. Cotler, 12% salary recovery @ \$60,609/yr with 2.5% annual increase | \$ 7,273 | \$ 7,455 | \$ 7,641 | \$ 7,832 | \$ 7,832 | \$ 83,833 |
| b. | UC Associate Director, N. Arsenault, 35% salary recovery (Yr 1, reduced to 30% by year 4 @ \$62,424/yr with 2% annual merit increase | \$ 21,848 | \$ 21,330 | \$ 20,782 | \$ 19,873 | \$ 19,873 | \$ 114,034 |
| Subtotal Administrative Salaries | | \$ 7,273 | \$ 7,455 | \$ 7,641 | \$ 7,832 | \$ 7,832 | \$ 19,873 |
| 2. LCTL Instruction | | | | | | | |
| a. | Academic year Quechua, UI C.S. Soto, 25% salary recovery @ \$12,339 | \$ 12,339 | \$ 12,647 | \$ 12,964 | \$ 13,288 | \$ 13,288 | \$ 51,238 |
| b. | Academic year Yucatec Maya, UC J. Luey, 50% salary recovery @ \$20,000/yr 1 & 2; 40% in year 3; 25% in year 4 | \$ 10,000 | \$ 10,000 | \$ 8,000 | \$ 5,000 | \$ 5,000 | \$ 33,000 |
| c. | Academic year Haitian Kreyol, UC W. Balan-Gaubert and J. Esperance, 75% salary recovery @ \$15,000/instructor/yr 1; decreased to 50% by yr 4 | \$ 22,500 | \$ 21,000 | \$ 18,000 | \$ 15,000 | \$ 15,000 | \$ 76,500 |
| d. | Summer Aymara, UC M. Huanca, 100% salary recovery @ \$12,500/yr 1; 80% in yr 3 | \$ 12,500 | \$ 10,000 | \$ 10,000 | \$ 10,000 | \$ 10,000 | \$ 22,500 |
| Subtotal LCTL Instructional Salaries | | \$ 12,339 | \$ 45,000 | \$ 12,647 | \$ 31,000 | \$ 12,964 | \$ 36,000 |
| Area Studies Instruction | | | | | | | |
| a. | Instructional Support for Summer LAST 170, up to 12% salary recovery @ \$7,000/yr; flat contribution | \$ 7,000 | \$ 7,000 | \$ 7,000 | \$ 7,000 | \$ 7,000 | \$ 28,000 |
| b. | Support for Curricular Development and Instruction, African-Brazilian Studies Concentration | \$ 3,500 | \$ 3,500 | \$ 7,000 | \$ 7,000 | \$ 7,000 | \$ 7,000 |
| Subtotal Area Studies Salaries | | \$ 10,500 | \$ 10,500 | \$ 7,000 | \$ 7,000 | \$ 7,000 | \$ 35,000 |
| 4. Outreach Personnel | | | | | | | |
| a. | UI Outreach Coordinator, A. S-Seufferheld, 12% salary recovery @ \$33,750/yr | \$ 4,952 | \$ 5,076 | \$ 5,203 | \$ 5,333 | \$ 5,333 | \$ 20,563 |
| b. | UC Outreach Coordinator, 25% salary recovery @ \$8,438 with 2% annual increase | \$ 8,438 | \$ 8,606 | \$ 8,778 | \$ 8,954 | \$ 8,954 | \$ 34,776 |
| Subtotal Area Studies Salaries | | \$ 4,952 | \$ 8,438 | \$ 5,076 | \$ 8,606 | \$ 5,203 | \$ 8,778 |
| Total Salaries | | \$ 35,064 | \$ 75,286 | \$ 35,678 | \$ 60,936 | \$ 32,808 | \$ 65,560 |
| | | | | | | \$ 33,453 | \$ 48,827 |
| | | | | | | | \$ 387,611 |

| B. Fringe | | 2014-2015 | 2015-2016 | 2016-2017 | 2017-2018 | TOTAL | |
|---|---|-----------------|-----------------|-----------------|-----------------|-----------------|------------------|
| | | Illinois | UChicago | Illinois | UChicago | Illinois | UChicago |
| 1. Administration | | | | | | | |
| a. | UI Associate Director @ 42.94% | \$ 3,123 | \$ 3,201 | \$ 3,281 | \$ 3,363 | \$ 3,363 | \$ 12,968 |
| b. | UC Associate Director @ 26.6% | \$ 5,812 | \$ 5,674 | \$ 5,528 | \$ 5,286 | \$ 5,286 | \$ 22,300 |
| Subtotal Administrative Fringe | | \$ 3,123 | \$ 3,201 | \$ 3,281 | \$ 3,363 | \$ 3,363 | \$ 35,268 |
| 2. LCTL Instruction | | | | | | | |
| a. | UI Quechua @ 42.94% | \$ 5,298 | \$ 5,431 | \$ 5,567 | \$ 5,706 | \$ 5,706 | \$ 22,002 |
| b. | UC Yucatec Maya @ 7.5% | \$ 750 | \$ 750 | \$ 600 | \$ 375 | \$ 375 | \$ 2,475 |
| c. | UC Haitian Kreyol @ 7.50% | \$ 1,688 | \$ 1,575 | \$ 1,350 | \$ 1,125 | \$ 1,125 | \$ 5,738 |
| d. | UC Aymara @ 7.5% | \$ 938 | \$ - | \$ 750 | \$ - | \$ - | \$ 1,688 |
| Subtotal LCTL Instructional Fringe | | \$ 5,298 | \$ 3,375 | \$ 2,325 | \$ 2,700 | \$ 5,706 | \$ 1,500 |
| Area Studies Instruction | | | | | | | |
| a. | Instructional Support for Summer LAST 170 @ 42.94% | \$ 3,006 | \$ 3,006 | \$ 3,006 | \$ 3,006 | \$ 3,006 | \$ 12,023 |
| b. | Support for Curricular Development and Instruction, African-Brazilian Studies Concentration, 42.94% | \$ 1,503 | \$ 1,503 | \$ - | \$ - | \$ - | \$ 3,006 |

Illinois-UChicago Latin American Studies Consortium 2014-2017
NRC Budget

2014-2015 2015-2016 2016-2017 2017-2018

| | Illinois | UChicago | Illinois | UChicago | Illinois | UChicago | Illinois | UChicago | TOTAL |
|-------------------------------------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|----------|------------|
| Subtotal Area Studies Fringe | \$ 4,509 | \$ 4,509 | \$ 4,509 | \$ 4,509 | \$ 3,006 | \$ 3,006 | \$ 3,006 | \$ 3,006 | \$ 15,029 |
| 4. Outreach Personnel | | | | | | | | | |
| a. UI Outreach Coordinator @ 42.94% | \$ 2,126 | \$ 2,244 | \$ 2,180 | \$ 2,289 | \$ 2,234 | \$ 2,335 | \$ 2,290 | \$ 2,382 | \$ 8,830 |
| b. UC Outreach Coordinator @ 26.6% | \$ 2,126 | \$ 2,244 | \$ 2,180 | \$ 2,289 | \$ 2,234 | \$ 2,335 | \$ 2,290 | \$ 2,382 | \$ 9,250 |
| Subtotal Outreach Fringe | \$ 15,056 | \$ 11,431 | \$ 15,320 | \$ 10,288 | \$ 14,088 | \$ 10,563 | \$ 14,365 | \$ 9,168 | \$ 100,279 |

Total Salaries and Fringe \$ 50,120 \$ 86,716 \$ 50,998 \$ 71,224 \$ 46,895 \$ 76,123 \$ 47,817 \$ 57,995 \$ 487,890

| | Illinois | UChicago | Illinois | UChicago | Illinois | UChicago | Illinois | UChicago | TOTAL |
|--|-----------|----------|-----------|----------|-----------|----------|-----------|----------|-----------|
| C. Travel | | | | | | | | | |
| 1. International Travel | | | | | | | | | |
| a. Faculty Travel NRC: IP | \$ 5,000 | \$ 4,250 | \$ 5,000 | \$ 4,250 | \$ 4,500 | \$ 4,250 | \$ 4,500 | \$ 4,250 | \$ 27,500 |
| b. Staff Travel NRC: IP | \$ 1,500 | \$ 1,500 | \$ 1,500 | \$ 1,500 | \$ 1,500 | \$ 1,500 | \$ 1,500 | \$ 1,500 | \$ 12,000 |
| c. Library Bibliographer Travel NRC: IP | \$ 1,500 | \$ 1,500 | \$ 1,250 | \$ 1,500 | \$ 1,000 | \$ 1,250 | \$ 1,000 | \$ 1,000 | \$ 8,500 |
| 2. Domestic Travel | | | | | | | | | |
| a. Administrative Travel | \$ 5,000 | \$ 1,000 | \$ 3,000 | \$ 1,000 | \$ 3,000 | \$ 1,000 | \$ 3,000 | \$ 1,000 | \$ 18,000 |
| b. Outreach Travel | \$ 500 | \$ 500 | \$ 500 | \$ 500 | \$ 500 | \$ 500 | \$ 500 | \$ 500 | \$ 2,000 |
| c. Speaker Travel | \$ 400 | \$ 400 | \$ 400 | \$ 400 | \$ 400 | \$ 400 | \$ 400 | \$ 400 | \$ 1,600 |
| d. Library Bibliographer Travel | \$ 1,200 | \$ 1,200 | \$ 1,200 | \$ 1,200 | \$ 1,200 | \$ 1,200 | \$ 1,200 | \$ 1,200 | \$ 4,800 |
| Total Travel | \$ 15,100 | \$ 2,500 | \$ 12,850 | \$ 8,250 | \$ 12,100 | \$ 3,750 | \$ 12,100 | \$ 7,750 | \$ 74,400 |

| | Illinois | UChicago | Illinois | UChicago | Illinois | UChicago | Illinois | UChicago | TOTAL |
|--|-----------|----------|----------|----------|----------|----------|----------|----------|-----------|
| D. Supplies | | | | | | | | | |
| 1. Library Acquisitions | \$ 10,000 | \$ 2,500 | \$ 7,500 | \$ 2,250 | \$ 7,500 | \$ 2,000 | \$ 6,000 | \$ 2,000 | \$ 39,750 |
| 2. Outreach Materials NRC: AP | \$ 900 | \$ 900 | \$ 900 | \$ 900 | \$ 900 | \$ 900 | \$ 900 | \$ 900 | \$ 3,600 |
| 3. LCTL instructional materials FLAS: CP2 | \$ 250 | \$ 750 | \$ 250 | \$ 750 | \$ 250 | \$ 500 | \$ 250 | \$ 500 | \$ 3,500 |
| Total Supplies | \$ 11,150 | \$ 3,250 | \$ 8,650 | \$ 3,000 | \$ 8,650 | \$ 2,500 | \$ 7,150 | \$ 2,500 | \$ 46,850 |

| | Illinois | UChicago | Illinois | UChicago | Illinois | UChicago | Illinois | UChicago | TOTAL |
|--|----------|----------|----------|----------|----------|----------|----------|----------|-----------|
| E. Other | | | | | | | | | |
| LCTL and Area Studies Curriculum and Pipeline | | | | | | | | | |
| 1. Enrichment | | | | | | | | | |
| a. Pipeline and K-14 Development | | | | | | | | | |
| i. Global Perspectives: An Integrated Approach to Global Perspectives Teacher Preparation NRC: CP2 | \$ 1,000 | \$ 1,000 | \$ 1,000 | \$ 1,000 | \$ 500 | \$ 500 | \$ 500 | \$ 500 | \$ 3,000 |
| ii. Global Reach Laboratory Middle School Curricular Development NRC: AP | \$ 3,000 | \$ 3,000 | \$ 3,000 | \$ 3,000 | \$ 1,500 | \$ 1,500 | \$ 1,500 | \$ 1,500 | \$ 9,000 |
| iii. Illinois Language Academy NRC: AP: IPI | \$ 2,000 | \$ 2,000 | \$ 2,000 | \$ 2,000 | \$ 1,500 | \$ 1,500 | \$ 1,500 | \$ 1,500 | \$ 7,000 |
| iv. University Language Academy Summer Language Camps NRC: AP: IPI | \$ 625 | \$ 625 | \$ 625 | \$ 625 | \$ 625 | \$ 625 | \$ 625 | \$ 625 | \$ 2,500 |
| b. Partnerships with MSIs, Community Colleges, and Other Institutions Serving Underrepresented Groups | | | | | | | | | |
| i. Community College International Course Development and Internationalization Support NRC: AP: CPI | \$ 2,000 | \$ 2,400 | \$ 8,000 | \$ 2,400 | \$ 2,000 | \$ 2,400 | \$ 3,000 | \$ 2,400 | \$ 24,600 |
| ii. Spanish and Illinois Service Learning Network NRC: CPI | \$ 1,500 | \$ 1,500 | \$ 1,500 | \$ 1,500 | \$ 1,500 | \$ 1,500 | \$ 6,000 | \$ 6,000 | \$ 10,500 |
| iii. International Service Learning (IPS) NRC: IP | \$ 1,500 | \$ 1,500 | \$ 1,500 | \$ 1,500 | \$ 1,500 | \$ 1,500 | \$ 1,500 | \$ 1,500 | \$ 1,500 |
| iv. Internationalization of City College of Chicago Programming NRC: AP: CPI | \$ 4,000 | \$ 4,000 | \$ 4,000 | \$ 4,000 | \$ 4,000 | \$ 4,000 | \$ 4,000 | \$ 4,000 | \$ 12,000 |
| v. Regional Faculty Network Database NRC: CPI | \$ 2,100 | \$ 2,100 | \$ 2,100 | \$ 2,100 | \$ 2,100 | \$ 2,100 | \$ 5,000 | \$ 5,000 | \$ 9,200 |
| c. LCTL Instructional Development | | | | | | | | | |
| i. LCTL Strategy Workshops NRC: AP: FLAS: CP2 | \$ 2,350 | \$ 1,500 | \$ 1,500 | \$ 1,500 | \$ 1,500 | \$ 1,500 | \$ 1,500 | \$ 1,500 | \$ 6,850 |

Illinois-UChicago Latin American Studies Consortium 2014-2017

NRC Budget

| | 2014-2015 | | 2015-2016 | | 2016-2017 | | 2017-2018 | | TOTAL |
|--|------------------|-----------------|------------------|-----------------|------------------|-----------------|------------------|-----------------|-------------------|
| | Illinois | UChicago | Illinois | UChicago | Illinois | UChicago | Illinois | UChicago | |
| ii. Shared LCTL Curriculum Development [FLAS: CP2] | | | | | | | | | |
| LCTL Instructor Professional Development [NRC: AP; FLAS: CP2] | \$ 3,000 | | \$ 3,000 | \$ 1,000 | \$ 3,000 | | \$ 3,000 | \$ 1,000 | \$ 14,000 |
| LCTL Proficiency Testing and Assessment Capacity Building [NRC: AP; FLAS: CP2] | \$ 4,500 | | \$ 4,500 | | \$ 4,500 | | \$ 4,500 | | \$ 18,000 |
| Haiti Language and Culture Workshop [NRC: AP] | | \$ 850 | | | | \$ 850 | | | \$ 1,700 |
| Portuguese Summer Language Institute Support [FLAS: CP2] | \$ 2,000 | \$ 1,000 | \$ 2,000 | \$ 1,000 | \$ 1,500 | \$ 750 | \$ 1,000 | \$ 750 | \$ 10,000 |
| Illinois Portuguese Language Connection [FLAS: CP2] | \$ 1,500 | \$ 1,000 | \$ 1,500 | \$ 1,000 | \$ 1,500 | \$ 750 | \$ 1,500 | \$ 750 | \$ 9,500 |
| d. Development of New LCTL and Area Studies Certificate Programs and Certifications | | | | | | | | | |
| Advanced Foreign Language Proficiency Certificate for Graduate Students | | | | | | | | | |
| i. Preparing for Careers in Education [NRC: CP2] | | \$ 2,500 | | \$ 2,250 | | \$ 500 | | \$ 500 | \$ 1,000 |
| ii. Support for Language Pedagogy Certificate [NRC: AP] | | | | \$ 1,000 | | | | \$ 1,000 | \$ 8,750 |
| iii. Support for Certificate and Degree Programs | \$ 1,000 | | \$ 2,000 | | \$ 500 | | \$ 2,000 | | \$ 3,000 |
| iv. Support for Certificate and Degree Programs | \$ 25,975 | \$ 9,250 | \$ 31,125 | \$ 16,750 | \$ 22,125 | \$ 15,850 | \$ 25,125 | \$ 19,400 | \$ 165,600 |
| Subtotal LCTL/AS Curriculum and Pipeline Enrichment | \$ 6,500 | \$ 3,000 | \$ 7,800 | \$ 3,000 | \$ 7,250 | \$ 1,500 | \$ 5,850 | \$ 1,500 | \$ 36,400 |
| 2. Area Studies Curriculum Enrichment | | | | | | | | | |
| a. Global Informatics | \$ 500 | | \$ 500 | | \$ 500 | | \$ 500 | | \$ 2,000 |
| b. New Perspectives on African-Brazilian Studies | \$ 1,000 | | \$ 1,000 | | \$ 1,000 | | \$ 1,000 | | \$ 4,000 |
| c. Areas Studies Course Development | \$ 2,000 | | \$ 2,000 | | \$ 2,000 | | \$ 2,000 | | \$ 8,000 |
| d. Study Abroad Curriculum Development [NRC: IP] | \$ 3,000 | | \$ 3,000 | | \$ 3,000 | | \$ 3,000 | | \$ 6,000 |
| e. STEM Expansion and Development [NRC: IP] | \$ 3,000 | | \$ 1,200 | | \$ 750 | | \$ 2,250 | | \$ 7,200 |
| f. Language x Curriculum Discussion Sessions | | \$ 3,000 | \$ 100 | \$ 3,000 | | \$ 1,500 | \$ 100 | \$ 1,500 | \$ 9,200 |
| Subtotal Area Studies Curriculum Enrichment | \$ 6,500 | \$ 3,000 | \$ 7,800 | \$ 3,000 | \$ 7,250 | \$ 1,500 | \$ 5,850 | \$ 1,500 | \$ 36,400 |
| 3. Development and Dissemination of Innovative Research | | | | | | | | | |
| a. Latin American Speaker Series | \$ 4,000 | | \$ 4,000 | | \$ 4,000 | | \$ 4,000 | | \$ 16,000 |
| Joint Area Centers Symposia Series [NRC: CP1] | | | \$ 2,000 | | \$ 2,000 | | \$ 2,000 | | \$ 4,000 |
| Latin American Cultural Studies | \$ 3,100 | | \$ 8,500 | | \$ 5,500 | | \$ 7,500 | | \$ 24,600 |
| Midwest Workshop on Latin American History [NRC: CP1] | \$ 4,000 | \$ 500 | \$ 4,500 | | \$ 3,000 | | \$ 3,000 | | \$ 4,500 |
| Latin American Studies across the Curriculum | \$ 6,000 | | \$ 1,500 | | \$ 1,500 | | \$ 1,500 | | \$ 16,500 |
| IFUSS Transnational Americas [NRC: IP] | \$ 1,500 | | \$ 1,000 | | \$ 500 | | \$ 500 | | \$ 6,000 |
| Upper Midwest Distinguished Speaker Series [NRC: IP] | \$ 1,000 | \$ 500 | \$ 1,000 | \$ 500 | \$ 800 | | \$ 500 | \$ 500 | \$ 5,000 |
| Extractive Economies and Environmental Impact [NRC: CP1] | | | | | | | | | \$ 8,000 |
| Working Paper Translation Series [NRC: IP] | | \$ 1,250 | | \$ 1,250 | | \$ 1,250 | | \$ 1,250 | \$ 5,000 |
| Language Standardization Working Group and Conference | | \$ 1,200 | | \$ 1,200 | | \$ 4,000 | | \$ 3,000 | \$ 9,400 |
| Library Projects [NRC: IP] | | | \$ 1,500 | | | | \$ 7,500 | | \$ 9,000 |
| Subtotal Development and Dissemination of Innovative Research | \$ 19,600 | \$ 3,450 | \$ 23,000 | \$ 2,950 | \$ 22,500 | \$ 5,750 | \$ 26,000 | \$ 4,750 | \$ 108,000 |
| 4. Outreach, Access, and Consultation | | | | | | | | | |
| a. K-16 Teacher Training and Curriculum Development [NRC: AP] | \$ 2,500 | \$ 3,000 | \$ 2,500 | \$ 3,000 | \$ 6,500 | \$ 5,000 | \$ 2,500 | \$ 5,000 | \$ 30,000 |
| Illinois NRC Outreach Programs [NRC: AP] | \$ 2,000 | | \$ 1,500 | | \$ 2,000 | | \$ 2,000 | | \$ 7,500 |
| Latin American Film Festival [NRC: CP1] | \$ 1,000 | | \$ 1,000 | | \$ 1,000 | | \$ 1,000 | | \$ 4,000 |
| Publications [NRC: AP] | \$ 1,000 | | \$ 1,000 | | \$ 1,000 | | \$ 1,000 | | \$ 4,000 |
| Post-Secondary Conference Support/Research Travel [NRC: CP1] | | \$ 1,000 | \$ 1,000 | \$ 1,000 | \$ 500 | \$ 1,500 | \$ 500 | \$ 1,500 | \$ 5,000 |
| Audio-Visual Resource Development [FLAS: CP2] | \$ 1,000 | \$ 1,000 | \$ 1,000 | \$ 1,000 | \$ 500 | \$ 750 | \$ 500 | \$ 750 | \$ 6,500 |
| Latin American Briefings Public Education Lecture Series [NRC: CP1] | | | \$ 3,000 | | | | \$ 3,000 | | \$ 6,000 |
| Latin American Studies Careers Webinars | | \$ 500 | | \$ 500 | | \$ 500 | | \$ 500 | \$ 2,000 |

| Illinois-UChicago Latin American Studies Consortium 2014-2017 | | | | | | | | | | | |
|--|----------------------------|----------------------------|----------------------------|----------------------------|------------|------------|------------|------------|------------|------------|--------------|
| NRC Budget | | | | | | | | | | | |
| 2014-2015 | | | 2015-2016 | | | 2016-2017 | | | 2017-2018 | | |
| | Illinois | UChicago | Illinois | UChicago | Illinois | UChicago | Illinois | UChicago | Illinois | UChicago | TOTAL |
| i. Development and Dissemination of LCTL materials and resources (FLAS, CP2) | \$ 2,000 | \$ | \$ 2,000 | \$ | \$ 1,000 | \$ | \$ 1,000 | \$ | \$ 1,000 | \$ | \$ 6,000 |
| Subtotal Outreach, Access, and Consultation | \$ 9,500 | \$ 5,500 | \$ 9,000 | \$ 8,500 | \$ 12,000 | \$ 7,750 | \$ 8,000 | \$ 10,750 | \$ 8,000 | \$ 10,750 | \$ 71,000 |
| 5. Program Evaluation | | | | | | | | | | | |
| a. U-UC NRC Joint Evaluation | \$ 5,000 | \$ 5,000 | \$ 5,000 | \$ 5,000 | \$ 5,000 | \$ 5,000 | \$ 5,000 | \$ 6,000 | \$ 5,000 | \$ 6,000 | \$ 41,000 |
| b. CLAS External Evaluation | \$ 5,000 | \$ 5,000 | \$ 5,000 | \$ 5,000 | \$ 5,000 | \$ 5,000 | \$ 5,000 | \$ 2,500 | \$ 5,000 | \$ 2,500 | \$ 2,500 |
| Subtotal Program Evaluation | \$ 5,000 | \$ 5,000 | \$ 5,000 | \$ 5,000 | \$ 5,000 | \$ 5,000 | \$ 5,000 | \$ 8,500 | \$ 5,000 | \$ 8,500 | \$ 43,500 |
| Total Other | \$ 66,575 | \$ 26,200 | \$ 75,925 | \$ 36,200 | \$ 68,875 | \$ 35,850 | \$ 69,975 | \$ 44,900 | \$ 69,975 | \$ 44,900 | \$ 424,500 |
| Total Costs | \$ 142,945 | \$ 118,666 | \$ 148,423 | \$ 118,674 | \$ 136,520 | \$ 118,223 | \$ 137,042 | \$ 113,145 | \$ 137,042 | \$ 113,145 | \$ 1,033,640 |
| Indirect Costs @ 8% | \$ 11,436 | \$ 9,493 | \$ 11,874 | \$ 9,494 | \$ 10,922 | \$ 9,458 | \$ 10,963 | \$ 9,052 | \$ 10,963 | \$ 9,052 | \$ 82,691 |
| Total Proposal Request | \$ 154,381 | \$ 128,160 | \$ 160,297 | \$ 128,168 | \$ 147,442 | \$ 127,681 | \$ 148,006 | \$ 122,197 | \$ 148,006 | \$ 122,197 | \$ 1,116,332 |
| Total Request by Year | 2014-15: \$ 282,541 | 2015-16: \$ 288,465 | 2016-17: \$ 275,123 | 2017-18: \$ 270,202 | | | | | | | |

| Summary of expenditures for Priority Activities**: | |
|---|---------------|
| NRC: Absolute Priority (teacher training) | 31,000 |
| NRC Competitive Priority 1 (MSIs and community colleges) | 8,000 |
| NRC Competitive Priority 2 (pre-service teacher training) | 3,500 |
| NRC Invitational Priority (international linkages) | 18,250 |
| FLAS Competitive Priority 2 (25%+ for priority languages) | 22,839 |
| | 37,800 |
| | 10,600 |
| | 3,250 |
| | 23,450 |
| | 23,147 |
| | 39,150 |
| | 14,100 |
| | 2,500 |
| | 16,000 |
| | 20,464 |
| | 33,300 |
| | 18,500 |
| | 2,500 |
| | 26,250 |
| | 20,288 |
| | \$ 374,887.89 |

* If an expenditure is classified as supporting more than one priority activity, the expenditure is only included under the highest level priority to avoid double-counting.

FLAS Budget 2014–2017

University of Illinois

| Graduate—Academic Year | No of Awards | Award Amount | 2014–15 | 2015–16 | 2016–17 | 2017–18 | TOTAL |
|----------------------------------|--------------|---------------|----------------|----------------|----------------|----------------|------------------|
| FLAS Fellowships - Subsistence | 9 | 15,000 | 135,000 | 135,000 | 135,000 | 135,000 | 540,000 |
| FLAS Fellowships - Institutional | 9 | 18,000 | 162,000 | 162,000 | 162,000 | 162,000 | 648,000 |
| Total Academic Year | 9 | 33,000 | 297,000 | 297,000 | 297,000 | 297,000 | 1,188,000 |
| Graduate—Summer | | | | | | | |
| FLAS Fellowships - Subsistence | 5 | 2,500 | 12,500 | 12,500 | 12,500 | 12,500 | 50,000 |
| FLAS Fellowships - Institutional | 5 | 5,000 | 25,000 | 25,000 | 25,000 | 25,000 | 100,000 |
| Total Summer | 5 | 37,500 | 37,500 | 37,500 | 37,500 | 37,500 | 150,000 |
| Subtotal Graduate | | | 334,500 | 334,500 | 334,500 | 334,500 | 1,338,000 |

Undergraduate—Academic Year

| | | | | | | | |
|-----------------------------------|----------|---------------|----------------|----------------|----------------|----------------|------------------|
| FLAS Fellowships - Subsistence | 2 | 10,000 | 20,000 | 20,000 | 20,000 | 20,000 | 80,000 |
| FLAS Fellowships - Institutional | 2 | 5,000 | 10,000 | 10,000 | 10,000 | 10,000 | 40,000 |
| Total Academic | 2 | 15,000 | 30,000 | 30,000 | 30,000 | 30,000 | 120,000 |
| TOTAL ILLINOIS FLAS BUDGET | | | 364,500 | 364,500 | 364,500 | 364,500 | 1,458,000 |

University of Chicago

| Graduate—Academic Year | No of Awards | Award Amount | 2014–15 | 2015–16 | 2016–17 | 2017–18 | TOTAL |
|-----------------------------------|--------------|---------------|----------------|----------------|----------------|----------------|------------------|
| FLAS Fellowships - Subsistence | 7 | 15,000 | 105,000 | 105,000 | 105,000 | 105,000 | 420,000 |
| FLAS Fellowships - Institutional | 7 | 18,000 | 126,000 | 126,000 | 126,000 | 126,000 | 504,000 |
| Total Academic Year | 7 | 33,000 | 231,000 | 231,000 | 231,000 | 231,000 | 924,000 |
| Graduate—Summer | | | | | | | |
| FLAS Fellowships - Subsistence | 6 | 2,500 | 15,000 | 15,000 | 15,000 | 15,000 | 60,000 |
| FLAS Fellowships - Institutional | 6 | 5,000 | 30,000 | 30,000 | 30,000 | 30,000 | 120,000 |
| Total Summer | 6 | 45,000 | 45,000 | 45,000 | 45,000 | 45,000 | 180,000 |
| TOTAL UCHICAGO FLAS BUDGET | | | 276,000 | 276,000 | 276,000 | 276,000 | 1,104,000 |

TOTAL CONSORTIUM FLAS BUDGET \$ 640,500 \$ 640,500 \$ 640,500 \$ 640,500 \$ 2,562,000

Budget Justification

A. SALARIES

A1. Administration

A1a. UI CLACS Associate Director (Angelina Cotler): UI has agreed to assume a greater percentage of the Associate Director's salary; consequently, funds are requested for 12% salary recovery @ \$60,609/yr in each project year, with an estimated 2.5% increase for Project Years 2, 3, & 4. The UI CLACS Associate Director will oversee program design in compliance with NRC priorities and regulations, manage language and area studies course and curricular enrichment, programming, grant writing, and graduate and undergraduate degree programs.

A1b. UC CLAS Associate Director (Natalie Arsenault): Funds are requested for partial salary recovery @ \$62,424 (with an estimated 2% merit increase each year): 35% in Year 1, 33.5% in Year 2, 32% in Year 3, and 30% in Year 4. The UC CLAS Associate Director will oversee program design in compliance with NRC priorities and regulations, manage all aspects of UC project implementation, evaluation, and preparation of progress reports. Responsibilities include guiding LCTL activities, outreach program design, and processing and monitoring disbursement of grant funds and progress toward stated project goals.

A2. Less Commonly Taught Language Instruction

A2a. UI Quechua Instructor (S. Clodoaldo Soto): Funds are requested for 25% academic-year salary in each project year, with an estimated 2.5% annual increase, for course preparation and instruction.

A2b. UC Yucatec Maya Instructor (John Lucy): Funds are requested for 50% academic-year salary (@ \$20,000) in Project Years 1 & 2; 40% in Year 3, 25% in Year 4. Yucatec Maya instruction will be offered at beginning, intermediate, and advanced levels.

A2c. UC Haitian Kreyol Instructors (William Balan-Gaubert, Jarman Esperance): Funds are requested for 75% academic-year salary (@ \$15,000 ea.) for two instructors in Project Year 1; 70% in Year 2; 60% in Year 3; 50% in Year 4 for Haitian Kreyol instruction at beginning, intermediate, and advanced levels.

A2d. UC Aymara Instructor (Miguel Huanca): Funds are requested for 100% summer-salary (@ \$12,500) in Year 1; 80% in Year 3 for intensive Aymara instruction at beginning, intermediate, and advanced levels. Aymara will be offered at OSU in Years 2 and 4. *[UC PARTNER: Ohio State University]*

A3. Area Studies Instruction

A3a. Instructor Support for Summer LAST 170: UI requests \$7,000/yr to support supplemental summer salary for a faculty member to teach LAST 170 Intro to Latin American Studies, which we have developed as an interactive online course offered during the second summer term. These funds will subsidize the expense of hiring a CLACS Faculty Affiliate as the principal instructor for the course. The exact amount needed will vary by instructor (i.e., 11.1% of that person's salary); UI will provide any additional funds needed to cover the required salary and fringe benefits. *[UI PARTNER: LAS]*

A3b. Support for Curricular Development and Instruction for the African-Brazilian Studies Concentration: UI requests \$3,500/yr in Project Years 1 & 2 to promote the development of new and modified courses that would be part of the core curriculum of the African-Brazilian concentration. The requested funds would be offered as a stipend, 1/yr @ \$3,500 plus fringe, to a faculty member who

devotes part of their summer to course development, curricular development, and design of the proposed concentration.

A4. Outreach Personnel

A4a. UI Outreach Coordinator (Alejandra Seufferheld): UI has agreed to increase its support to 88% of the Outreach Coordinator position; therefore, funds are requested for 12% salary in each project year, with an estimated 2.5% annual increase. The UI Outreach Coordinator will plan and implement CLACS outreach activities, organize teaching training workshops, coordinate FLAS fellowship competitions, coordinate with our IT Technical Associate to maintain the CLACS website, and produce the CLACS newsletter.

A4b. UC Outreach Coordinator: Funds are requested for 25% salary recovery for 0.75 FTE in each project year, with an estimated 2% increase/yr. Responsibilities include planning and implementation of UC CLAS outreach activities, maintaining the CLAS website, and producing the CLAS newsletter.

B. FRINGE BENEFITS

B1–4. University of Illinois fringe benefits are detailed as follows: 42.94 fringe package = 11.91% Retirement, 28.38% Health/Life/Dental, 0.14% Work. Comp., 1.06% Term., 1.45% Medicare; applied to all full-time, academic & administrative employees.

University of Chicago fringe benefits are calculated at 26.6% for full-time staff and 7.5% for part-time language instructors.

C. TRAVEL

C1. International

C1a. Faculty Travel

- i. **Faculty Travel Awards:** Funds are requested in Project Years 1–4 for UI and UC faculty to travel overseas for short-term trips to enrich instructional materials, establish and maintain linkages with overseas institutions, and explore promising new lines of faculty research. At UI, 2–3 trips/yr (\$1,000–\$1,200 airfare + \$300–\$500 per diem). Additional support for faculty travel to Brazil will be provided by Lemann Institute. At UC, 1 trip in Years 2 and 4 @ \$1,250 (\$600 airfare + \$650 per diem). Additional support for faculty travel from Brazilian Studies Initiative.
- ii. **Field Courses in Latin America:** Funds are requested in Project Years 2 and 4 for UC professors to plan field courses in Rio de Janeiro, \$3,000/year (\$1,000 airfare + \$2,000 per diem for ten-day trip). Matching funds and implementation support provided by UC.

C1b. Staff Travel: Funds are requested in Project Years 1–4 for UI and UC staff to travel overseas for short-term trips to enrich instructional materials, and establish and maintain linkages with overseas institutions, 1 trip/yr @ \$1,500 (\$750 airfare + \$750 per diem). Additional support will be available for staff travel to Brazil from Lemann Institute (UI) and Brazilian Studies Initiative (UC).

C1c. Bibliographer Travel: Funds are requested in Project Years 1–4 for UI and UC Latin American Studies bibliographers to travel for book fairs, professional development, and to increase partnerships and collaborations with overseas libraries, archives, and institutions. At UI, \$1,500/yr in Project Year 1 (\$1,000 airfare + \$500 per diem), \$1,250 in Year 2 (\$750 airfare + \$500 per diem) and \$1,000/yr in Project Years 3 & 4 (\$500 airfare + \$500 per diem). At UC, \$1,500 in Year 2 (\$750 airfare + \$750 per diem), \$1,250 in Year 3 and \$1,000 in Year 4 (portion of airfare and per diem in Years 3 & 4, with additional support from library). *[UI PARTNERS: Library, Campus Research Board, Humanities Council; UC PARTNER: Library]*

C2. Domestic

C2a. Administrative/Staff Travel for Professional Development: Funds are requested for UI and UC staff to travel to the Latin American Studies Association meeting, for collaborative program planning (with other universities) and professional development purposes At UI, 2/yr at \$,1500 (\$600–\$1,000 airfare + \$500–\$900 per diem). At UC, 1/yr at \$1,000 (\$350 airfare + \$650 per diem). Matching funds provided by UC. In Project Year 1, UI also requests funds to support staff travel to the post-award NRC meeting, 2 at \$1,000/ea. (\$500 airfare + \$500 per diem).

C2b. Outreach Travel: Funds are requested for UI Outreach Coordinator to travel to local professional meetings and conferences for collaborative program planning and development and to learn more about new opportunities, initiatives and directions in outreach, service learning, and community partnerships. These trips will also allow the UI Outreach Coordinator to disseminate information about consortium programs and services and, in some cases, acquire additional materials for outreach activities, 4/yr at \$125 (travel expenses).

C2c. Speaker Travel: Funds are requested to subsidize regional travel by UI faculty and visiting faculty in order to deliver lectures, participate in activities, and establish new links with MSI and community colleges in Illinois and Missouri, 2/yr at \$200.

C2d. Library Bibliographer Travel: Funds are requested in Project Years 1-4 for UI Latin American Studies bibliographer to participate in professional development meetings and conferences, 1/yr @ \$1,200/ea. (\$550 airfare + \$650 per diem).

D. SUPPLIES

D1. Library Acquisitions: Funds are requested in Project Years 1–4 for UI and UC library to acquire new materials germane to the study of Latin America. At UI, \$10,000/yr for project year 1, \$7,500 in Years 2 & 3, and \$6,000 in Year 4. At UC, \$2,500 in Year 1; \$2,250 in Year 2, and \$2,000 in Years 3 & 4. *[UC PARTNER: Center for International Studies]*

D2. Outreach Materials: Funds are requested in Project Years 1–4 for UI conference, teacher training and outreach activity supplies, \$900/yr.

D3. LCTL Instructional Materials: Funds are requested in Project Years 1–4 for UI and UC Portuguese, Quechua, Aymara, Yucatec Maya, and Haitian Kreyol instructors to acquire new library materials. UI, \$250/yr; UC, \$750/yr in Years 1 & 2, \$500 in Years 3 & 4. *[UI PARTNERS: Lemann Institute; UC PARTNER: Center for International Studies]*

E. OTHER

1. Less Commonly Taught Languages and Area Studies Curriculum and Pipeline Enrichment

E1a. Pipeline and K–14 Development: Funds to support substantial development of K–14 level coursework and programs that promote institutional capacity building and commitment to area studies education

- i. **Global Perspectives: An Integrated Approach to Global Perspectives Teacher Preparation:** UI requests funds for Project Years 1–4 to develop and infuse authentic area studies expertise into the elementary/middle school teacher certification program that is focused on global perspectives. UI CLACS will support the development of new curricular materials that emphasize area studies knowledge in a global context and support new partnerships between UI faculty, graduate

- students, and local K–12 educators to foster increased understanding of Latin America and its relationship with the US and other world regions. This partnership will enhance and internationalize the teacher education program serving pedagogical, coaching, resource, and curriculum development functions in collaboration with the College of Education’s clinical and research faculty, and laboratory middle school faculty. \$1,000/yr in Project Years 1 & 2, \$500 in Years 3 & 4 to support the development and dissemination of appropriate materials, acquisition of curricular resources from Latin America, and events that foster collaboration with teacher-training programs and in-service teachers. *[UI PARTNERS: NRCs, College of Education]*
- ii. Global Reach Laboratory Middle School Curricular Development: Funds are requested by UI to provide curricular support for a middle school dedicated to the study of international area studies and global awareness. CLACS will contribute towards the development, implementation, and evaluation of Latin American Studies curricular material as well as an instructional sequence in Brazilian Portuguese. Support from UI CLACS will phase out once we develop a bank of curricular resources to draw on and the University and Lab School assume a greater portion of the curricular costs. \$3,000/yr in Project Years 1 & 2, \$1,500/yr in Years 3 & 4 to support the development and dissemination of the necessary curricula and support travel for specialists who will collaborate, contribute to the school’s curricula and educators interested in developing comparable curricula at their institutions (\$1,000/yr airfare + \$500 per diem for one international specialists in Years 1 & 2, \$1,000/yr to support travel by 4 regional colleagues in Years 3 & 4, remainder for resources and materials development). *[UI PARTNERS: NRCs, College of Education]*
 - iii. Illinois Language Academy: UI requests funds in Project Years 1–4 to support the teaching of Spanish and Latin American cultures through the Academy, an after-school and enrichment program proposed in partnership with local schools. The funds will be used for the acquisition of additional materials and to support travel by Academy instructors and administrators to Latin America in order to acquire materials and to develop partnerships with primary school educators and institutions in Latin America. The impact of the program will be evaluated through assessment of language proficiency in the program and in subsequent Spanish language programs in local middle schools. The resulting materials, lesson plans, and activities will also be made available to other communities, school systems, universities, and instructors through UI CLACS Outreach (1/yr @ \$800–\$1,000 airfare + \$300–\$500 per diem; \$500–\$1,000 for materials and online resources). *[UI PARTNERS: NRCs, SLCS, School District 116]*
 - iv. University Language Academy summer language camps: UI requests funds in Project Years 1–4 to support the teaching of Spanish and Latin American cultures in specialized summer programs. The funds will allow the program to subsidize the cost of materials acquisition and curricular development. The University Language Academy has agreed to use this reduction in operating costs to actively recruit and support participation of underrepresented groups (\$625/yr for materials and online resource development). *[UI PARTNERS: NRCs, SLCL]*

E1b. Partnerships with MSIs, Community Colleges, and Other Institutions Serving

Underrepresented Groups: Funds to support programs that promote capacity building in Latin American Studies both at and beyond the University of Illinois and University of Chicago and foster increased diversity in the approaches to, dissemination of, and access to area studies knowledge

- i. Community College International Course Development and Internationalization Support: Both UI and UC request funds to assist MSI and/or community college faculty to develop Latin American-focused curricular models. UI requests funds to collaborate with the Midwest Institute for International/Intercultural Education, a consortium of community colleges, Title III and Title V institutions of higher education. The funds will be used to develop curricular modules that will be made available to all members of the consortium, to sponsor a workshop focusing on Extractive Economies and Global Impact in Project Year 2, and the participation of UI faculty as area-

studies experts in a workshop sponsored by the Institute in Project Year 4 (\$2,500/yr for curricular materials and online resource development; \$5,000 in Year 2 to support the workshop; \$200–\$500 travel + \$500 per diem for 3–4 faculty affiliates participation in designated workshop in Year 4). UC requests funds in Years 1–4 to offer course enrichment mini-grants to faculty from area MSIs, 2/yr @ \$1,200/ea. New curricula created as a result of the grants will be made available on the CLACS and CLAS websites.

- ii. Spanish and Illinois Service Learning Network: Funds are requested to enhance and expand UI's Spanish and Illinois Program, a service-learning based sequence of courses. In Project Year 1, UI will collaborate with Danville Community College to help them design a service-learning curriculum in Spanish. In Project Years 2–3, students enrolled in service-learning courses at both institutions will begin to work in 4 person teams, collaborating on the cultivation of community partners in their respective locations and the development of their projects, and examining the impact in diverse socio-economic contexts. In Project Year 4, UI will begin to work with additional institutional partners (i.e., in Chicago, Peoria, Springfield, St. Louis) and build a regional network of service-learning and community partnerships. \$1,500/yr in Project Years 1–3 to support travel (6–8 trips at \$125/ea.) and the development and dissemination of the necessary materials and online resources; additional \$4,000 in Year 4 to support travel between UI and new partner institutions throughout the region (3–5 trips at \$125/ea.) and to sponsor a workshop for potential partners interested in joining the network. *[UI PARTNERS: School of Literatures, Cultures, and Linguistics, UI Extension, Danville Community College]*
- iii. International Service Learning (ISL): UI seeks funds in Project Year 1 to support the creation of a coordinating infrastructure to enable departments across campus to organize, track, and facilitate international service-learning. This program will promote academically rigorous, collaborative international service learning projects that build on students' experiences in and out of the classroom. \$1,500 in Project Year 1 to support the development of the ISL website, shared learning modules, and other online resources needed to launch the initiative. *[UI PARTNERS: NRCs, IPS, SAO]*
- iv. Internationalization of CCC Programming: UC requests funds to support international-focused academic and cultural events planned in conjunction with City Colleges of Chicago, \$4,000/yr in Years 2–4; Year 1 is a planning year. *[UC PARTNERS: NRCs]*
- v. Regional Faculty Network Database: UC requests funds to create an online database of faculty across the Midwest with Latin American Studies backgrounds, research experience, and course offerings. Funds are requested to hire a graduate research assistant in Years 2 & 3 of the grant to create the database (\$14/hr x 150 hrs/yr = \$2,100/yr) and in Year 4 for the creation of the website (\$5,000).

E1c. LCTL Instructional Development: Funds to support the training and professional development of instructors of US Department of Education priority languages and other less commonly taught languages of Latin America.

- i. LCTL Strategy Workshops: Funds are requested in Project Years 1 and 3 for UI and UC less commonly taught language instructors to participate in LCTL Strategy Workshops (hosted by Indiana University in Year 1; TBD in Year 3) @ \$1,500/yr (2 instructors; \$250 transportation/airfare + \$500 per diem/ea.). UI also requests funds in Project Year 1 to send one instructor to the Symposium on Teaching and Learning Indigenous Languages of Latin America (STLILLA) hosted by Ohio State University (\$350 transportation/airfare + \$500 per diem).
- ii. Shared LCTL Curriculum Development: Funds are requested to support the development of new LCTL courses and initiatives. UI will develop new materials in Quechua and new specialized courses in Portuguese that will serve proposed new certificate and degree programs in Brazilian Studies. UC will launch two shared LCTL courses over the next four years, funds will be used for software and professional development (workshop fees) for instructors @ \$2,000/yr in Years 2

and 4. *[UI PARTNERS: Lemann Institute, SLCL; UC PARTNERS: Chicago Language Center]*

- iii. LCTL Instructor Professional Development: UI will launch annual workshops designed to address common challenges and opportunities for LCTL instructors. UI instructors and graduate teaching assistants, covering over 20 LCTLs, will collaborate along with invited participants and specialists from UC and other institutions. Proposed topics are Collaboration across Languages and Departments, Publicity and Visibility: Recruiting and Retaining Students, Assessment Guidelines and Testing, and Material Development/Selection. These workshops will provide valuable in-service training, familiarize instructors with current research in the field, and facilitate collaboration across languages and institutions. UC seeks funds for LCTL instructors to participate in these workshops and other meetings designed to promote professional development (e.g., CARLA workshops) in Project Years 2 & 4 @ \$1,000/yr (2 instructors; \$350 transportation/airfare + \$650 per diem). *[UI PARTNERS: Title VI NRCs, SLCL]*
- iv. LCTL Proficiency Testing and Assessment Capacity Building: UI funds will promote the development of proficiency assessment capacity across all FLAS languages offered, investing in faculty and instructor capacity to conduct Oral Proficiency Interviews (OPI) and the development of instruments for testing listening, reading, and writing proficiency in priority languages over the coming four years. \$4,500/yr to support the costs of data collection, research, and dissemination of results along with 1 trip/yr to relevant workshop, conference or training session on proficiency assessment (\$500 airfare + \$500 per diem). *[UI PARTNERS: NRCs, SLCL]*
- v. FIU LCTL Training Seminar—Haiti Language and Culture: Integrating Technology into Teaching: Funds are requested by UC in Years 1 & 3 for Haitian Kreyol instructors to attend the two-day workshop at FIU (Miami) that will focus on integrating technology into the teaching of Haitian Kreyol. The objective is not only to provide a hands-on technical training seminar, but also cultivate a stronger network among Haitian Kreyol professors/instructors at institutions across the US. FIU intends to partner with CARLA. @ \$850/yr in Years 1 & 3 (1 instructor; \$350 transportation/airfare + \$500 per diem).
- vi. Portuguese Summer Language Institute Support: Funds are requested to support FLAS-eligible summer Portuguese. Instructor salary covered by UC; UI requests \$2,000/yr in Project Years 1 & 2, \$1,500 in Year 3, and \$1,000 in Year 4 and UC requests \$1,000 in Years 1 & 2, and \$750 in Years 3 & 4 to support cultural activities, site visits, and materials development.
- vii. Illinois Portuguese Language Connection: Funds are requested to continue a collaborative workshop organized by Portuguese faculty at UC, UI, and Northwestern. UI and UC will support annual hosting of one collaborative Portuguese language event. The event fosters cooperation across the institutions and generates curricular and professional development for Portuguese instructors and TAs at regional institutions. \$1,500/yr from UI; from UC, \$1,000 in Years 1 & 2, \$750 in Years 3 & 4 for room rental, speaker fees, supplies.

E1d. Development of New LCTL and Area Studies Certificate Programs and Certifications: Funds to support the design, implementation, and promotion of new programs to train LCTL and Area Studies specialists as well as to provide professional development and certification for in-service instructors working in Latin American LCTLs and Studies.

- i. Advanced Foreign Language Proficiency Certificate for Graduate Students: Funds are requested by UC to support testing of graduate students for the certificate, Years 1 & 2 will be used for planning and test development, @ \$500 in Years 3 & 4 (10 students/yr @ \$50/test). *[UC PARTNER: Chicago Language Center]*
- ii. Preparing for Careers in Education: Funds are requested for collaborative activities with UC's Urban Teacher Education Program and Careers in Education to incorporate international and world language training into pre-service educator programming, \$2,500 in Year 1; \$2,250 in Year 2, \$2,000 in Years 3 & 4. Funds will be used for speakers, materials, and other resources.

[PARTNERS: All UC NRCs]

- iii. **Support for Language Pedagogy Certificate:** Funds are requested by UC to bring in expert speakers to participate in summer pedagogy workshops, 2 speakers in Years 2–4 @ \$1,000/yr (\$250 airfare + \$250 lodging). *[PARTNERS: All UC NRCs, Chicago Language Center]*
- iv. **Support for Certificate and Degree Programs:** UI requests funds to support the development and implementation of new interdisciplinary undergraduate concentration and graduate certificate programs in Brazilian Cultural Studies. *[PARTNERS: Lemann Institute, Departments of History, Music, and SIP]*

E2. Area Studies Curriculum Enrichment

E2a. Global Informatics Initiative: Funds are requested at UI to continue to develop the Global Informatics Initiative launched during the last funding cycle. Funds will be used in Years 1–4 for invited experts from Latin America to participate in courses in the Illinois Informatics Initiative, to enhance the existing Latin American modules, and to develop online resources to be shared with partners and other institutions. @ \$500/yr. *[PARTNERS: NRCs, IPS]*

E2b. New Perspectives on African-Brazilian Studies: UI CLACS will work with the Center for African Studies and other campus units to create a major concentration in Africa-Brazil studies. Funds will be used in Project Year 1 to develop curriculum modules, full courses in Years 2 & 3, and a major concentration by Year 4. This project will draw upon UI strengths in Brazilian and African Studies across the curriculum, would provide invaluable comparative area studies enrichment, and would be the first such major concentration at a North American institution of higher education. In Year 2, UI will also organize a conference designed to support this initiative. (see E3c-vi). @ \$1,000/yr. *[PARTNERS: CAS, Lemann Institute, Departments of History, Music, SIP]*

E2c. Area Studies Course Development: UI seeks funds to promote the development and enhancement of specialized courses with at least 25% content focusing on Latin America. Funds will be used to develop materials and media for existing courses taught in Spanish and Portuguese and in Communications (focusing on the use of new media and technology in the Andes and throughout Latin America). They will also support a new interdisciplinary course for undergraduate and graduate students specializing in Latin America, in which students will regularly attend the Center’s weekly lecture series and also meet with the Center Director to discuss significant trends and perspectives in Latin American Studies. Remaining funds will be offered competitively as course development grants for faculty who propose new courses that include substantial study of Latin America. @\$2,000/yr in Years 1–4.

E2d. Study Abroad Curriculum Development: UI seeks funds to enhance, develop, and renew innovative study abroad programs in Bolivia, Cuba, and Brazil, as well as programs that incorporate service-learning opportunities in Latin America. These programs will be closely connected to existing and proposed programs of study on our campus. Funds are requested in Project Years 2 & 3 to support faculty travel to Latin America in order to cultivate relationships with partner institutions that can host these programs and to secure relevant materials, activities, and community partnerships that can be incorporated into these programs. 1 trip/yr @\$3,000 (\$1,000–\$1,200 airfare + \$500–\$1,000 per diem; remainder for materials). *[PARTNERS: Lemann Institute, SAO, IPS]*

E2e. STEM Expansion and Development: Building on the success and impact of the Brazil Scientific Mobility Program, UI CLACS will promote parallel partnerships with additional Latin American programs and institutions. Funds will be used to host visits by representatives of potential Latin American partners and to facilitate symposia on campus that emphasize the value of Latin American collaboration in the STEM disciplines (e.g., symposia or workshops that focus on innovative research in engineering, crop sciences, environmental science, applied technologies conducted in partnership with Latin American

scholars and institutions). Funds are also requested in Project Years 1 & 4 to support continued involvement in HASTAC (Humanities, Arts, Science, and Technology Collaboratory). 1–2 trips/yr (\$800–\$1,000 airfare + 500 per diem) and \$750 for workshops in Project Years 3 & 4. *[PARTNERS: Lemann Institute, IPS, Institute for Computing in Humanities, Arts, and Social Sciences/Organization of American States]*

E2f. Language across the Curriculum Discussion Sections: Funds are requested to support 2 additional Spanish and Portuguese discussion sections in Years 1 & 2 @ \$3,000 (\$1,500 per section), decreased to 1 each @ \$1,500 in Years 3 & 4 (with UC’s College adding support). At UI, nominal funds in Project Years 1 & 4 to develop strategies for increased integration of area studies courses—especially those taught in the target language—into our writing across the curriculum initiatives and requirements. \$100/yr to cover cost of small workshops.

E3. Development and Dissemination of Innovative Research

E3a. Latin American Lecture Series: Funds are requested to support a weekly lecture series at UI CLACS, \$5,000 in Years 1–4 to support 5–10 speakers/year for travel, lodging and incidental costs and modest honoraria. (\$100–\$1,200/ea. for travel + \$0–\$250 per diem, depending on distance of travel and length of stay).

E3b. Joint Area Centers Symposia Series. Funds are requested to support conferences in Project Years 2 & 4 examining key Latin American regional themes in comparative and global perspective. Developed in collaboration with other UI NRCs, scheduled themes for the project years are: Violence, Trauma, and Memory (Year 2) and Global Health (Year 4). \$2,000 in Project Years 2 & 4 to support the conference and \$500 to sponsor participation by Latin American scholars at regional community colleges and MSIs. *[PARTNERS: NRCs; Holocaust, Genocide, and Memory Studies in Year 2]*

E3c. Latin American Cultural Studies. Funding is requested to support an array of activities that will analyze Latin American cultural production and its transcultural impact. These activities will focus on public policy, global affairs, and current research and trends across several disciplines.

- i. Latin American Visualities: Funding is requested by UI to support programming integrating diverse forms of Latin American visual culture in UI area studies curriculum, \$2,000 in projects Years 1 & 2, 1 event each semester @ \$1,000 to support travel, lodging, and other costs related to visits of Latin American artists and/or their work to UI. *[PARTNERS: College of Fine and Applied Arts, College of Media]*
- ii. Center for World Music: Funding for UI in Project Years 1–4 to increase collaboration with our Center for World Music and greater integration of Title VI priorities into their programming. Funds will support arts programming (festivals, concerts, exhibits), curricular development and teacher training workshops, faculty-led study abroad seminars, and intensive instructional clinics in conjunction with relevant CLACS events, increased coordination with out K–12 outreach activities (e.g., GlobalFest, Spanish Story Time), and developing materials that can be incorporated into our introductory courses in Latin American and Brazilian Studies. \$500/yr to cover costs of sponsored events. *[PARTNERS: UI NRCs]*
- iii. Global Utopias: In Project Years 1 & 2, UI will participate in an initiative sponsored by the Center for Historical Interpretation that will explore how the concept of utopia(s) has been imagined, interpreted, and practiced globally. Requested funding will support invited speakers and film screenings organized in conjunction with a campus working group, symposium, and other activities. \$500/yr to support travel costs of 1 invited speaker. *[PARTNERS: Center for Historical Interpretation, Illinois Program for Research in the Humanities, Unit for Criticism and Interpretation of Theory]*

- iv. Crosstracks: Intersections of Sport and Culture: Drawing on the visibility of Latin America in major world sporting events (World Cup, Olympic Games), UI will organize a conference in Project Year 4, focusing on the relationship between sport and culture from both a contemporary and a historical perspective. \$4000 to support travel of 2 speakers (\$800–\$1,000/ea. airfare), \$1,000 is speaker fees, \$1,000–\$1,400 to support costs of conference. *[PARTNERS: School of Public Health, Campus Recreation, SLCL, Center on Health, Aging, and Disability]*
- v. Pata-Boom: Movement and Mobility in Caribbean Music: UI will cosponsor a speaker series that explores the impact and implications of current trends in Caribbean musical production, marketing, dissemination, and reception in a comparative context. Requested funding in Project Year 3 will help support the cost of 5 speakers—3 of whom will be part of a one-day workshop—who will deliver public lectures and also meet with participants in the initiative. Requested funds will cover travel costs (\$300–\$1,000/ea. airfare + \$300/ea. per diem) and costs of the one-day workshop. *[PARTNERS: SLCL, Center for Advanced Study, School of Music]*
- vi. New Perspectives on African-Brazilian Studies: To capitalize on our growing strength in Brazilian Studies, and to reflect on the relationship between Brazil and the rest of Latin America, UI requests funds in Project Year 2 to organize an event that considers and proposes new directions in Brazilian Studies and that critically examines the way that scholars juxtapose (and often separate) Brazil, the African Diaspora, and Latin America to complement the development of a new concentration in this area (See E2b). The conference will include leading academics from the U.S., Canada, Europe, and Latin America. \$4,000 to cover costs of 2-3 speakers (\$500–\$1,000/ea. airfare + \$500/ea. per diem) *[PARTNERS: CAS, Lemann Institute, Department of History]*
- vii. Latin American Cultural Studies Working Group: In Project Years 3 & 4, UI will organize a working group on new directions in Latin American Cultural Studies. Faculty and graduate students will participate in a year-long reading group, culminating in a conference that features several of the authors whose works the group has been reading throughout the year. UI expects to publish a working paper series or special issue of a journal based on the research presented at the conference by both UI and other invited scholars. \$3,000 requested in Project Year 4 to support travel expenses for 2 invited speakers (\$500–\$1,000/ea. airfare + \$500/ea. per diem) and conference costs. *[PARTNERS: Lemann Institute, Departments of Anthropology, History, SIP, School of Music, SLCL]*
- viii. The Legacy of Donald Pierson: UI and UC will organize a series of events in Project Year 2 marking the life and career of social scientist Donald Pierson. Pierson, who had ties both UI and UC, spent most of his life in Brazil—where he helped shape the social sciences and trained a generation of influential scholars. The events will reflect on the history of race relations (and race studies) in Brazil and the United States and the relationship between the social sciences and the humanities. \$1,500 to support costs of events organized at UI and travel to events organized at UC. *[PARTNERS Lemann Institute, Universidade Federal do Rio de Janeiro, Fundação Oswaldo Cruz]*
- ix. The Passenger: UI is partnering in Project Year 1 with the Lyric Opera of Chicago to organize a one-day symposium examining the cultural, historical, and musical context of Mieczysław Weinberg’s opera *The Passenger*, which is part of the 2014–15 season. Invited speakers will examine how Latin America is portrayed in the opera as a shared destination for both concentration camp survivors and former Nazis and contextualize this portrayal in terms of the function of trauma and memory in Latin America. Our participation will highlight an otherwise underexamined aspect of the piece and emphasize comparative connections with Latin American cultural production. These efforts will also contribute to the Lyric Opera’s outreach activities that target Latino and Latin American audiences. \$100 to cover transportation for 1 speaker. *[PARTNERS: Lemann Institute, Program in Jewish Culture and Society, Lyric Opera of Chicago]*

E3d. Midwest Workshop on Latin American History: UI will co-sponsor a workshop on Latin American History to be held at the UI campus in Project Year 1 (April 3–4, 2015). As with previous iterations held at UC and Notre Dame, this workshop will foster cooperation and exchange of ideas among Latin American historians and scholars at research universities in the Midwest. \$2,000 of the requested funds will support the conference; the remaining \$2,000 will be used to sponsor participation by Latin American scholars at community colleges and MSIs in the Midwest. UC requests \$500 to support students and faculty to attend the workshop. *[UI PARTNERS Department of History, Office of the Provost, Parkland College, Columbia College, Danville Community College, Robert Morris College]*

E3e. Latin American Studies across the Curriculum: UI seeks funds to promote collaboration with units and departments on campus to support the inclusion of speakers/events with a Latin American focus. We have specifically targeted programming and lecture series that do not have a dedicated commitment to Latin American Studies in order to provide a more diverse array of activities for specialized faculty and students as well as to promote increased understanding of the region among non-specialists in a variety of disciplines. \$1,500/yr to support travel and accommodations for 3–5 speakers (contingent upon partners assuming increasing portion of expenses). \$1,000 airfare + \$500 per diem. *[UI PARTNERS: Women and Gender in a Global Perspective, Comparative Politics Workshop, Program for Jewish Culture and Society, Transnational Sociology Workshop, Holocaust, Genocide, and Memory Studies, Linguistics Seminar]*

E3f. IFUSS Transnational Americas: UI will partner with the International Forum for U.S. Studies (IFUSS) in Project Years 1–4 to promote increased collaboration with colleagues in Latin America and elsewhere who engage in comparative research on the Americas. IFUSS regularly sponsors lectures, workshops, and conferences that internationalize “American Studies” by placing domestic scholars in dialogue with international colleagues who specialize on the U.S. The collaboration with CLACS will expand this mission to include scholars who engage in hemispheric or comparative approaches to the study of the Americas. Topics to be covered include “Language and Politics, Patriotism, Nationalism, and ‘Love of Country,’” “Poverty, Wealth, and the Limits of Democracy,” and “‘Afro-Americanness’ and the Latin American Racial Imaginary.” These activities will promote greater collaboration among colleagues who, despite the relevance of their respective research agendas, rarely communicate or even learn of one another’s work. IFUSS will underwrite the per diem and lodging costs. CLACS funds will support travel expenses and honoraria for invited speakers from Latin America. @ \$1,500 yr. *[UI Partners: IFUSS]*

E3g. Upper Midwest Distinguished Speaker Series: Funding is requested to support travel and honoraria for a distinguished Latin American lecturer to present at a minimum of 3 partner institutions (UI, UC, UW-Madison, UW-Milwaukee). At UI, \$1,000 in Years 1–4 to support travel and lodging costs for 1–2 speakers/yr. At UC, \$500 in Years 1–4 to support travel and lodging costs for 1–2 speakers/yr. Matching funds provided by UC. *[UI and UC Partners: Lemann Institute, U Wisconsin-Madison, U Wisconsin-Milwaukee]*

E3h. Extractive Economies and Environmental Impact: Funding is requested in Project Year 3 to host a conference examining the history and current status of economies based largely on resource extraction as well as the environmental impact of these practices. As with the Midwest Workshop on Latin American History, \$2,000 will be allocated to sponsor participation by relevant colleagues at regional community colleges and MSIs. *[UI PARTNERS Lemann Institute, Social Dimensions of Environmental Policy]*

E3i. Working Paper Translation Series: Funds are requested to support the translation of works-in-progress by Latin American scholars who visit the University of Chicago; translated papers will be disseminated via the CLAS website and will make available cutting-edge research from Latin America that was previously unavailable to English-speaking audiences. \$1,250 in Project Years 1–4 for

translation costs of 1 Spanish-language paper per year (translation of papers in Portuguese will be underwritten by CLAS's Brazilian Studies Initiative).

E3j. Language Standardization Working Group and Conference: Funds are requested by UC to support a working group in Years 1–2 and conference in Year 3 focused on issues of language standardization in minority languages across regions, an emerging theme of scholarship at the intersection of literature and education. The working group and final conference will address social, political, and cultural implications of language standardization movements. \$1,200 in Years 1–2 to support travel and lodging of working group guests, \$4,000 in Year 3 to support travel and honoraria for conference; \$3,000 in Year 4 to prepare working papers to be disseminated via CLAS website.

E3k. Library Projects: UI requests funding to support the organization and analysis of materials currently housed in our library collection in print format. These include an extensive archive of documents from Mexico and pre-1850 historical pamphlets. \$1,500 would support the examination of these materials and the collection of relevant bibliographic data in Project Year 2 and \$3,000 the publication and dissemination of information about the collection and digitized versions of select documents in Project Year 4. Digitization and restoration costs would be covered by UI. The International and Area Studies Library also plans to create an Andean Portal that will facilitate information about and access to the extensive Andean resources included in our collections as well as significant resources available through other libraries, foundations, and archives. UI CLACS requests \$4,500 towards the technical expenses associated with creating the portal, along with providing expertise and administrative support for the portal. *[PARTNERS: Library, IPS]*

E4. Outreach and Consultative Services

E4a. K–16 Teacher Training and Curriculum Development

- i. **Teacher Training Workshops:** Funding is requested to support annual workshops for K–16 educators, including one joint Illinois-UChicago workshop to be held each year, providing professional development to strengthen Latin American area content in their classes. At UI, \$2,500 in Project Years 1–4 for materials and curriculum development. At UC, \$2,000/yr.
- ii. **Library Teacher Training:** UI requests funds in Project Year 3 to support a training workshop for K-16 teachers and librarians to be organized and hosted by our International and Area Studies Library in conjunction with the Mortenson Center. The workshop will promote collaboration between community college and school libraries in Illinois and American Corners to enable librarians to offer their users a richer and more diverse set of library services. It will also facilitate connections with partner institutions in Latin America and access to materials from domestic and international Latin American collections that participating teachers and librarians can incorporate into curricula and activities at their home institutions. \$4,000 to support travel costs for Latin American librarians participating in the workshop.
- iii. **Museum Resources for Teaching Latin American Studies:** Funds are requested for K–16 outreach workshops with UC faculty around exhibits at the Field Museum of Natural History, Art Institute of Chicago, and Newberry Library. \$1,000 in Years 1 & 2 for one workshop per year; \$3,000 in Years 3 & 4 for 2 workshops per year. Funds will be used for workshop materials and speaker honoraria related to museum and library resources. *[UC PARTNERS: Field Museum, Art Institute, Newberry Library]*

E4b. Illinois NRC Outreach Programs. UI requests funds in Project Years 1–4 to support activities that target specific sections of the community and extend the impact of university resources into our region and nation.

- i. **Spanish/LCTL Story Time.** UI will continue our regular events in local schools and libraries that feature bilingual/tri-lingual readings of children's stories along with related activities involving music and arts and crafts. The majority of these events feature readings in Spanish,

- but the selected materials will also include Portuguese, Quechua, and Q’anjobal on a rotating basis. \$700/yr to cover costs of supplies and acquisition of materials.
- ii. Q’anjobal Community Outreach: UI requests funds to support the development of outreach activities developed for and with the Q’anjobal-speaking community in Champaign-Urbana. Funds will support the acquisition and/or development of materials as well as the dissemination of these materials through the CLACS website and other outreach mechanisms. \$500/yr in Project Years 1, 3, and 4 to cover costs of outreach activities, including rental of space, acquisition and development of materials.
 - iii. Outreach Council Activities: Funds are requested to support public education on Latin America in coordination with other UI NRCs in local schools and local and state fairs. \$300 in Project Years 1–4. *[PARTNERS: NRCs]*
 - iv. Education Justice Project (EJP): UI CLACS will participate in the EJP, an initiative to deliver courses and provide curricular content for existing courses offered at the Danville Correctional Center, where the population includes increasing numbers of Latin American detainees. Faculty Affiliates and Staff will participate in the For-Credit Courses, Writing Workshops, Math and Science Workshops, Theater Initiative, and ESL instruction offered by the project. UI requests \$500/yr to support the acquisition and dissemination of print materials and media to be used in the college-level courses, workshops, and other activities conducted by UI faculty at the correctional facility. *[PARTNERS: Education Justice Project, Parkland College, SLCL]*

E4c. Latin American Film Festival (LAFF): Funds are requested by UI to support the annual LAFF, \$2,000 for Project Years 1–4 for costs of film rentals, and rental of local theatre. UI faculty and UI Associate Director will also deliver lectures and conduct activities at UI, Parkland, and in the community to enhance awareness about and understanding of the festival, the featured films, and Latin American cinema more generally. *[PARTNERS: LAS, College of Media, IPS, Parkland College, Lemann Institute and SIP]*

E4d. Publications: UI requests \$1,000/yr to support publication of outreach materials and dissemination of innovative research and for the publication and dissemination of K–16 teacher-training outreach materials.

E4e. Post-Secondary Conference Travel/Research Support: US requests funds to broadly reach over 100 regional faculty at public and private institutions from across the region, with a focus on MSIs @ \$1,000 in Years 1 & 2 (2 \$500 awards annually), \$1,500 in Years 3 & 4 (3 awards).

E4f. Audio-Visual Resource Development: Funds are requested to enhance content delivery for public education webcasts and podcasts for greater outreach impact and usability across a range of audiences. UI will dedicate a portion of the resources to support the development of online materials in/about Latin America—including public lectures, interviews with visiting scholars and local CLACS affiliates, and multimedia materials designed for both general and specialized (e.g., professional schools) audiences. At UI, \$1,000 in Project Years 1 & 2 to create online resources and \$500 dollars in Years 3 & 4 to support maintenance and enhancement of these resources; at UC, \$1,000 for Project Years 1–2 and \$750 for Years 3–4 for technical assistance. *[UI PARTNERS Lemann Institute, SLCL]*

E4g. Latin American Briefings Public Education Lecture Series: Funding is requested for the redevelopment of UC’s longstanding public lecture series, which will work with community partners (including MSIs) to present current issues to live and online audiences, \$3,000 for Project Years 2 & 4 to support travel and professional services fees. Series supported by UC in Years 1 & 3.

E4h. Latin American Studies Careers Webinars: Funds are requested by UC for a series of annual webinar presentations designed by the partners and delivered nationally at no cost through the Consortium of Latin American Studies Programs to students and their career and academic advisors, @ \$500 in Years 1–4. *[UC PARTNERS: UW-Madison, UW-Milwaukee]*

E4i. Development and Dissemination of LCTL Materials and Resources: UI requests funds to update and expand our online Quechua sequence and to generate supplemental materials. We will also develop an archive of multi-media materials, lesson plans, web modules, and other resources designed to help K–12 educators and community partners introduce Quechua, Q’anjobal, and Portuguese in their classrooms and organizations. \$1,500/yr in Project Years 1 & 2 for media production and web module design; \$500/yr for maintenance and updating of online materials, \$500/yr for acquisition and licensing of materials.

E5. Program Evaluation

E5a. UI-UC NRC Joint Evaluation: Funds are requested by UI to support the I-STEM office under the direction of Lizanne DeStefano to develop and conduct periodic evaluations on center programming, \$5,000 for Project Years 1–4. Funds are requested by UC to support project evaluation by Outlier Research and Evaluation for biennial surveys of project alumni and periodic consultation and analysis on performance measure indicators, \$5,000/yr professional fee. At UC, an additional \$1,000 in Year 4 for a final summative evaluation with Outlier, in partnership with the external LAS evaluator. *[PARTNERS: All UI NRCs; All UC NRCs]*

E5eb. External Evaluation: Funds are requested in project year 4 for UC to host an external Latin American Studies program expert for a site visit to provide comparative qualitative data as context for project evaluation and impact assessment, \$2,500 travel (\$750 airfare + \$1,750 hotel and incidentals).

Appendix 2

Profiles for Project-Related Personnel: Integrated List of Professional and Teaching Staff

Illinois-UChicago Consortium for Latin American Studies

KEY

- Illinois personnel entries are *italicized* in both the index and profile section; UChicago entries are in regular font.
- Entry format for profiles: Name, Title, Department/Unit, Tenure Status (year of appointment), Institution.
- Illinois's department/unit acronyms can be found in the Acronym Glossary (p. ii.)

LANGUAGE PROFICIENCY

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

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| <i>Mufwene, Salikoko S. (UChicago–Linguistics, 25%)</i> | C-59 |
| <i>Oliver, Cynthia (Illinois–Dance, 75%)</i> | C-59 |
| <i>Orta, Andrew (Illinois–Anthropology, 100%)</i> | C-60 |

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| Palmié, Stephan (UChicago–Anthropology, 100%)..... | C-60 |
| Parsons, Marilyn (Illinois–Curriculum and Instruction, 70%)..... | C-61 |
| Paschel, Tianna (UChicago–Political Science, 75%) | C-61 |
| Patterson, Bruce D. (UChicago–Biological Sciences, 50%) | C-62 |
| Punyasena, Surangi (Illinois–Plant Biology, 75%)..... | C-62 |
| Raffaelli, Marcela (Illinois–Human and Community Development, 100%)..... | C-63 |
| Ribot, Jesse (Illinois–Geography, 35%) | C-63 |
| Rosas, Gilberto (Illinois–Anthropology, Latino/a Studies, 50%)..... | C-64 |
| Ross, Richard (Illinois–Law, 50%)..... | C-64 |
| Salo, Ken (Illinois–Urban and Regional Planning, 50%) | C-65 |
| Santana, Mario (UChicago–Romance Languages & Literatures, 50%)..... | C-65 |
| Santos, Carla (Illinois–Recreation, Sport and Tourism, 50%)..... | C-66 |
| Şaul, Mahir (Illinois–Anthropology, 25%) | C-66 |
| Saville, Julie (UChicago–History, 50%)..... | C-67 |
| Scagnoli, Norma (Illinois–Business, 25%) | C-67 |
| Schneider, Daniel (Illinois–Urban and Regional Planning, 25%)..... | C-68 |
| Schwingel, Andiara (Illinois–Kinesiology and Community Health, 75%)..... | C-68 |
| Sedlar, Janet H. (UChicago–Romance Languages & Literatures, 75%)..... | C-69 |
| Senna, Nola (Illinois–Language and Literature, 100%) | C-69 |
| Sereno, Paul (UChicago_ Organismal Biology & Anatomy, 25%)..... | C-70 |
| Shosted, Ryan (Illinois–Linguistics, 75%) | C-70 |
| Silverman, Helaine (Illinois–Anthropology, 60%) | C-71 |
| Silvers, Michael (Illinois–Music, 100%) | C-71 |
| Simpser, Alberto (UChicago–Political Science, 75%) | C-72 |
| Sin, Gisela (Illinois–Political Sciences, 50%) | C-72 |

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| <i>Solis, Gabriel (Illinois–Music, 25%)</i> | C-73 |
| <i>Soto Ruiz, Sixto Clodoaldo (Illinois–CLACS, 100%)</i> | C-73 |
| <i>Sotomayor, Antonio (Illinois–Library Sciences, 100%)</i> | C-74 |
| <i>Stodolska, Monika (Illinois–Leisure Studies, 40%)</i> | C-74 |
| <i>Suarez, Andrew V. (Illinois–Entomology, 50%)</i> | C-75 |
| <i>Sullivan, Megan (UChicago–Art History, 100%)</i> | C-75 |
| <i>Swinehart, Karl (UChicago–Anthropology, 100%)</i> | C-76 |
| <i>Tabb, Karen (Illinois–Social Work, 35%)</i> | C-76 |
| <i>Tenorio-Trillo, Mauricio (UChicago–History, 100%)</i> | C-77 |
| <i>Teran-Garcia, Margarita (Illinois–Food Sciences and Human Nutrition, 50%)</i> | C-77 |
| <i>Thorstensson Davila, Liv (Illinois–Curriculum and Instruction, 100%)</i> | C-78 |
| <i>Tolliver, Joyce (Illinois–Language and Literature, 25%)</i> | C-78 |
| <i>Valdivia, Angharad N. (Illinois–Communications, 50%)</i> | C-79 |
| <i>Van Den Hout-Huijben, Lidwina M. (UChicago–Romance Lang & Lit, 50%)</i> | C-79 |
| <i>Vázquez, Oscar (Illinois–Art History, 70%)</i> | C-80 |
| <i>Viruell-Fuentes, Edna (Illinois–Latino/a Studies, 100%)</i> | C-80 |
| <i>Wedig, Tomothy (Illinois-Global Studies, 25%)</i> | C-81 |
| <i>Wenzel, Sarah (UChicago-Latin American Library, 75%)</i> | C-81 |
| <i>Weyl, Eric G (UChicago–Economics, 25%)</i> | C-82 |
| <i>Winters, Christopher (UChicago–Library, 25%)</i> | C-82 |
| <i>Winters, Matthew (Illinois–Political Science, 25%)</i> | C-83 |
| <i>Wootton, J. Timothy (UChicago–Biological Sciences, 50%)</i> | C-83 |
| <i>Wong, Cara (Illinois–Political Science, 25%)</i> | C-84 |

CENTER DIRECTORS

Borges, Dain: Interim Director, Center for Latin American Studies (Director: 2002–2009; Interim: 2014). Associate Professor, History and the College, Tenured (2001). UChicago.

Education: BA 1977 Hispanic-American History and Literature, Harvard College; MA 1978 Latin American Studies, Stanford University; PhD 1986 History, Stanford University.

Academic Experience: 2002–2009, 2014, Director, Center for Latin American Studies, University of Chicago; 2011 Visiting Professor, Universidad de Chile; 2000 Visiting Assoc Professor, Harvard University; 1995–2001 Assoc Professor, University of California San Diego; 1985–1992 Asst Professor, University of Pennsylvania.

Overseas Experience: Brazil; Puerto Rico.

Foreign Language Competency: Spanish-5; Portuguese-5; French-2.

Research/Teaching Specialization: Intellectual and cultural history, Brazil and Caribbean, 19th–20th centuries; racial ideology, popular religion, literature and social thought; history of family.

Courses Taught: Latin American History Survey, 1450-2000; Brazil; Africa and Afro-America in the Age of the Slave Trade; History of Cuba; National Identity in the Caribbean; Religions in Latin America; The Long 1930s in Latin America; Latin American Historiography, 19th & 20th century; Cultural Consequences of Colonization; Taxation and State Formation in Latin America; Mass Society in Latin America; Social Mobility in Latin America; La Coyuntura: Interpreting the Current Moment [post-1978] in Latin America.

Recent Publications:

“History: Brazil,” with Frank McCann and Hal Langfur, in Hispanic Division, Library of Congress, *Handbook of Latin American Studies*, vol. 68, *Humanities* (Austin: University of Texas Press, 2013).

“Agrarian Heritage of Urban Nations –Brazil and the United States,” in *Herança Compartilhada: Brasil e Estados Unidos /Shared Heritage: Brazil and the United States*, edited by Matthew Shirts and João Kulcsár (São Paulo, Editora SENAC, forthcoming 2013), pp. 234–243, and translation, “Herança agrária de nações urbanas –Brasil e Estados Unidos,” pp. 61–83.

“O naturalismo e a cidade do século XX: *The Narrowest Street* de Richard Morse,” in *O código Morse: Ensaio sobre Richard Morse*, eds. Beatriz H. Domingues and Peter L. Blasenheim (Belo Horizonte: Editora da UFMG, 2010), pp. 99–117.

“History: Brazil,” with Frank McCann and Hal Langfur, in Hispanic Division, Library of Congress, *Handbook of Latin American Studies*, vol. 66, *Humanities* (Austin: University of Texas Press, 2011), pp. 354–409.

Presentations: “Catholic Vanguard in Brazil, 1870–1930,” Catholic University of America, 10/17/13;

“Reiterations of Puerto Rico around Jack Delano’s Photographs,” American Studies Association Annual

Meeting, San Juan, 11/15/12; “Race and Mobility in Brazil,” Diversity Best Practices, 8/2/12; “The Disbanding of Abolitionist Alliances after 1888,” Latin American Studies Association Congress, San Francisco, 5/25/12;

“From Bonfire to Ashes: The Victory and Dispersion of Brazilian Abolitionism, 1884–1894,” Indiana University, Bloomington, 10/21/11.

Distinctions: 1999–present Brazilian History editor, *The Handbook of Latin American Studies*; 1998–2003 Advisory Board, *Luso-Brazilian Review*; 1998–2002 Brazil Area Editor, *The Americas*; 1992–93 Arthur P. Whitaker Prize for Best Book.

Grants: National Endowment for the Humanities Fellowship, 2006.

Time Latin American Studies: Latin America 100%

Dissertations/Theses Supervised past 5 years: 11

Goldman, Dara E.: Director, Center for Latin American and Caribbean Studies. Associate Professor, LAS, Tenured (2007). Illinois.

Education: PhD 2000 Emory University.

Overseas Experience: Puerto Rico.

Foreign Language Competency: French-1; Italian-2; Portuguese-2; Spanish-3.

Research/Teaching Specialization: Hispanic Caribbean and Latin American literatures, Gender Studies.

Courses Taught: Introduction to Latin America; Introduction to Literary Analysis; Introduction to Cultural Analysis; Latin American Literatures II; Cultural Studies Americas II; 19thC Spanish American Studies: Territorial Fiction: 19C Latin America; 20th-21stC Spanish American Studies Advanced Readings in Spanish; Sem Spanish-American Literature.

Recent Publications:

“Otra vez: Writing and Rewriting the Trujillato in The Brief Wondrous Life of Oscar Wao.” *Corrientes* 22.2 (2012): 6–21.

“Así es la vida loca: Ivy Queen and the Queering of Gender Performance” *Caribbean Contours* 12.7 (2011): 42–54.

“There’s (Always) Something About Cuba: Security and States of Exception in a Fundamentally Unsafe World.” *SAQ* 107.2 (2009): 339–54. “

Presentations: “Wandering Lesbians and Closeted Jews: The Intersection of Ethnicity and Sexuality in Cuban (American) Fictions,” American Jewish Studies Conference, Chicago, Dec 2012; “Así es la vida loca: Ivy Queen and the Performance of Masculinity in Reggaetón,” Latin American Studies Association Conference, San Francisco, May 2012.

Time Latin American Studies: 100%

Dissertations/Theses Supervised past 5 years: 9

AFFILIATED CENTER DIRECTORS

Arends-Kuening, Mary: Associate Professor, Agr Consumer & Env Sciences, Tenured (2005); Director Lemann Institute for Brazilian Studies.

Education: PhD, University of Michigan 1997.

Overseas Experience: Bangladesh; Brazil; Nicaragua; Peru; South Africa; Phillipines; Guatemala; Colombia.

Foreign Language Competency: French-2; Portuguese-3; Spanish-3.

Research/Teaching Specializations: Child labor, economics of education, nurse migration, impact evaluation

Courses Taught: Special Topics; Individual Study; A Sociological Hist of Brazil; Thesis Research.

Recent Publications:

“Exploring Latina/o migrants’ adaptation to the economic crisis in the U.S. heartland: A capability approach.” *Journal of Human Development and Capabilities* (2012).

“A framework for examining the impact of bio fuels on the poor in Brazil.” *Energy Bio Fuels and Development: Comparing Brazil and the U.S.* Oxford: Routledge, 2011.

Presentations: “Pathways into Single Motherhood in Nicaragua,” Population Association of America Annual Meetings, 05/05/2012, San Francisco; “Intrahousehold Bargaining and the Demand for Consumer Durables in Brazil,” Population Studies Center 50th Anniversary Celebration, 10/22/2011, Ann Arbor, MI; “International Migration Opportunities and Occupational Choice: Evidence from Philippine Nursing Students,” Population Association of America Annual Meetings, 03/01/2011, Washington, DC; “Migration and Nursing in the Philippines,” Hewlett Conference on Skilled Immigration, 11/08/2011

Distinctions: ADM Institute for the Prevention of Postharvest Loss Grant Award, 2012 University of Illinois List of Teachers Ranked as Excellent by their Students for ACE 474 2009, 2010.

Grants: ADM Institute for the Prevention of Postharvest Loss Grant Award, 2012, Global.

Time Latin American Studies: 100%

Dissertations/Thesis Committees past 5 years: 4

Kourí, Emilio: Director, Katz Center for Mexican Studies. Professor, History and Romance Languages & Literatures, Tenured (2001). UChicago.

Education: BA 1984 Harvard College; MA 1988 History, Harvard University; Ph.D. 1996 Harvard University.

Academic Experience: 2010–2012 Professor of History, UChicago; 2003-2010 Associate Professor, 2001-2003 Assistant Professor, UChicago; 1996-2001 Assistant Professor, Dartmouth College; 1995-1996 Instructor, Dartmouth College; 1994-1995 Instructor, Harvard University; 1989-1991 Tutor, Harvard University.

Overseas Experience: Mexico **Foreign Language Competency:** Spanish-5, French-2, Portuguese-2.

Research/Teaching Specialization: Modern Mexico; agrarian studies; social and economic history of Latin America; the history of ideas; Cuba and the Spanish Caribbean; US Latino history.

Courses Taught: Tropical Commodities in Latin America; Latin American History; Zapatista Social Movements; Agrarian Reform in Twentieth-Century Mexico; The History of Mexico, 1876 to the Present; Pre-Columbian and Early Colonial Latin America; US Latinos: Origins and Histories; Latin American Civilizations

Recent Publications:

Un pueblo dividido: comercio, propiedad y comunidad en Papantla, México (Fondo de Cultura Económica, 2013).

Translation of *A Pueblo Divided: Business, Property, and Community in Papantla, Mexico* (Stanford, 2004).

"*La vainilla de Papantla*," in Feliciano García Aguirre, ed., *Historia económica de Veracruz: miradas múltiples*, (Universidad Veracruzana, 2012).

"*Claroscuros de la reforma agraria mexicana*," *LASA Forum* XLI: 4, Fall 2010 (also published in Mexico in NEXOS, December 2010).

Co-editor (with Javier Garciadiego), *Revolución y exilio en la historia de México* (Editorial ERA/El Colegio de México/Centro Katz, Mexico, 2010).

Editor, *En busca de Molina Enríquez: Cien años de Los Grandes Problemas Nacionales* (El Colegio de México/Katz Center, Mexico, 2009).

Distinctions: 2010-2011 ACLS Fellowship; 2006-2007 Fellow, Radcliffe Institute for Advanced Study, Harvard University; 2006-2007 Frederick Burkhardt Fellowship, American Council of Learned Societies; 2005 Bolton-Johnson Prize for *A Pueblo Divided*, Conference on Latin American History; 2005 Erminie Wheeler-Voegelin Prize (Honorable Mention) for *A Pueblo Divided*, American Society for Ethnohistory; 2002-04, 2008 Social Sciences Division Research Grant, University of Chicago.

Time Latin American Studies: 100%

Theses/Dissertations Supervised Past 5 Years: 20

PROFESSIONAL STAFF

Arsenault, Natalie: Associate Director, Center for Latin American Studies (hired 2013). UChicago.

Education: BA 1995 New College of Florida; MA 2001 Latin American Studies, University of Florida.

Professional Experience: 2011–2013 Director of Public Engagement, 2007–2011 Outreach Director, 2001–2007 Outreach Coordinator, Teresa Lozano Long Institute of Latin American Studies, University of Texas at Austin; 2000 Outreach Assistant, 1999 Conference Manager, Center for Latin American Studies, University of Florida; 1997–1999 Assistant Director, 1995–1997 Admissions Officer, Office of Admission, New College of Florida.

Overseas Experience: Brazil, Ecuador, Mexico.

Foreign Language Competency: Portuguese-5; Spanish-3; French-3.

Responsibilities: Manages the day-to-day activities of the Center. Supervises staff, coordinates workflow, and ensures efficient operation of the Center. Assists in setting Center goals and planning educational programs and initiatives. Develops, coordinates, and supervises events and programs. Manages the Center's budget and exercises financial oversight on all Center accounts. Assists with fundraising efforts, including seeking new funding opportunities and writing grant proposals. Develops short and long term programmatic and administrative goals. Serves as liaison with other Centers on campus and with related professional associations and community groups. Serves as Center liaison with Deans of Students in the Social Science Division, Humanities Division, and Social Science Collegiate Division related to BA and MA curriculum, MA admissions/aid, and FLAS Fellowship and Tinker Field Research Grant programs; serves as Center liaison with the College Study Abroad Office for the *Mexico in Latin American Civilizations* program. Manages the CLAS indigenous language programming. Current grant and fellowship programs include the Title VI/National Resource Center (NRC), Tinker Visiting Professorship, Foreign Language and Area Studies Fellowships, and Tinker Field Research Grants. Serves as liaison with other related university units (e.g. Alumni Relations & Development, Office of International Affairs, Deans of Students, Study Abroad). Fosters linkages with other institutions including professional associations, cultural institutions, community groups, and universities.

Cotler, Angelina: Associate Director, Academic Programs and Outreach Coordinator, Center for Latin American and Caribbean Studies (hired 2005). Illinois.

Education: BA 1995 Pontificia Universidad Católica del Peru; MA 2000 University of Illinois at Urbana-Champaign; PhD 2005 University of Illinois at Urbana-Champaign.

Overseas Experience: Peru, Mexico.

Languages: Spanish-5, French-5, Portuguese-2, Turkish-2.

Responsibilities: Advising undergraduate students in major and minor programs of study, study abroad options, and career plans; advising graduate students on proposal writing; coordinating and supervising Center-sponsored events and programs including conferences, public lectures, workshop series, travel grants, and summer intensive language course; preparing and presenting curriculum materials and bibliographies; presenting workshops, special lectures and preparing annual narrative reports; developing short and long term programmatic and administrative goals for the Center; administering policies and procedures in conjunction with Director; writing grant proposals in collaboration with Director.

Academic Experience: 1997–2000 Teaching Assistant, University of Illinois Champaign-Urbana; 2001–2002 Instructor, Department of Anthropology, University of Illinois, Champaign-Urbana; 2004–2005 Instructor, Department of Spanish, Italian and Portuguese; 2008 Instructor, Center Latin American Studies 550: Seminar for First Year M.A. Students.

Awards: The Office of the Vice Chancellor for Public Engagement, 200–2010. 2011; 2011 Chancellor's Academic Professional Excellence Award; 2013 Fulbright-Hays Doctoral Dissertation Research Abroad Fellowship (DDRA) Field Reviewer; Executive Committee of CLASP (Consortium of Latin American Studies Programs 2007–2010); Latin American Studies Association (LASA), Peru Section. Member of the Executive Committee (2008–2010), Secretary (2010–2014).

Diel, Camila Elisabete Führ: Interim Program Coordinator, Lemann Institute for Brazilian Studies (hired 2013). Illinois.

Education: Law 2006 Universidade Regional do Noroeste do Estado do Rio Grande do Sul, Brazil; LLM 2010 University of Illinois at Urbana-Champaign.

Languages: Portuguese-5, English-5, Spanish-3.

Responsibilities: Coordinate visits of campus speakers, Lemann Board members, and other visitors; Coordinate conferences sponsored by the Lemann Institute; Coordinate applications for the Lemann Graduate Fellowship competition; Coordinate applications for the Lemann Faculty Grant competitions; Record keeping; Assist with coordination of Brazil Scientific Mobility Program at the University of Illinois.

Gentry, Jamie: Student Affairs Administrator and Office Manager (hired 2012). UChicago.

Education: BA 2009 Kansas State University; MA 2011 Latin American Studies, University of Chicago.

Professional Experience: 2011–2012 Office Manager, 2010–2011 Student Worker, Center for Latin American Studies, University of Chicago; 2007 Lab Assistant, Language Learning Center, Kansas State University.

Foreign Language Competency: Spanish-5.

Responsibilities: Serves as advisor for the Center's BA concentration and certificate programs; offers students guidance in developing their course of study; assures compliance with program requirements and deadlines. Coordinates competitions for Latin American Civilization Teaching Assistantships and the BA preceptorship. Administers the MA admissions, registration and convocation processes, the recruitment of prospective students and the development of print and internet materials to raise the national profile of the CLAS interdisciplinary Master's program. Provides general logistical and clerical support for CLAS operations, including management of daily operations and the bulk of clerical tasks. Responsible for managing records and communications related to CLAS degree programs and courses, including developing promotional materials, maintaining databases, communicating with the University Registrar, and reporting to Deans of Students on degree candidates' progress toward completion of requirements. Supports the Associate Director with grant proposal development and grant reporting requirements.

Ribble, Gloria Rae: Administrative Secretary, Center for Latin American and Caribbean Studies (hired 2002). Illinois.

Education: Parkland College.

Foreign Language Competency: Spanish-3.

Responsibilities: Primary assistant to Director of CLACS and Anthropology. Responsible for initiating and Coordinating the office support functions required for the efficient administration and management of the unit. Maintains detailed information on university programs, policies, procedures, activities and organizations vital to Center operations. Maintains and operates software platforms for all Center functions.

Rivas, M. Ireri: Program Manager, Katz Center for Mexican Studies (hired 2012). UChicago.

Education: 2008 BA English University of Nevada; 2010 MA Humanities, University of Chicago.

Professional Experience: 2011–2012 Program Coordinator, DuPage Federation on Human Services Reform, Chicago; 2005–2009 Program Coordinator, Progressive Leadership Alliance of Nevada.

Overseas Experience: Mexico.

Foreign Language Competency: Spanish-5; Portuguese-2.

Responsibilities: Designs, implements, and evaluates all Katz Center for Mexican Studies programming, in accordance with funders' and Centers' priorities and in close consultation with the Director; provides direct task-related support to the Katz Center, including receiving and responding to communications; manages logistical details for Mexican Studies Seminar (including speaker travel, rooms, A/V services, publicity); manages the promotion of Katz Center programming, including maintaining content on website, and serving as managing editor of the print newsletter, email listservs, and social media communications.

Schwartz, Steven: Program and Outreach Coordinator (hired 2014). UChicago.

Education: BA 2011 Universidad Central de Venezuela; MA 2013 Social Sciences, University of Chicago.

Professional Experience: 2013–2014 Production Clerk/Office Assistant, NORC, University of Chicago; 2012–2013 Research Assistant, History Dept., University of Chicago; 2011–2012 Research Associate, Cultural Diversity Center (UNESCO Liaison Office), Venezuela; 2012 Research Assistant, Grupo de Estudios Antropológicos, Venezuela; 2011 Research Assistant, Universidad Central de Venezuela.

Overseas Experience: Venezuela.

Foreign Language Competency: Spanish-5; Portuguese-2.

Responsibilities: Coordinates and manages all Center outreach projects such as K–12 and post secondary teacher training workshops and community-based events, in collaboration with senior staff, faculty and other Area Studies Centers at the University; conceptualizes and drafts events proposals and budgets for outreach programming appropriate to business, media, government and other constituencies in line with faculty strengths and identified community needs. Designs and implements all Center programming, in accordance with Center priorities and in close consultation with the Associate Director; ensures compliance with University regulations; serves as primary coordinator at events. Manages logistical details for public programs: coordinates and arranges speakers' travel and lodging, selects caterers, schedules rooms, and arranges for audio-visual services. Manages the promotion of Center for Latin American Studies programming, including maintaining content on the Center website, and distributing promotional materials through email listservs and social media communications. Serves as programming liaison with peer area studies centers at the University, relevant Graduate Workshops and Registered Student Organizations, and other university units, in order to plan and implement programming.

Seufferheld, Alejandra: Outreach Coordinator (hired 2009). Illinois.

Education MA 2007 Architecture, University of Illinois at Urbana Champaign, BA Architecture, Universidad de Mendoza. Mendoza, Argentina.

Overseas Experience: Argentina.

Foreign Language Competency: Spanish-5, English-5, Italian-2.

Responsibilities: Business Plan and develop Educational and Outreach programs for teachers and educators. Plan and develop Educational and Outreach programs for the community, Design and edit CLACS, newsletter and brochures, CLACS web page editor, Presentations and exhibits at fairs and schools, FLAS fellowship Coordinator.

TEACHING FACULTY

Abbott, Ann: Associate Professor, LAS, Tenured (2010). Illinois.

Education: PhD, 1998 University of Illinois, Urbana-Champaign.

Overseas Experience: Spain; Mexico; Costa Rica; Chile; Argentina; Colombia; Italy.

Foreign Language Competency: Spanish-5; Italian-5; Catalan-2.

Research/Teaching Specialization: Student learning outcomes in Spanish community service learning, social entrepreneurship education and languages for specific purposes.

Courses Taught: Spanish for Business; Oral Spanish; Spanish Composition; Spanish in the Community; Spanish and Entrepreneurship; Advanced Readings in Spanish; Topics for Honors Students.

Recent Publications:

“Putting Students to Work: Spanish Community Service Learning as a Countervailing Force.” *Creating Infrastructures for Latino Mental Health*. Spring, 2011. 139–155.

“Social Entrepreneurship and Community Service Learning: Building Sustainable Non-profits and Language Programmes.” *Specialised Languages in the Global Village: A Multi-perspective Approach*. Ed. Carmen Llantada and Maida Watson. Cambridge Scholars Publishing, 2011. 27–46.

Presentations: “Transforming Language Students into Standout Candidates in Competitive Job Markets.” AATSP, Co-presenter Darcy Lear (UChicago), Panama, 2014; “Situating Learning within Language Communities: The Potential of Spanish Community Service Learning,” University of Illinois at Chicago, 2013.

Distinctions: Chancellor's Academic Professional Excellence Award, UIUC, 2013.

Grants: Community Informatics Initiative, 2008–2009, \$6000.

Time Latin American Studies: 25%

Aguilera-Vaques, Ruth: Associate Professor, Business, Tenured (2006). Illinois.

Education: PhD, 1999 Harvard University.

Overseas Experience: Italy; Spain; Brazil; Korea; France; Denmark; Switzerland.

Foreign Language Competency: Catalan-5; French-3; German-3; Italian-3; Spanish-5.

Research/Teaching Specialization: International business, corporate governance, international relations.

Courses Taught: International Business; Multinational Management; Firms, Markets & Globalization; Global Strategy; Thesis Research; Int'l Corp Governance; Comparative Employment Relations Systems.

Recent Publications:

Vadera, A. and R. Aguilera. “Language and Institutionalization of Practices: Usage of White-collar Crime, 1939–2002.” *Journal of Business Ethics* (2014)

Terjesen, S., R. Aguilera, and R. Lorenz. “Legislating a Woman’s Seat on the Board: Institutional Factors Driving Gender Quotas for Boards of Directors.” *Journal of Business Ethics* (2014)

“When Does Ownership Matter? Board Characteristics and Behavior.” *Strategic Management Journal* 34.7 (2013): 823–842.

Distinctions: Finalist for 2013 Academy of Management IM Division CGIO Best Paper Award (with Desender and Lee); Best Paper Award, Academy of International Business, Latin American Chapter “Corporate Ownership in Latin American Firms: A Comparative Analysis of Dual-Class Shares” (with Kabbach de Castro and Crespi-Cladera), April 2013.

Grants: Lemann Institute for Brazilian Studies, “The Trojan horse of Latin America: Multinational expansion into Brazil as a regional launching pad 1990–2010,” 2013, \$14900; Arnold O. Beckman Research Award, UIUC, “Sovereign Wealth Funds: The Visible Arms,” 2013, \$4120.

Time Latin American Studies: 40%

Dissertations/Theses Supervised past 5 years: 14

Albertus, Michael: Assistant Professor, Political Science, Tenure-track (2012). UChicago.

Education: 2005 BS Mathematical Sciences, University of Michigan; 2005 BSE *summa cum laude* Electrical Engineering, University of Michigan; BS Political Science, *high honors*, University of Michigan; 2011 PhD Political Science, Stanford University

Academic Experience: 2011–2012 Postdoctoral Fellow, Stanford Center on Democracy, Development, and the Rule of Law (CDDRL)

Overseas Experience: Peru, Bolivia, Colombia and Venezuela.

Foreign Language Competency: Spanish-5, French-3.

Research/Teaching Specialization: politics of redistribution; democracy and dictatorship; clientelism; civil conflict; political economy of land reform in Latin America.

Courses Taught: Democracy and the Politics of Wealth Redistribution; The Politics of Wealth Redistribution; Latin American Civilizations.

Recent Publications:

“Gaming Democracy: Elite Dominance During Transition and the Prospects for Redistribution.” Co-authored with Victor Menaldo. Forthcoming, *British Journal of Political Science*.

“Explaining Patterns of Redistribution Under Autocracy: The Case of Peru’s Revolution from Above.” Forthcoming, *Latin American Research Review*.

“Dealing with Dictators: Negotiated Democratization and the Fate of Outgoing Autocrats.” Co-authored with Victor Menaldo. Forthcoming, *International Studies Quarterly*.

“The Political Economy of Autocratic Constitutions.” 2014. Co-authored with Victor Menaldo. In Tom Ginsburg and Alberto Simpser, eds. *Constitutions in Authoritarian Regimes* (Cambridge University Press. Chapter 5, pp. 53–82).

“Vote Buying with Multiple Distributive Goods.” 2013. *Comparative Political Studies* 46(9): 1082–1111.

Distinctions: 2011–2012 Hewlett Postdoctoral Fellow, Stanford Center on Democracy, Development, and the Rule of Law; 2010–11 Bradley Graduate Research Predoctoral Fellow at the Stanford Institute for Economic Policy Research (SIEPR); 2009–2010 Stanford Center on International Conflict and Negotiation Graduate Fellow.

Grants: 2014 University of Chicago Center in Beijing Grant for international conference in Beijing; 2013 Social Sciences Division Research Grant, UChicago; 2010 O’Bie Shultz Dissertation Completion Grant; 2010 Grant for fieldwork in Colombia, Stanford Center on International Conflict and Negotiation (SCICN); 2009 Diversity Dissertation Research Opportunity Grant, Stanford Office of the Vice Provost for Graduate Education; 2008 Ayacucho Foundation Grant for fieldwork in Venezuela (January–April 2009), Stanford Center for Latin American Studies.

Time Latin American Studies: 75%

Aliber, Robert: Emeritus Professor, Business, Tenured (1965). UChicago.

Education: BA 1952 Williams College; BA Cambridge University; MA 1958 Cambridge University; Ph.D. 1962 Yale University.

Academic Experience: 1986–92 Visiting Professor, Brandeis University; 1983 Visiting Professor, Williams College; 1982, 1984–86 Visiting Professor, Dartmouth College.

Overseas Experience: Mexico, Chile.

Foreign Language Competency: French-3; Spanish-2.

Research/Teaching Specialization: International financial system; exchange rate issues; international money, capital markets and capital flows; the multinational firm; international banking; public policy issues.

Recent Publications:

Manias, Panics and Crashes: A History of Financial Crises, with Charles P. Kindleberger (London: Palgrave Macmillan, 2011).

Your Money and Your Life: A Lifetime Approach to Money Management (Stanford: Stanford University Press, 2011).

The New International Money Game (London: Macmillan, 2011).

“Rules and Authorities in International Monetary Arrangements: The Role and the Role of the Central Bank,” *American Economic Review* 90(2): 43–47, 2000.

Distinctions: 1993–1995 Invited to nominate Nobel Prize laureates in Economics.

Time Latin American Studies: 25%

Alvarez, Fernando E.: Professor, Economics, Tenured (2003). UChicago.

Education: BA 1989 Economics, Universidad Nacional de La Plata, Argentina; Ph.D. 1994 Economics, University of Minnesota.

Academic Experience: 2011 Wim Duisenberg fellow at the European Central Bank; 2000-2003 Associate Professor, Economics Department, University of Chicago; 1996-1999 Assistant Professor, Economics Department, University of Chicago; 1997-1999 Visiting Professor, Universidad Torcuato Di Tella, Business School and Economic Department, Argentina; 1995-1996 Assistant Professor, Finance Department, The Wharton School, University of Pennsylvania; 1994 Visiting Assistant Professor, Economics Department, Universidad de San Andres, Argentina.

Overseas Experience: Argentina.

Foreign Language Competency: Spanish-5

Research/Teaching Specialization: Dynamic general equilibrium models applied to asset pricing, search and insurance.

Courses Taught: Monetary Economics I; Theory of Income I.

Recent Publications:

“Price setting with menu cost for multi-product firms”, with Francesco Lippi, 2013. forthcoming, *Econometrica*.

“The demand for liquid asset with uncertain lumpy expenditures,” with Francesco Lippi. *Journal of Monetary Economics*, forthcoming.

“Durable Consumption and Asset Management with Transaction and Observation Costs,” with Luigi Guiso and Francesco Lippi. *American Economic Review*, Vol. 102 No. 5, August 2012.

“Fixed-Term Employment Contracts in an Equilibrium Search Model”, with Marcelo Veracierto. *The Journal of Economic Theory*, Vol. 147 (5) 1725-1753, 2012.

Distinctions: 2009-2012 National Science Foundation co-PI in Grant “Human Capital and Unions in the Theory of Unemployment” (with Robert Shimer); 2009-2011 Fondation Banque de France Grant on “Households Liquidity Management” (with Francesco Lippi).

Time Latin American Studies: 25%

Theses/Dissertations Supervised past 5 years: 26

Andrade, Flavia: Assistant Professor, Applied Health Sciences, Tenure-Eligible (2008). Illinois.

Education: PhD 2006 Sociology, University of Wisconsin-Madison.

Overseas Experience: Brazil; Mexico; Chile; Argentina; Costa Rica; Uruguay; Barbados; Cuba; Ecuador; Colombia.

Foreign Language Competency: Portuguese-4; Spanish-5.

Research/Teaching Specialization: Institutions, Congress, political parties, electoral systems, presidency, bureaucracy.

Recent Publications:

“Educational and Sex Differentials in Life Expectancies and Disability-Free Life Expectancies in São Paulo, Brazil, and Urban Areas in Mexico.” *Journal of Aging and Health* (2013).

“Educational Differentials in Tobacco Use and Alcohol Consumption in Dominican Republic.” *The International Journal of Health and Wellness* (2013).

Presentations: “Examining and predicting black and white disparities in infant mortality in the United States,” 141st American Public Health Association Meeting, 11/01/2013, Boston, MA; “Examining racial disparities and stress predictors of low birth weight,” 141st American Public Health Association Meeting, 11/01/2013

Distinctions: Selected participant, International Conference on Aging in Americas, 2012; Poster Award (second place), International Conference on Aging in Americas, 2012.

Grants: “Polymorphic variants in the bcm1 gene: associations with obesity, lipoprotein profile and retinol intake among young Mexicans,” Vision 20/20, 2013, \$20000.

Time Latin American Studies: 100%

Andrade, Juan: Assistant Professor, ACES, Tenure-Eligible (2011). Illinois.

Education: PhD 2005 Human Nutrition, Purdue University.

Overseas Experience: Honduras; Guatemala; Ghana.

Foreign Language Competency: Spanish-5; English-4; Portuguese-2.

Research/Teaching Specialization: Food security, biosensors, food fortification, internalization.

Recent Publications:

“Effect of Dietary EGCG on Normal and Vitamin E and Selenium Deficient Rats.” *Food & Nutrition Sciences*. 4.8 (2013): 163–173.

“Is soy good or bad for breast? Proceedings Soy Summit: Exploration of the Health, Safety and Nutrition of Soy.” *Journal of Nutrition* 140.12 (2010).

Presentations: “Hidden Hunger: Exposed,” 11/01/2012; “New technologies in food fortification,” 9/21/2011 and 10/21/2011; “Low-Cost technologies to deliver appropriate nutrition in developing countries,” seminar, 06/01/2011, Zamorano University; “Global health and Micronutrient Malnutrition, Nutrition for Rural Development” Course, 02/01/2011.

Distinctions: FASEB MARC Travel Award to attend EB Meeting 2011, Washington DC; Included in List of Teachers Ranked as Excellent by their Students, ICES, Illinois, Fall 2009, Spring 2011, Spring 2012.

Grants: Travel Award to participate in Dietary Supplement Research Practicum sponsored by NIH-ODS, 2009.

Time Latin American Studies: 100%

Arana, Andrew: Associate Professor, LAS, Tenured (2012). Illinois.

Education: PhD 2004 Philosophy & Mathematics, University of Notre Dame.

Overseas Experience: France; Germany; Belgium; Italy; Spain; Canada; Mexico; Brazil; Morocco.

Foreign Language Competency: Spanish-3; French-3; German-2; Italian-2.

Research/Teaching Specialization: History and philosophy of mathematics, logic.

Recent Publications:

Arana, Andrew and Paolo Mancosu. “On the relationship between plane and solid geometry.” *Review of Symbolic Logic* 5.2 (2012)

Mancosu, Paolo and Andrew Arana. “Geometria piana e solida: una nota sulla purezza del metodo.” *Notae Philosophicae Scientiae Formalis* 1.1 (2012): 89–102.

Presentations: “Non-euclidean geometry and geometrical content, The Shape of Mathematical Proof from Antiquity to the Early Modern Age,” 06/01/2013, Centro di Ricerca Matematica, Scuola Normale Superiore, Pisa, Italy; “Descartes and the virtues of algebraic reasoning in geometry,” 10th Brazilian History of Mathematics Conference, UNICAMP, 03/01/2013, Campinas, Brazil; “Transfer in algebraic geometry,” 1st CLE Colloquium for Philosophy and History of Formal Sciences, UNICAMP, 03/01/2013, Campinas, Brazil

Distinctions: Teacher Ranked as Excellent, University of Illinois, Fall 2012.

Grants: Hewlett International Conference Grant, 2013–2013, \$5700; LAS Conference Support Program, 2012–2013, \$4500; Conference Support, CLACS, 2013-2013, \$1600.

Time Latin American Studies: 25%

Artz, William: Associate Professor, Agricultural, Consumer, and Environmental Sciences, Tenured (1991). Illinois.

Education: PhD 1984 Food Science, Washington State University

Overseas Experience: Brazil.

Foreign Language Competency: Portuguese-4.

Recent Publications:

Wang, Y., W. Artz, G. Padua, and Q. Wang. "Fourier Transform Infrared Spectra of Drying Oils Treated by Irradiation." *Journal of Agricultural Food Chemistry* (2008): 3043–3048.

Lai, L.L., K.C. Soheili, and W.E. Artz. "Deacidification of soybean oil using membrane processing and subcritical carbon dioxide." *JAOC* 35.2 (2008): 189–196.

Segall, S.D. and W.E. Artz. "The Brazilian Experience with Biofuels." *Lipid Technology* 19.1 (2007): 12–15.

Segall, S.D. and W.E. Artz. "Biofuels and Brazil." *Inform* (2006): 32–34.

Segall, S.D., W.E. Artz, D.S. Raslan, G.N. Jham, and J.A. Takahashi. "Triacylglycerol Composition of Coffee Bean (*Coffea canephora* P.) by Reversed-Phase High Performance Liquid Chromatography and Tandem Mass Spectroscopy." *Journal of Agricultural Food Chemistry* 53.25 (2006): 9650–9655.

Time Latin American Studies: 25%

Dissertations/Thesis Committees past 5 years: 5

Baer, Werner: Jorge Lemann Distinguished Professor of Economics, Business, Tenured (2001). Illinois.

Education: PhD, 1958 Harvard University.

Overseas Experience: Brazil; Paraguay; Peru; Portugal.

Foreign Language Competency: French-4; German-4; Portuguese-4; Spanish-4.

Research/Teaching Specialization: The privatization process and economic development in Latin America; industrialization of Latin America and its consequences. Consultant to the World Bank, Ford Foundation, Brazilian Planning Ministry, U.S. Information Agency, and U.S. State Department.

Courses Taught: International Economics; The Latin American Economies; Business International Economics; Economics of Development and Growth; Special Topics; Individual Study; Thesis Research.

Recent Publications:

"Argentina's Default and the Lack of Dire Consequences," *Economia Aplicada* (2011).

The Brazilian Economy: Growth and Development, 7th Edition, Lynne Rienner Publishers (2014).

The Economies Of Argentina and Brazil: A Comparative Perspective, Co-edited with David Fleischer, Edward Elgar Publisher (2011).

The Regional Impact of National Policies: The Case of Brazil, Edward Elgar Publisher, 2012.

Presentations: "The Economic Legacies of Brazil's Military," 10/4/2014, Brown University; "Brazil's Infrastructure Financing Through Concession Contracts," 5/4/2014, Rio de Janeiro.

Distinctions: Alice Conner Gorlin Memorial Award for Excellence in International Economics, Oakland University (2008)

Time Latin American Studies: 100%

Dissertations/Theses Supervised past 5 years: 2

Balan-Gaubert, William L.: Lecturer, Romance Languages and Literatures, Other Academic Appointee (2010). UChicago.

Education: BA 1978 State University of New York at Albany; MS 1985 Rensselaer Polytechnic Institute; ABD History University of Chicago.

Academic Experience: 1980–1982 SUNY Albany; 1982–1985 Rensselaer Polytechnic Institute; 1986–1990 University of Chicago; 1999–2001 University of Chicago Laboratory School.

Overseas Experience: Haiti, France.

Foreign Language Competency: French-5; Haitian Kreyol-5; Spanish-1; Portuguese-1; Italian-1.

Research/Teaching Specialization: Haitian Kreyol; Haitian history, society and culture.

Courses Taught: Beginning Haitian Kreyol; Intermediate Haitian Kreyol

Presentations: “The Rhetorical Uses of the Authorizing Figure: C.L.R James’s Toussaint Louverture,” African Humanities Institute Program, Northwestern University, Evanston, IL, April 27, 1999; “Between Duvalier and Aristide: Performing the Political and The Politics of Performance,” Northwestern University, Evanston, IL; “Africans in the Haitian Revolution,” African Diaspora Celebration at the University of Wisconsin-Madison, African Studies Program, April 1997; “Philosophy and Practice of Haitian Vodoun,” Museum of African American History Detroit Michigan, November 15, 1997; “Haitian Vodoun Demystified,” Spelman College, Atlanta November 1998 “Vodoun Demystified II,” University of South Florida, February 22, 1998.

Distinctions: 1979 Société Des Amis De L’Université De Strasbourg ; 1976 United States-France Scholar Exchange Program; 1998 Winner of the North American Open Poetry Contest (Third Prize).

Pedagogical Training: Chicago Language Center workshops 2011–2013.

Time Latin American Studies: 100%

Bauer, Eurydice: Associate Professor, Education, Tenured (2004). Illinois.

Education: PhD 1996 University of Illinois at Urbana-Champaign.

Overseas Experience: Jamaica; Haiti; South Africa; Germany.

Foreign Language Competency: Spanish-3; Jamaican Patois-4; French Creole-4; German-3; French-3.

Research/Teaching Specialization: Literacy development, instruction, and assessment of students (preschool–grade 5) from diverse linguistic, economic, and cultural backgrounds, focus on bilingual reading.

Courses Taught: Foundations of Bilingual Education, Bilingual and ESL Assessment, Bilingual and Biliteracy Development of Young Children, Second Language Literacy II, Culture in the Classroom.

Recent Publications:

Bauer, E. and Gort, M. *Early Biliteracy development: images of how young bilinguals make use of their linguistic resources*. Routledge (2012).

Bauer, E., Guerrero, B., Hornberg, S. and Bos, W. “Understanding students with immigration background: a German case of students’ language and identity in development,” *Journal of Language, Identity, and Education* (2014).

Presentations: “Bicultural adolescent boys in Jamaica: Exploring remote acculturation up close and over time,” Acculturation and Enculturation Across the Globe, 04/18/2013, Seattle, Washington.

Grants: International Seed Grant, UIUC, 2012, \$2500; L.J. Cartier Faculty Excellence Fund, Knox College, 2011, \$5000; Mellon Foundation Grant via Knox College, 2010, \$4000; Faculty Development Funds, Knox College, 2008–2011, \$17000; US Department of Education, 2011, \$1,818,946.

Time Latin American Studies: 50%

Dissertations/Theses Supervised past 5 years: 2

Beckman, Ericka: Associate Professor, LAS, Tenured (2012). Illinois.

Education: PhD 2005 Spanish, Stanford University.

Overseas Experience: Chile; Peru; Argentina.

Foreign Language Competency: Spanish-5.

Research/Teaching Specialization: 19th–20th century Latin American literature and culture, literature and economics, Marxism and critical theory, 19th-century state formation, colonialism and neo-colonialism.

Courses Taught: Money and Crisis; Narco-Narratives; Introduction to Literary Analysis; Latin American Literatures I & II; Cultural Studies Americas II; Money and Crisis; Seminar in Spanish-American Literature; Literature & the World System; Thesis Research.

Recent Publications:

Capital Fictions: The Literature of Latin America's Export Age. University of Minnesota Press, 2013.

“An Oil Well Named Macondo: Latin American Literature in the Time of Global Capital”. *PMLA* 127.1 (2012): 145–151.

“Fiction and Fictitious Capital in Julian Martel's *La bolsa*,” *Hispanic Review* 81.1 (2013): 17–39.

Presentations: “La voragine and Frontier Capitalism,” Latin American Studies Association Congress, 06/01/2009, Rio de Janeiro, Brazil.

Distinctions: Humanities Release Time, Campus Research Board, UIUC (2008)

Grants: University of Illinois Campus Research Board, 2013, \$6100

Time Latin American Studies: 100%

Dissertations/Theses Supervised past 5 years: 8

Bekteshi, Venera: Associate Professor, Social Work, Tenure-Eligible (2012). Illinois.

Education: PhD 2011 Social Work, Boston College School of Social Work.

Overseas Experience: Kosovo; UK; Switzerland; Sweden.

Foreign Language Competency: Spanish-5; French-4; Albanian-5.

Research/Teaching Specializations: Oncology, immigration.

Recent Publications:

Bekteshi, V, E. Gjermeni, and M. Van Hook. “Modern day slavery: sex trafficking in Albania.” *International Journal of Sociology and Social Policy* 32.7/8 (2012): 480–494.

Randall, J and V Bekteshi. “Dodecaphony: enacting support brokerage in the twelve cash & counseling expansion states.” *Care Management Journal* 13.3 (2012): 108–115.

Gehlert, S, S Kye-Price, and V Bekteshi. “Community-Based Participatory Research.” *Oxford Bibliographies Online: Social Work* (2012).

Presentations: “Cuban-, Mexican- and Puerto-Rican-born women and acculturative stress in a contextual perspective,” Annual Conference of the Society for Social Work and Research, 01/12/2012, Washington; “The impact of external and internal contexts in integration challenges among immigrant Latinas,” Annual Conference of the Society for Social Work and Research, 01/12/2012, Washington.

Distinctions: Center for Advanced Studies fellowship; Albanian American Success Story Member; First Award for Community Building and Leadership, Norman, OK; Mayor's Recognition for Community Service, New York; Doctoral Fellowship at Boston College.

Grants: US Department of Health and Human Services, 2004, \$75000; Van Amerigen Foundation, 2004, \$50000.

Time Latin American Studies: 50%

Bello, Maria: Assistant Director for International Partnerships, International Programs & Studies, (2011). Illinois.

Education: PhD, 2008 Purdue University.

Overseas Experience: West Africa; East Africa; South Africa; Latin America; Europe.

Foreign Language Competency: Spanish-5; Portuguese-2; French-2; Italian-2.

Research/Teaching Specialization: International Business ICT in Africa, gender, Spanish literature, agriculture, commodities in Africa.

Recent Publications:

“Scientific Animations Without Borders and communities of practice: promotion and pilot deployment of educational materials for low-literate learners around Adama (Ethiopia) by Adama Science and Technology University,” *The Electronic Journal of Information Systems in Developing Countries* 56.4 (2013).

“The prospect of animated videos in agriculture and health: A case study in Benin,” *International Journal of Education and Development using ICT* 9.3 (2013).

Presentations: “Income Generating Activities for Women in Rural Africa: An Opportunity in the Value Chain of Sheanut,” First Annual International Conference on Education, 07/18/2013, Niarobi, Kenya.

Distinctions: Scientific Animations Without Borders (SAWBO) Award 2013.

Grants: Direct funding of SAWBO video from University of Illinois at Chicago, 2012–2013, \$14000; IPS funded trip to Mozambique to form partnerships between SAWBO and Mozambique institutions, 2012, \$6000; “Education, Training and Information Transfer – Scientific Animations Without Borders.” ADM Institute for Prevention of Post-Harvest Loss, 2012, \$160000; Reading group grant–CLACS, 2010–2011, \$600.

Time Latin American Studies: 50%

Benson, Nancy: Associate Professor, Media, Tenured (2004). Illinois.

Education: MA 1996 Regis University.

Overseas Experience: Peru; Romania; China; Slovakia; Burmese living in exile; Turkey.

Foreign Language Competency: Italian-3; Spanish-1.

Research/Teaching Specialization: study abroad to teach students international reporting skills; international reporting and journalist training in several regions of the world.

Courses Taught: International Reporting.

Recent Publications:

“Released Journalist Denounces Turkish Repression,” *New York Times*. May 2012.

“Illinois Travels to Turkey,” 2013.

Presentations: Intercultural Radio Workshop 2010, Keynote speaker and radio station consultant, 01/01/2010; “Acting Globally, Thinking Locally,” Broadcast Educators Association, 01/01/2010.

Distinctions: Named to Fulbright Specialist Roster (2013) competitive, peer reviewed process to be added to the roster for a five year period; Regional First Place–Student Illinois News Broadcasters Association “Illinois Travels to Turkey” (2013) Executive Producer/Producer/Copy Editor.

Grants: Social Science Research Council, 2012–2013, \$50000; Center for Global Studies (CGS) US Department of Education Title VI, \$9000; Center for International Business Education and Research (CIBER), 2012, \$5000.

Time Latin American Studies: 25%

Bowen, Merle: Associate Professor, LAS, Tenured (1996). Illinois.

Education: PhD 1986 University of Toronto.

Overseas Experience: Mozambique; Brazil.

Foreign Language Competency: French-2; Portuguese-4; Chingana-1.

Research/Teaching Specialization: Comparative politics; government and politics in developing countries; agrarian reform and land grabs; race, ethnicity and gender; politics in Africa and the African diaspora; social movements and globalization in the post-colonial world.

Courses Taught: Individual Study.

Recent Publications:

“The Struggle for Black Land Rights in Brazil,” *African and Black Diaspora: An International Journal* 3.2 (2010): 147–168.

Presentations: “Food and Agriculture, Democracy and Memory,” Latin American Studies Association Congress, 2014, Chicago, IL; “Agrarian Labor Relations: diversification of Rural Work On and Off-Farms,” African Institute for Agrarian Studies Speaker Series, Harare, Zimbabwe, 2014

Distinctions: List of Teachers Ranked as Excellent by their Students 2010, 2011, 2013.

Grants: “Information Technology and Africa: Practices, Potentials and Challenges,” LAS Conference Grant, 2013, \$27000; Lemann Faculty Research Grant, Lemann Institute for Brazilian Studies, 2010–2011, \$20000.

Time Latin American Studies: 50%

Dissertations/Theses Supervised past 5 years: 3

Bowles, Melissa: Associate Professor, LAS, Tenured (2010). Illinois.

Education: PhD 2005 Georgetown University.

Foreign Language Competency: Spanish-4, Portuguese-2.

Research/Teaching Specialization: Second language acquisition; individual differences; computer-assisted language learning; second language research methodology; language testing.

Courses Taught: Practical Review of Spanish; Introduction to Hispanic Linguistics; The Structure of Spanish; Bilingualism; Spanish Grammar Comm Language Teaching; Advanced Readings in Spanish; Special Topics in Spanish.

Recent Publications:

The think-aloud controversy in language acquisition research. Routledge, 2010.

“Exploring the role of modality: L2-heritage learner interactions in the Spanish language classroom,” *The Heritage Language Journal* 8.1 (2011): 30–65.

“Measuring implicit and explicit linguistic knowledge: What can heritage language learners contribute?,” *Studies in Second Language Acquisition* 33 (2011): 247–271.

Presentations: “Exploring the Role of Modality: L2-Heritage Learner Interactions in the Spanish Language Classroom,” Cognition of Second Language Acquisition Symposium, University of Illinois at Chicago. December 4, 2009.

Distinctions: Helen Corley Petit Scholar, AY2011–2012, College of Liberal Arts and Sciences (UIUC).

Grants: 2013 UIUC Campus Research Board, funding for human subjects payments and an RA stipend for research project Incipient second language acquisition in young school age-children learning Spanish, \$15370.

Time Latin American Studies: 25%

Dissertations/Theses Supervised past 5 years: 11

Brawn, Jeffrey: Professor, LAS, Tenured (2006). Illinois.

Education: PhD 1986 Northern Arizona University.

Research/Teaching Specialization: Basic and applied population, community, and evolutionary ecology; statistical ecology; restoration ecology; effects of ecological disturbance on conservation of avian populations and communities; comparative demography of temperate.

Courses Taught: Thesis Research.

Recent Publications:

Brawn, Jeffrey and R. Ricklefs. "Nest attentiveness in several Neotropical suboscine passerine birds with long incubation periods," *Journal of Ornithology* 154 (2013): 145–154.

Brawn, Jeffrey, C E. Tarwater, and R E. Ricklefs. "Pre-reproductive survival in a tropical bird and its implications for avian life histories," *Ecology* 92 (2011): 1271–1281.

Brawn, Jeffrey and J N. Styrsky. "Annual fecundity of a neotropical species during years of high and low rainfall," *Condor* 113 (2011): 194–199.

Distinctions: Elected Fellow, American Association for the Advancement of Science (2008)

Time Latin American Studies: 35%

Dissertations/Theses Supervised past 5 years: 30

Brewer-García, Larissa: Assistant Professor, Romance Languages and Literatures, Tenure-track (2014). UChicago.

Education: BA Columbia University; PhD 2013 University of Pennsylvania

Overseas Experience: Peru.

Foreign Language Competency: Spanish-5.

Research/Teaching Specialization: colonial Latin American and early modern Caribbean cultural productions, representations of the African diaspora in the early modern Atlantic and Pacific, notions of human differences and hierarchies in early modern visual and written texts.

Courses Taught: Blackness in the Early Modern Atlantic; Perilous Desires: Witches, Saints

Recent Publications:

Fuchs, Barbara, Larissa Brewer-García, and Aaron J. Ilika, Translators. "*The Abencerraje*" and "*Ozmin and Daraja*": *Two Sixteenth-Century Novellas from Spain*. University of Pennsylvania Press, 2014.

"Bodies, Texts, and Translators: Indigenous Breast Milk and the Jesuit Exclusion of Mestizos in Late Sixteenth-Century Peru." *Colonial Latin American Review*, November 2012. 365–390.

Distinctions: Cotsen postdoctoral fellowship in Race and Ethnicity Studies, Princeton University

Time Latin American Studies: 100%

Brittenham, Claudia: Assistant Professor, Art History, Tenure-track (2012). UChicago.

Education: BA 1999 *summa cum laude* History of Art, Yale University; MA 2003 History of Art, Yale University; Ph.D. 2008 History of Art, Yale University.

Academic Experience: 2008-2012 Assistant Professor, Department of the History of Art, University of Michigan; 2007 Lecturer, Department of Art and Art History, University of Connecticut, Storrs; 2003-2005 Teaching Fellow, Department of the History of Art, Yale University.

Overseas Experience: Mexico, Guatemala, and Honduras.

Foreign Language Competency: Spanish-5; French-4; Yucatec Maya-3; Italian-3; Japanese-3; Nahuatl-1.

Research/Teaching Specialization: art and identity in ancient Mesoamerica; intercultural interaction, materiality of art; and the politics of style.

Courses Taught: Mexican Murals; Maya Art and Architecture; Image and Text in Mexican Codices; The Materiality of Mesoamerican Art; Art of Mesoamerica; Andean Art and Architecture.

Recent Publications:

The Murals of Cacaxtla: The Power of Painting in Ancient Central Mexico (University of Texas Press, forthcoming, Winter 2014/2015).

Mary Miller and Claudia Brittenham. *The Spectacle of the Late Maya Court: Reflections on the Murals of Bonampak* (Austin: University of Texas Press, 2013).

Stephen D. Houston, Claudia Brittenham, Cassandra Mesick, Alexandre Tokovinine, and Christina Warinner. *Veiled Brightness: A History of Ancient Maya Color* (Austin: University of Texas Press, 2009).

"About Time: Problems of narrative in the Battle Mural at Cacaxtla." *RES: Anthropology and Aesthetics* 59/60 (2011):74-92.

Distinctions: 2013 Meiss/Mellon Author's Award, College Art Association; 2008-2009, 2010-2012 Postdoctoral Fellow, Michigan Society of Fellows, University of Michigan; 2009-2010 Andrew W. Mellon Foundation/ACLS Recent Doctoral Recipient Fellowship; 2008 Frances Blanshard Prize, Yale University; 2008 Theron Rockwell Field Prize, Yale University.

Grants: 2013 Millard Meiss Publication Fund Grant, College Art Association; 2012 Millard Meiss Publication Fund Grant, College Art Association.

Time Latin American Studies: 100%

Theses/Dissertations Supervised past 5 years: 8

Broughton, Chad: Senior Lecturer, Public Policy Studies Program, Other Academic Appointee (2006). UChicago.

Education: BA1993 Indiana University; Area Certificate in Environmental Studies1991–1992, University of Kent; MA 1997 Sociology, University of Chicago; Ph.D. 2001 Sociology, University of Chicago.

Academic Experience: 2008 – present Faculty Director, Chicago Studies Program; April 2008 – August 2008 Acting Director, Public Policy Studies Program; 2001 –2006 Assistant Professor of Sociology, Knox College, Galesburg, Illinois; 2010-present Affiliated Faculty, Center for Latin American Studies, University of Chicago; 2012-present Affiliated Faculty, Center for the Study of Race, Politics, and Culture, University of Chicago.

Overseas Experience: Mexico and the United States.

Foreign Language Competency: Spanish-4.

Research/Teaching Specialization: Urban poverty and development in the US and Mexico; globalization; welfare reform; sociology of work.

Courses Taught: Poverty in the U.S; Anti-Poverty Policy in the U.S.; Field Research Methods Practicum; Trade, Development and Poverty in Mexico; Consumerism and Popular Culture.

Recent Publications:

The Rust Belt and the Maquilas: A Tale of Two Cities (Oxford University Press, forthcoming 2015).

"Making the Undergraduate Classroom into a Policy Think Tank." *Teaching Sociology*, 39 (1): 73-87. 2011

"Bringing the Organization Back in: The Role of Bureaucratic Churning in Early TANF Caseload Declines in Illinois." *Journal of Sociology and Social Welfare*. 2010.

"The World at the U.S.-Mexican Border." *Contexts* Volume 9(1), Winter: 68-70. 2010

Distinctions: 2013 The Mary Lee Behnke Prize for Mentorship and Teaching, University of Chicago; 2008 Faculty Service Award, University of Chicago; 2005 Philip Green Wright Lombard College Teaching Award, Knox College.

Time Latin American Studies: 50%

Bucheli, Marcelo: Associate Professor, Business, Tenured (2005). Illinois.

Education: PhD, 2002 Stanford University.

Overseas Experience: Mexico; Argentina; Colombia; Canada.

Foreign Language Competency: Spanish-5; Portuguese-2.

Research/Teaching Specialization: International business, political economy of foreign direct investment, multinational corporations.

Courses Taught: International Business; Global History; Multinational Corporations, Global & History.

Recent Publications:

“Integrating Business History in a Friendly Environment Where No Previous Tradition Existed,” *Teaching Business History: Insights and Debates*. Comp. Geoffrey Jones. Ed. Walter Friedman. Boston: Harvard Business School Publishing, 2013.

“Export Protectionism and the Great Depression: Multinational Corporations, Domestic Elite, and Export Policies in Colombia,” *The Great Depression in the Americas*. Durham: Duke University Press, 2014.

Presentations: “Economic Nationalism in Latin America and Africa in the Twentieth Century: A Comparison,” Business History Conference, 03/01/2012, Philadelphia, PA; “Multinational Corporations, Domestic Elites, and Economic Nationalism: The Latin American Oil Indus,” Business History Conference, 04/01/2011, Saint Louis, MO.

Distinctions: Mira Wilkins Award in International Business History, 2011; Nominated for Teaching Excellence Award in the MBA Program for the course "Creating the Global Economy," UIUC, 201

Grants: Lemann Center for Brazilian Studies Research Grant, 2011; Center for International Business Education and Research Grant, 2011.

Time Latin American Studies: 100%

Dissertations/Theses Supervised past 5 years: 2

Burgos, Adrian: Professor, Liberal Arts & Sciences, Tenured (2007). Illinois.

Education: PhD 2000 University of Michigan.

Overseas Experience: Cuba; Puerto Rico.

Foreign Language Competency: Spanish-4

Research/Teaching Specialization: Post-Emancipation societies in the Spanish-speaking Caribbean, African diaspora in the Americas, baseball history.

Courses Taught: Intro Hist Interpretation; Caribbean Latina/o Migration; Constructing Race in America; Research and Writing Seminar; Special Topics; Individual Study; Thesis Research.

Recent Publications:

Cuban Star: How One Negro League Owner Changed the Face of Baseball. New York: Hill & Wang, 2012.

“Playing Ball in a Black and White ‘Field of Dream’: Afro-Caribbean Ballplayers in the Negro Leagues, 1910–1950.” *Béisbol*. Greenwood, 2012.

“Latinos and Baseball’s Integration.” *Béisbol*. Greenwood, 2012.

Presentations: “Playing with Fire II: Race and Baseball in American Culture,” 02/12/2013, Notre Dame University, South Bend, IN; “Latinos Playing Through America’s Game,” 10/07/2012, Menomonie, WI; “From Cuban Giants to Cuban Stars: The International World of Black Baseball,” 04/26/2012, Illinois State University, Normal; “Integrating America’s Game: Alex Pompey, Integration, and the Transformation of Baseball,” 04/16/2012, Indiana State University, Terre Haute

Grants: Not Just a Game: Latinos, Baseball, and SB1070, Student Cultural Programming Fee, 2011, \$4644.

Time Latin American Studies: 75%

Dissertations/Theses Supervised past 5 years: 7

Butler, Melvin L.: Assistant Professor, Music and the College, Tenure-track (2008). UChicago.

Education: BM 1993 *cum laude* Performance (Saxophone), Berklee College of Music; MA Music 1997 (Jazz Studies), New York University; MA Music 2000 (Ethnomusicology) New York University; Ph.D. Music 2005 (Ethnomusicology), New York University.

Academic Experience: 2013 Visiting Assistant Professor, Yale Institute of Sacred Music; 2005–2008 Assistant Professor, McIntire Department of Music, University of Virginia.

Overseas Experience: Haiti and Jamaica.

Foreign Language Competency: Haitian Kreyol-3.

Research/Teaching Specialization: Music, identity and religion of the African diaspora; charismatic Christianity and Pentecostal musical worship; cultural politics of musical style and religious expression in Haiti and Jamaica.

Courses Taught: Music of the Caribbean; African American Gospel Music; Music and Faith; Music and Creolization; Music and Trance; Ethnomusicology; Introduction to the Social and Cultural Study of Music.

Recent Publications:

“La Musique, le Pentecôtisme, et le travail spirituel dans les Lame Selès: A la recherche de connexions diasporique.” *Bulletin du Bureau National d’Ethnologie d’Haiti*, Forthcoming.

“Singing like David Sang: Queerness and Masculinity in Black Gospel Performance,” *Readings in African American Church Music and Worship, Volume 2*, Ed. James Abbington (Chicago: GIA Publications, Forthcoming).

“‘Se Pannkotis Nou Ye!’(‘We’re Pentecostal!’): Performing Pentecostal Faith in Haiti” *The Oxford Handbook of Music and World Christianities*, Eds. Suzel Reily and Jonathan Dueck (New York: Oxford University Press, Forthcoming).

“Performing Pentecostalism: Music, Identity, and the Interplay of Jamaican and African American Styles,” *Rhythms of the Afro-Atlantic World: Rituals and Remembrances*. Edited by Ifeoma Nwankwo and Mamadou Diouf. (University of Michigan Press. 2010).

“Ethnomusicology and the African Diaspora” *The African Diaspora and the Disciplines*. Eds. Tejumola Olaniyan and James Sweet (Bloomington: University of Indiana Press, 2010).

“**Distinctions:** 2012-2013 Fellow, Yale Institute of Sacred Music; 2008-2009 Sesquicentennial Associate Fellowship – University of Virginia [declined]; 2007-2008 Mead Honored Faculty Award, University of Virginia; 2004-2005 Thurgood Marshall Dissertation Fellowship, Dartmouth College.

Time Latin American Studies: 75%.

Canache, Damarys: Associate Professor, LAS, Tenured (2005). Illinois.

Education: PhD 1999 University of Pittsburgh.

Overseas Experience: Venezuela.

Foreign Language Competency: Spanish-5.

Research/Teaching Specialization: Public opinion and mass behavior.

Courses Taught: Individual Study; Interdisc Seminar Latin American Studies; Gov & Pol of Latin America; Democratization; Proseminar Comp Politics II; Latin American Seminar.

Recent Publications:

“Citizens’ Conceptualizations of Democracy: Structural Complexity, Substantive Content and Political Significance,” *Comparative Political Studies* 45 (2012): 1132–1148.

“The Meanings of Democracy in Venezuela: Citizen Perceptions and Structural Change,” *Latin American Politics and Society* 54 (2012): 95–122.

“Openness, Extraversion and the Intention to Emigrate,” *Journal of Research in Personality* 47 (2013)

Presentations: “Determinants of Perceived Racial Discrimination in Latin America,” Latin American Studies Association Congress, 05/23/2012, San Francisco; “Responsibility Attributions amid Economic Crisis: Evidence from Latin America,” VII Congreso Latinoamericano de Ciencia Política, Asociación Latinoamericana de Ciencia Política (ALACIP). Bogotá, September, 25-27, 2013, co-presenter Matthew Cawvey.

Grants: National Science Foundation for “Personality and Politics in the Americas,” 2010

Time Latin American Studies: 100%

Carns, Paula: Head, Literatures and Languages Library of Medieval Studies and Latin American and Caribbean Studies, LAS, Tenured (2010). Illinois.

Education: PhD 2000 Art History, University of Illinois at Urbana-Champaign.

Foreign Language Competency: Spanish-4; French-4; Italian-2; Latin-2; Old French-2; German-2.

Research/Teaching Specialization: Medieval European literature and art; manuscript studies.

Recent Publications:

“Having the Last Laugh: The Fabliau of the Knight with the Red Robe in Carved Ivory,” *Burlington Magazine* 152 (2010): 712–715.

“Remembering Floire et Blancheflor: Gothic Secular Ivories and the Arts of Memory,” *Studies in Iconography* 32 (2011): 121–154.

“A Curious Collection in Ivory: the Lord Gort Casket,” *Collections in Context: The Organization of Knowledge and Community in Europe*. Ohio State University Press, 2012. 246–274.

Presentations: “Chrétien de Troyes’ Romans in Ivory,” Lecture to the Department of French, 11/16/2011, UIUC; “Collecting Children’s Books in Spanish,” Lecture to the Children’s Resource Center, Graduate College of Library and Information Science, 12/01/2011, UIUC.

Grants: UIUC Library Research and Publication Committee Grant, 2012, \$750; Campus Research Board, Scholar’s Travel Award, 2011, \$1040.

Time Latin American Studies: 50%

Chan, Anita: Assistant Professor, College of Media, Lecturer or Adjunct (2009). Illinois.

Education: PhD 2008 Massachusetts Institute of Technology.

Overseas Experience: Finland; Brazil; Peru.

Foreign Language Competency: Spanish-5.

Research/Teaching Specialization: Use of intellectual property rights in international development and network politics.

Courses Taught: Individual Study: Special Topics; Advanced Media/Cinema Topics: Techno-Scientific Networks; Special Topics; Special Topics: Techno-Scientific Networks.

Recent Publications:

Chan, Anita, Rosemary Coombe, and Nicole Aylwin. “Intellectual Property, Cultural Heritage and Rights-Based Development,” *Intellectual Property: The Human Rights Paradox*. Ed. Willem Grosheide. Cheltenham: Edward Elgar, 2010.

“Review: Making Virtual Worlds: Linden Labs and Second Life,” *Technology & Culture* 52 (2011).

Presentations: “Digital Interrupt: Hacking Digital Universalism in the Andes,” American Anthropological Association Annual Conference, 11/17/2011, Montreal, Canada; “Competitive Tradition: Intellectual Property and New Millennial Craft,” American Anthropological Association Annual Conference, 11/17/2011, Montreal, Canada; “Digitizing the Canon,” Society for the Social Studies of Science Conference, 11/05/2011, Cleveland, OH; “Peripheral Interrupt: Hacking Digital Universalism in the Andes,” Society for the Social Studies of Science Conference, 11/03/2011, Tokyo, Japan.

Distinctions: Mellon Fellowship, Committee on Globalization & Social Change, The Graduate Center, CUNY, 2010–11.

Grants: Gender Equity Grant, UIUC “Interactive Displays: A History of Women on the Campus of the University of Illinois,” 2010–2011.

Time Latin American Studies: 100%

Chapman-Novakofski, Karen: Professor, College of ACES, Tenured (2007). Illinois.

Education: PhD 1987 Nutritional Sciences, University of Illinois at Urbana-Champaign.

Overseas Experience: Mexico.

Foreign Language Competency: Spanish-3; French-2.

Research/Teaching Specialization: Nutrition and health.

Recent Publications:

“Education and Counseling: Behavior Change,” *Krause’s Food and the Nutrition Care Process*. Elsevier Publishers, 2011.

“Nutrition and Bone Health.” *Krause’s Food and the Nutrition Care Process*. Elsevier Publishers, 2011.

“Dietetics Practitioners in Extension: What Is the Current Climate and Future Demand?,” *Journal of the Academy of Nutrition and Dietetics* 113.10 (2013): 1299–1301.

Presentations: “Nutrition and Healthy Aging: Food, Nutrition & Health Update,” 02/15/2014, Oregon State University; “Practical Use of Evidence-based Interventions. Nutrition and Aging Update,” 10/10/2014, Fairview Heights, IL; “Weight management for older adults: Applying research to practice,” Weight Management Dietetic Practice group of the Academy for Nutrition and Dietetics, 03/01/2014, Indianapolis, IN.

Distinctions: 2012 Mary Abbott Hess Award for Innovation in Education for the “Your Guide to Diet and Diabetes” website from the Academy for Nutrition and Dietetics Foundation; 2013 Excellence in Nutrition Ed. Award, American Society for Nutrition.

Time Latin American Studies: 35%

Dissertations/Theses Supervised past 5 years: 8

Cheibub, Jose Antonio: Professor, Liberal Arts and Sciences, Tenured (2009). Illinois.

Education: PhD 1994 Political Science, University of Chicago.

Overseas Experience: Brazil; Ecuador.

Foreign Language Competency: Portuguese-5; French-3; Spanish-3.

Research/Teaching Specialization: comparative politics, electoral competition in Brazil.

Courses Taught: Thesis Research; Intro to Comp Politics; Democratization; Topics in Comparative Politics: Elects, Parties & Govts in Dem; Topics in Comparative Politics: Topics: Elections.

Recent Publications:

“O Poder Legislativo nas Democracias Contemporâneas,” *E-Legis* 10 (2013).

“Latin American Presidentialism in Comparative and Historical Perspective,” *Texas Law Review*, 89.7 (2011).

“From Conflict to Coordination: Perspectives on the Study of Executive-Legislative Relations,” *Iberian-American Journal of Legislative Studies* 1.1 (2011).

Presentations: “O Poder Legislativo nas Democracias Contemporâneas, Mestrado em Estudos Legislativos,” 03/04/2013, Câmara dos Deputados, Brasília; “Elections and Civil Wars in Africa,” 04/18/2013, University of Colorado, Boulder; “Elections and Civil Wars in Africa,” 03/20/2012, University of São Paulo.

Distinctions: Constitutional Design Group, founding member.

Grants: Norwegian Research Council, Research Grant, 2013, \$1,300,000; Lemann Institute for Brazilian Studies, Collaborative Grant, 2011–2012.

Time Latin American Studies: 50%

Dissertations/Theses Supervised past 5 years: 2

Chevron, Zachary: Assistant Professor, School of Integrative Biology, Tenure-Eligible (2012). Illinois.

Education: PhD 2008 Biological Sciences, Louisiana State University.

Overseas Experience: Peru; Suriname; Mexico; Canada.

Foreign Language Competency: Spanish-3.

Research Specialization: Evolutionary biology, physiology, population genetics, genomics, ornithology.

Recent Publications:

Chevron, Z. A., G. Bachman, and J. F. Storz. "Contributions of phenotypic plasticity to differences in thermogenic performance between highland and lowland deer mice," *Journal of Experimental Biology* 216 (2013): 1160–1166.

Chevron, Z. A., G. Bachman, A. Connaty, G. McClelland, and J. F. Storz. "Regulatory change contribute to the adaptive enhancement of thermogenic capacity in deer mice," *Proceedings of the National Academy of Sciences, USA* 109 (2012): 8635–8640.

Presentations: "Comparative transcriptomics and environmental adaptation in *Poecile chickadees*," American Ornithologists' Union, 01/01/2013, Chicago

Distinctions: 2013 Invited Panelist, NSF DDIG Panel, Division of Environmental Biology Early Career Innovator Invited Seminar at the Cornell University Lab of Ornithology; List of Instructors Ranked as Excellent by Their Students, UIUC; 2012 Arnold O. Beckman Award, University of Illinois Research Board.

Grants: National Science Foundation: MCA-IOS Supplement, 2013–2014, \$57380; Grand Teton National Park Service, 2013–2014, \$4840.

Time Latin American Studies: 100%

Ciafone, Amanda: Assistant Professor, Media, Tenure-Eligible (2013). Illinois.

Education: PhD 2009 American Studies, Yale University.

Overseas Experience: Colombia ; India; Cuba; Mexico; Nicaragua.

Foreign Language Competency: Spanish-3.

Research/Teaching Specializations: cultural history of the United States in the world, with focus on the cultural and media production of US corporations; US–Latin American cultural relations.

Recent Publications:

"Water for Life, Not for Coca-Cola': Transnational Systems of Capital, Culture and Activism in India," *The Sun Never Sets: South Asian Migrants in an Age of U.S. Power*. New York: NYU Press , 2013.

"Practicing Utopology, Theorizing Practice." *Kritik*. May 2012. January 2014.

<http://unitcrit.blogspot.com/2012/05/beyond-utopia-response-from-amanda.html>.

"I'd Like to Teach the World to Sing Coke Jingles: Advertising the Global in the American Century," Initiative on Labor and Culture - Yale University. June 2007. January 2014.

"Endowing the Neoliberal University," Initiative on Labor and Culture - Yale University. July 2005. January 2014

"The Cell: Surveillance, Social Control and Social Movements in the Age of the Cellular Phone," Initiative on Labor and Culture - Yale University. July 2004. January 2014.

Distinctions: Fellow of the John W. Kluge Center at the Library of Congress, 2013–2014.

Grants: Wallace Scholarly Activities Grant, Macalester College, 2011; Institute for Scholarship in the Liberal Arts Grant, Notre Dame University, New Americanists Working Group, 2010–2012.

Time Latin American Studies: 50%

Conaway, Frank: Social Science Bibliographer (1976). UChicago.

Education: BA 1967 Birmingham Southern College; MA 1968 University of Pennsylvania; MA 1976 University of Chicago; PhD 1974 University of Pennsylvania.

Overseas Experience: Spain, Catalonia.

Foreign Language Competency: Spanish-3; Portuguese-3, Catalan-3, French-3, Italian-3, German-3, Latin-3.

Research/Teaching Specialization: Social Science library collections development.

Recent Publications:

“A guide to the Coleccion Clasicos Tavera: digitized works for Iberia, Latin America and Atlantic Islands in the University of Chicago Library.” Chicago: University of Chicago Library, 2000. 81 leaves. (Sources in social sciences in the University of Chicago Library, 12)

“Guide to documents referring to Mexico National Archives Microcopy T-120.” *Records of the German Foreign Office Received by the Department of State*. Chicago: University of Chicago Library, 2000. 4 pts. In 1 V.

“Guide to source materials for Latin American history in the University of Chicago Library.” Chicago: University of Chicago Library, 2000. 180 p.

Distinctions: Project bibliographer for NEH-funded preservation project on Social pathologies, 2003.

Time Latin American Studies: 25%

Czapar, George: Academic Professional, ACES, Tenured (1991). Illinois.

Education: PhD 1990 Iowa State University.

Overseas Experience: China; Hungary; Ukraine; France.

Foreign Language Competency: German-3; Spanish-2.

Research/Teaching Specialization: Water quality, integrated pest management.

Recent Publications:

“Improving water management practices to reduce nutrient export from rice paddy fields,” *Environmental Technology* 32.2 (2011).

“Properties of phosphorus retention in sediments under different hydrological regimes: a laboratory-scale simulation study,” *Journal of Hydrology* (2010).

Presentations: “Reducing the impacts of agriculture on water quality, Water Quality,” HangZhou, China, 9/19/2012.

Distinctions: 2008: Individual Excellence in Extension Award.

Grants: Developing a Partnership for Water Quality Research, Teaching, and Extension, 2009.

Time Latin American Studies: 25%

Dissertations/Theses Supervised past 5 years: 2

Dalling, James: Professor, Plant Biology, Tenured (2013). Illinois.

Education: PhD in Tropical Forest Ecology.

Overseas Experience: Costa Rica, Panama.

Foreign Language Competency: Spanish-5.

Courses Taught: Introductory Biology, Honors Ecology and Evolution, Community Ecology.

Research/Teaching Specialization: Population and community ecology of tropical trees, with a particular interest in understanding processes that determine the abundance and distribution patterns of pioneer species.

Recent Publications:

Dalling, J.W., Winter, K., Andersen, K.M., and Turner, B.L. "Artefacts of the pot environment on soil nutrient availability: implications for the interpretation of ecological studies." *Plant Ecology*, 2013. 214: 329–338.

Dalling, J.W., Schnitzer, S.A., Baldeck, C., Harms, K.E., John, R., Mangan, S.A., Lobo, E., Yavitt, J.B., and Hubbell, S.P. "Resource-based habitat associations in a neotropical liana community." *Journal of Ecology*, 2012.100: 1174–1182.

Presentations: Universidad Los Andes, Colombia, May 2013; Smithsonian Tropical Research Institute, Panama, July 2012; National Taiwan University, Taiwan, November 2010.

Grants: National Science Foundation "Dimensions: Community assembly and decomposer function of aquatic fungi along a salinity gradient" 2012–2016 \$799000; National Science Foundation "Collaborative Research: Seed defense syndromes of tropical forest trees: emergent properties of seed dormancy, defense and microbial interactions," 2011–2015 \$370000.

Time Latin American Studies: 100%

Dissertations/Theses Supervised past 5 years: 7

Davidson, Fred: Professor, Linguistics, Tenured (2008). Illinois.

Education: PhD 1988 Applied Linguistics, University of California at Los Angeles.

Overseas Experience: Brazil, Costa Rica, Dubai, Egypt, Guatemala, Hong Kong, Malaysia, Panama, Singapore

Foreign Language Competency: German-1, Spanish-1

Courses Taught: Principles of Language Testing, Advanced Seminar in Language Testing; Pedagogical Grammar, Design and Statistics in Language, Theoretical Foundations of Second Language Acquisition Studies

Research/Teaching Specialization: Language testing; educational history and philosophy

Recent Publications:

"Releasability of Language Test Specifications." *Japan Language Testing Association (JLTA) Journal*, 2012. Volume 15: pp. 1–23.

Davidson, F. and G. Fulcher. Developing test specifications for language assessment. In C. Coombe et al (Eds). *The Cambridge Guide to Second Language Assessment*. Cambridge U.P, 2012. P.59–65.

Fulcher, Glenn, Fred Davidson and Jenny Kemp. *Effective rating scale development for speaking tests: Performance Decision Trees*. Language Testing, 2011. 28:1, pp. 5-29

Presentations: "Spawning in Language Test Development," invited presentation, RELC Seminar, Singapore, March 2013; "Logical Aspects of Language Testing," Graduate Student Symposium on Second Language Studies & English as a Second Language, Purdue University, 2012; Test Specifications in University Entrance Exams, Language Testing Association, Osaka, 2011

Distinctions: Senior Editorial Advisor, Language Testing in Asia; Fulcher and Davidson (2010: "Test Architecture and Test Retrofit.") won the award for the best article on language testing published in that year, given by the International Language Testing Association; Supervisor, UIUC Foreign Language Assessment Group (FLAG)

Time Latin American Studies: 25%

Dissertations/Thesis Supervised past 5 years: 4

Dávila, Jerry: Jorge Paulo Lemann Professor of Brazilian History, LAS, Tenured (2012). Illinois.

Education: PhD 1998 Brown University.

Overseas Experience: Brazil; Argentina; Chile.

Foreign Language Competency: Portuguese-1; Spanish-1.

Research/Teaching Specialization: Race relations in Latin America; Brazilian history; public policy; social movements.

Courses Taught: Modern Latin America; Intro Hist Interpretation; History of Brazil from 1808; Research and Writing Seminar; Problems in Latin American History.

Recent Publications:

Hotel Trópico: Brazil and the Challenge of African Decolonization, 1950–1980. Duke, 2010.

Dictatorship in South America. Wiley-Blackwell, 2013.

Hotel Trópico: Brasil e o desafio da descolonização africana, 1950–1980. Paz e Terra, 2011.

Presentations: “Educating the Nation: The State, Schools, and Community in Mexico and Argentina,” Chair and Commentator, Conference on Latin American History (joint with AHA), 2014, Washington, DC; “School Infrastructure and the Challenge of Universal Education in Brazil,” Growth Without Infrastructure Symposium, University of São Paulo, 2013; “Brazilian Race Relations in the Shadow of Apartheid,” International Conference on African Studies, University of Ghana, 2013.

Distinctions: 2013 Investiture as Lemann Chair in Brazilian History; 2012 Latin American Studies Brazil Section Book Prize; American Library Association Choice Outstanding Academic Title for 2013; Latin American Studies Association Brazil Section Book Prize, 2012; International Education Award, UNC Charlotte, 2011.

Time Latin American Studies: 100%

Dawdy, Shannon L.: Associate Professor, Anthropology, Tenured (2004). UChicago.

Education: BA 1988 Reed College; MA 1994 Anthropology, College of William and Mary, Williamsburg, VA; MA 2000 History, University of Michigan; PhD 2003 Anthropology and History, University of Michigan.

Academic Experience: 2004–2011 Assistant Professor, Department of Anthropology and the College, University of Chicago; 2005–present Research Associate, the Field Museum of Chicago; 2004 Visiting Scholar, University of New Orleans; 2003 Lecturer, Harold Washington College; 2003 Adjunct Instructor, Triton College; 1999–2001 Graduate Student Instructor, University of Michigan.

Overseas Experience: Cuba, Mexico.

Foreign Language Competency: Spanish-5, French-5.

Research/Teaching Specialization: informal economies and piracy; aesthetics, affect, and temporality; sexuality and hospitality; cities and urbanity; landscape and urban planning; death and disaster.

Courses Taught: The Underworld: Archaeology of Crime and Informal Economies; Time and Temporality; The Archeology of Modernity: Intensive Study of a Culture: Pirates; Archaeology Lab Practicum; Archaeology of Colonialism; Archaeology of Race and Ethnicity; Fieldwork in the Archives.

Recent Publications:

Building the Devil's Empire: French Colonial New Orleans (Chicago: University of Chicago Press. 2008).

“The Archaeology of Illegal and Illicit Economies” (with Alexandra Hartnett). *Annual Review of Anthropology* 42. 2013

“Towards a General Theory of Piracy” (with Joe Bonni). *Anthropological Quarterly* 85 (3): 673–700, 2012.

“Why Pirates Are Back.” *Annual Review of Law and Social Science* 7: 361–385, 2011.

“Clockpunk Anthropology and the Ruins of Modernity.” *Current Anthropology* 51(6):761–793, 2010

“A Wild Taste: Food and Colonialism in Eighteenth-century Louisiana”. *Ethnohistory* 57 (3): 389–414, 2010

Presentations: “Archaeology, Heritage, and the Meditation of Time,” New York University, 4/12/13; “Romantic Capitalism,” Goldschmidt Memorial Lecture, University of California Los Angeles, 3/6/13; “Romantic Capitalism and the Erotics of Commerce,” Boas Speaker Series, Columbia University, 2/20/13.

Distinctions: 2011–2015 John D. and Catherine T. MacArthur Foundation Fellow; 2009–2012 NEH Collaborative Research Grant; 2009–2010 NSF Senior Research Award, Archaeology Program; 2010–2011 Mellon Sawyer Faculty Seminar fellow, Center for Gender Studies, University of Chicago; 2009–2010 Teaching Innovation Grant, Center for Teaching and Learning, University of Chicago

Time Latin American Studies: 25%

Theses/Dissertations Supervised past 5 years: 30

de Armas, Frederick A.: Andrew W. Mellon Distinguished Service Professor in the Humanities and Professor of Comparative Literature and Department of Romance Languages and Literatures, Tenured (2000). UChicago.

Education: BA 1965 Stetson University; PhD 1969 Comparative Literature, University of North Carolina.

Academic Experience: 2004-2010 Andrew W. Mellon Professor in Humanities and Professor of Spanish and Comparative Literature, University of Chicago; 1998-2000 Edwin Erle Sparks Professor of Spanish and Comparative Literature, Pennsylvania State University, University Park; 1991-1998 Distinguished Professor of Spanish and Comparative Literature, Pennsylvania State University, University Park.

Overseas Experience: Spain.

Foreign Language Competency: Spanish-5; French-5.

Research/Teaching Specialization: Literature of the Spanish Golden Age; the politics of astrology; magic and the Hermetic tradition; ekphrasis; the relations between the verbal and the visual particularly between Spanish literature and Italian art; and the interconnections between myth and empire during the rule of the Habsburgs.

Courses Taught: Readings in Spanish Literature; *Don Quixote*, Spanish Prose of the Golden Age; Ekphrasis Onstage: From Terence to Calderon; Court Theater during the reign of Philip IV; Tirso de Molina; the Occult Sciences in Golden Age Theater; Myth and the *Comedia*.

Recent Publications:

“¿Es éste Adonis? La ékphrasis y los efectos del arte en el teatro de Lope de Vega,” *eHumanista* 24 (2013): 60-79.

“Huellas de Cervantes en Galdós: la ékphrasis de San Bartolomé en *El amigo manso* y *Miau*,” *Recreaciones quijotescas y cervantinas en la narrativa*, ed. Carlos Mata Induráin (Pamplona: Eunsa, 2013).

“Hagiografía, humor, y herejía en *La república al revés: Los varios rostros de San Bartolomé*” *Tras las huellas de Tirso...Homenaje a Luis Vázquez Fernández*. Eds. S. Defraia, Enrique Mora González y Berta Pallares (Roma: Associazione dei Frati Editore dell’Istituto Storico dell’Ordine della Mercede, 2013).

Distinctions: 2010-2015 Group Fellowship TC/12 Consolider- Ingenio (Spain) “Patrimonio teatral clásico español Textos e instrumentos de investigación”; 2010 “Salvador de Madariaga” Fellowship from the Spanish Ministry of Culture to work with a research team at the Consejo Superior de Investigaciones Científicas; 2011 PROSE Award in Literature, Honorary Mention for *Don Quijote Among the Saracens*.

Time Latin American Studies: 25%

Theses/Dissertations Supervised Past 5 Years: 3.

de Costa, René: Professor Emeritus, Romance Languages and Literatures, Tenured (1970). UChicago.

Education: BA 1964 Rutgers College; Ph.D. 1970 Washington University.

Academic Experience: 1989 Visiting Professor, Universidad Internacional Menéndez Pelayo; 1988 Visiting Professor, University of Illinois; 1984 Visiting Professor, Northwestern University.

Foreign Language Competency: Spanish-5, Portuguese-3 Catalan-3, French-2, Italian-2.

Overseas Experience: Chile, Colombia, Mexico, Peru, Spain, France.

Research/Teaching Specialization: Theater of Spain and Latin America; poetry and poetics from Middle Ages to present; painting and poetry of the avant-garde (France, Spain, Italy and Latin America).

Courses Taught: El ensayo hispanoamericano; El Teatro en Vuelta del Siglo; La Poesía del Siglo XX; Avant-garde Literature; Teatro hispanoamericano; Del Romanticismo al Modernismo; Textos *clásicos*.

Distinctions: 1994-1995 Consulate General of Spain Grant for New Writing by Women in Contemporary Spain; 1991 National Endowment for the Humanities Grant for research on Neruda.

Recent Publications:

Humor in Borges (Detroit: Wayne State University Press, 2000). Also in Spanish, *El humor en Borges* (Madrid, Cátedra, 2000).

“Las infracciones de la vanguardia.” in *Storia della civiltà letteraria ispanoamericana* (Milan, UTET, 2000).

“Las poetas y sus lectores: el salto del ‘Modernismo’ a la modernidad.” *Actas*, Valencia (forthcoming).

Time Latin American Studies: 100%

Delgado, Luisa-Elena: Associate Professor, Liberal Arts & Sciences, Tenured (1989). Illinois.

Education: PhD 1989 University of California, Santa Barbara.

Overseas Experience: Spain; Venezuela; Colombia; England.

Foreign Language Competency: Catalan-2; French-3; Italian-2; Spanish-5; English-3.

Research/Teaching Specialization: Spanish Cultural Studies; Spanish Literature (19th and 20th Century); Relationship between Spain and the Americas; Modern and Contemporary Spanish Cultural Studies and Literature.

Courses Taught: Freshman Honors Tutorial; Spanish Cultural Studies II; 18–19thC Spanish Studies; Advanced Readings in Spanish; Topics for Honors Students; Topics in Hispanic Studies; Special Topics in Spanish; Thesis Research.

Recent Publications:

“The Sound and the Red Fury: The Sticking Poings of Spanish Nationalism.” *Journal of Spanish Cultural Studies* 11.3-4 (2010): 263–286.

“If we build it, will they come? Iberian Studies as Field of Dreams.” *Iberian Modalities*. 2013.

Distinctions: 2009-2010 Humanities Council Teaching Excellence Award, University of Illinois; 2010–11 Unit for Criticism and Interpretive Theory Nicholson Fellow.

Grants: Program of Cultural Cooperation between the Spanish Ministry of Culture and American Universities grant, 2010, \$2500.

Time Latin American Studies: 35%

Dissertations/Theses Supervised past 5 years: 14

DeMejia, Elvira: Professor, Agr Consumer & Env Sciences, Tenured (2012). Illinois.

Education: PhD 1990 National Polytechnic Institute (Mexico).

Overseas Experience: Guatemala; Mexico; Brazil.

Foreign Language Competency: Spanish-5; Portuguese-3.

Research/Teaching Specialization: Discovery of active compounds for human health. Food science related topics.

Courses Taught: Thesis Research.

Recent Publications:

“Antioxidant and anti-inflammatory properties of germinated and hydrolyzed Brazilian soybean flours.” *Food Chemistry* (2012).

“Bowman-Birk and Kunitz protease inhibitors among anti-nutrients and bioactives modified by germination and hydrolysis in Brazilian soybean cultivar BRS 133.” *Journal of Agricultural and Food Chemistry* (2012).

“The health benefits of selected culinary herbs and spices found in the traditional Mediterranean diet.” *Critical Reviews in Food Science and Nutrition* (2013).

Presentations: “Bioactive Compounds in Soy,” INTSOY Short Course, June 2013, University of Illinois; “Los flavonoides en la inhibición de cáncer de páncreas,” Universidad Autónoma de Querétaro, Mexico, 2013; “A Dietary Peptide, in the Prevention of Chronic Diseases,” Autonomous University of Queretaro, Mexico, August 2012, co-presented with E. Lunasin.

Distinctions: Campus Distinguished Promotion Award, 2012; Department of Food Science and Human Nutrition (FSHN) Outstanding Adviser/ Mentor: Elvira de Mejia, May, 2013; Certified Food Scientist (CFS) Credential, Institute of Food Technologists, 2013; University Scholar, UIUC, 2013–2014.

Grants: USDA National Needs Fellowship Cooperative State Research, Education, and Extension Service (CSREES) 2008–2013, \$234,000.

Time Latin American Studies: 100%

Dissertations/Theses Supervised past 5 years: 18

Desormeaux, Daniel: Associate Professor, Romance Languages & Literatures, Tenured (2009). UChicago.
Education: MA 1987 Semiotics & Literary Studies, Université du Québec (Montréal); MA 1990 French The Johns Hopkins University; PhD 1993 French, Emory University.
Academic Experience: Associate Professor of French & Francophone Literature, 2005- 2009 University of Kentucky; Assistant Professor of French & Francophone Literature, 2000 – 2005 University of Kentucky; Assistant Professor of French & Italian and of Comparative Literature, 1993 -1999, Dartmouth College.
Overseas Experience: Haiti, France, The Caribbean.
Foreign Language Competency: French-5, Creole-5, Spanish-2.
Research/Teaching Specialization: Historical and anthropological link between French literature and culture and French Caribbean literatures and cultures since the Haitian Revolution.
Courses Taught: Introduction to French Literature (from late 18th to 20th centuries); Exotic Narrative: Texts and Contexts of Caribbean Culture; Romanticism and Indigenism; Le Livre antillais: culture, écriture et politique; L’Historien antillais au 19e siècle: conquête d’une culture nationale.
Recent Publications:
 Book chapter: “Alexandre Dumas: écrivain immoral” in *Actes du Colloque L’immoralité littéraire et ses juges*. Editors Jean-Charles Darmon, Jean-Baptiste Amadiou (Paris: Éditions Hermann, 2014).
Mémoires du général Toussaint Louverture: A Critical Edition. Paris: Classiques Garnier Éditions, 2011, 239 pages.
 “Sand et le roman feuilleton: le cas des *Beaux messieurs de Bois-Doré*.” *Actes du Colloque George Sand et le journalisme*. Ed. Marie-Eve Thérénty. Saint-Étienne: Presses Universitaires de Saint-Étienne. 2011. 203-217.
Presentations:
 “On Alexandre Dumas and Literary Immorality.” (University of New Hampshire, October 23, 2012); “Issac and Alexandre: Sons and Memorialists of Napoleon’s Black Generals,” Keynote Address. (4th European Studies Colloquium – Napoleon and the World: Literature, Politics, and the Arts, University of Iowa, November 30, 2012); “Des Tyrans et des tyrannies anciennes et modernes.” Colloquium – Representing Tyranny in Literature & Thought.” (University of Chicago, November 16, 2012).
Distinctions: NEH Fellowship, 2008–2009; CSRPC Faculty Research Grant, 2010, 2011
Theses/Dissertations Supervised past 5 years: 10
Time Latin American Studies: 50%

Dominguez, Virginia: Edward William and Jane Marr Gutgsell Professor, LAS, Tenured (2007). Illinois.
Education: PhD 1979 Yale University.
Overseas Experience: Hungary; Israel; Cuba; South Africa; Surinam; England; Japan; France.
Foreign Language Competency: Hungarian-3; Hebrew-3; French-3; Spanish-4; Portuguese-3; Italian-2; Russian-2; Palestinian/Lebanese Arabic-2.
Research/Teaching Specialization: Cultural Politics, Interdisciplinary Approaches to Evidence; Politics, History, and Sociology of Knowledge; Transnational/International Approaches to the U.S.
Courses Taught: Undergraduate Open Seminar; Sociocultural Anthropology; Special Topics; Special Topics: America in the World; Special Topics: Cultural Politics; Seminar in Anthropology: French Theorists; Seminar in Anthropology: Reading French Theorists; Seminar in Anthropology: Seminar.
Recent Publications:
 “Mutuality, Responsibility, and Reciprocity in Situations of Marked Inequality: Dilemmas of, and concerning, U.S. Anthropology in the World.” *FOCAAL: Journal of Global and Historical Anthropology* 63 (2012)
 “Falling in Love with a Criminal? On Immersion and Self-Restraint.” *Ethnographic Encounters in Israel: Poetics and Ethics of Fieldwork*. Bloomington: Indiana University Press, 2013.
Distinctions: 2012 Edward William and Jane Marr Gutgsell Professorship, University of Illinois; 2009–2011 President of the American Anthropological Association 2009-2011; 2013 Elected Vice President of the new worldwide Antropólogos sem Fronteiras.
Time Latin American Studies: 30%
Dissertations/Theses Supervised past 5 years: 3

Escobar, Anna María: Associate Professor, Liberal Arts & Sciences, Tenured (1997). Illinois.

Education: PhD 1986 State University of New York at Buffalo 1986.

Overseas Experience: Peru; Germany; France; Puerto Rico; Chile; Ecuador; Mexico; Andean Region.

Foreign Language Competency: French-3; Italian-2; Spanish-5; German-2; Portuguese-2; Quechua-1.

Research/Teaching Specialization: Language Variation and Change, Contact Linguistics and Bilingualism, Morphology, Grammaticalization and Semantic Change, Spanish Sociolinguistics and Dialectology, Spanish-Quechua contact, Andean Sociolinguistics, Spanish Linguistics.

Courses Taught: Intro to Hispanic Linguistics; Spanish Morphology; Spanish Sociolinguistics; Cult/Civ of Span America; Sem Romance Ling; Sem Spanish Diachronic Ling.

Recent Publications:

“Chapter 24: Bilingualism in Latin America.” *The Handbook of Bilingualism and Multilingualism*. Ed. Tej K. Bhatia and William C. Ritchie. Oxford: Blackwell, 2013. 725–744.

Escobar, Anna María, María del Puy Ciriza, and Claudia Holguín-Mendoza. “Capítulo 11 - Lengua e identidad.” *Fundamentos y modelos del estudio pragmático y sociopragmático del español*. Comp. Mercedes Niño-Murcia. Ed. Susana de los Heros. Washington, DC: Georgetown U Press, 2012.

Presentations: “Contacto de lenguas e instrumentos de vitalidad lingüística: Haciendo visible lo invisible,” 10/24/2013, Pontificia Universidad Católica del Perú; “Contacto de lenguas e instrumentos de vitalidad lingüística: Haciendo visible lo invisible,” 10/28/2013, Universidad Nacional de San Marcos.

Distinctions: Miller Comm Lecture Series grant to invite Professor Albert Valdman to give two lectures, co-submitted with Professors Zsuzsanne Fagyal (French/Linguistics) and Adlai Murdoch (French/CulturalStudies), 2011.

Grants: IPRH, 2009–2010, IPRH; 2011–2014.

Time Latin American Studies: 100%

Dissertations/Theses Supervised past 5 years: 19

Esperance, Jarman: Lecturer, Romance Languages & Literatures, Other Academic Appointee (2012). UChicago.

Education: BA Management/Marketing, Tampa College, Tampa, FL; MBA, Tampa College, FL; Florida Child Care and Education Director Credential, Florida Department and Family Child Care Services, October 2009.

Overseas Experience: Haiti.

Foreign Language Competency: Haitian Kreyol-5.

Research/Teaching Specialization: Haitian Kreyol.

Courses Taught: Intro to Haitian Kreyol.

Recent Publications:

The Twelve Spiritual Stones (Haitian Missionary, 1995).

Distinctions: Congressional Award for International Humanitarian Works 2004

Time Latin American Studies: 100%

Espiritu, Augusto: Associate Professor, Liberal Arts & Sciences, Tenured (2006). Illinois.

Education: PhD 2000 University of California, Los Angeles.

Overseas Experience: Canada; China; France; Hong Kong; Mexico; Philippines.

Foreign Language Competency: French-1; Spanish-3; Tagalog-3

Courses Taught: Undergraduate Open Seminar; Adv Topics in Asian Am Studies: Immigrant America; Undergraduate Open Seminar; Intro Hist Interpretation; Constructing Race in America; US in an Age of Empire; Immigrant America; Research and Writing Seminar; Individual Research Project; Reading Course.

Research/Teaching Specialization: Global, transnational discourses, especially pertaining to the Pacific; transboundary politics.

Recent Publications:

“Inter-Imperial Relations, the Pacific, and Asian American History.” *Pacific Historical Review* (2014)

“Anti-Americanism, Hispanism, and the Cultural Dimensions of Anticolonialism in the U.S. Caribbean-Pacific.” *Formations of U.S. Colonialism*. Duke University Press, 2014.

Presentations: “Reflections on Empire and Migration,” American Historical Association Association, 08/11/2012, San Diego, California; “Anti-Americanism or Romantic Hispanism: The Overlapping Careers of Pedro Albizu Campos, Claro Mayo,” *Anticolonialism in the Twentieth Century*, 04/07/2010.

Distinctions: Outstanding Asian American Faculty/Staff Award, Asian American Cultural Center, University of Illinois at Urbana-Champaign, 2011.

Grants: Hewlett International Research Grant, 2012–2013, South Asia.

Time Latin American Studies: 70%

Dissertations/Theses Supervised past 5 years: 6

Ferguson, Gail: Assistant Professor, ACES, Tenure-Eligible (2012). Illinois.

Education: PhD 2006 Clinical Psychology, Child and Adolescent, Bowling Green State University.

Overseas Experience: Jamaica; Haiti; South Africa.

Foreign Language Competency: English-5; Spanish-3; Jamaican Patois-4.

Research/Teaching Specializations: Immigration, Acculturation, and Globalization (content from the Caribbean) Family Conflict Management.

Courses Taught: Family Conflict Management, Families in Flux: Immigration, Acculturation, and Globalization.

Recent Publications:

“The BIG difference a small island can make: How Jamaican adolescents are advancing acculturation science.” *Child Development Perspectives* (2013).

“ ‘Ayiti Cheri’; Cultural Orientation of Early Adolescents in Rural Haiti.” *Journal of Early Adolescence* (2013).

“The counterintuitive psychological benefits of intergenerational discrepancies in family prioritization for Jamaican adolescent-parent dyads.” *Journal of Research on Adolescence* (2013).

Presentations: “Bicultural adolescent boys in Jamaica: Exploring remote acculturation up close and over time,” 04/04/2013; “The Multi-Layered Nature of Youth Acculturation and Adaptation in Plural Societies: Key Questions,” 04/28/2013, Seattle, Washington; “Intersecting Identities as the Catch 33 of Identity and Social Communities among Caribbean and African,” 10/10/2012, Canada.

Grants: International Seed Grant, 2013, \$2500.

Time Latin American Studies: 50%

Fischer, Brodwyn: Professor, History, Tenured (2013). UChicago.

Education: BA 1991 summa cum laude History, Harvard-Radcliffe; MA 1993 History, Harvard University; Ph.D. 1999 History, Harvard University.

Academic Experience: 2012-2013 Alumnae of Northwestern Teaching Professor, Northwestern University; 2008-2013 Associate Professor of History, Northwestern University; 2001-2008 Assistant Professor of History, Northwestern University; 1999-2001 Assistant Professor of History, Amherst College.

Foreign Language Competency: Spanish-5; Portuguese-5; French-3.

Overseas Experience: Brazil.

Research/Teaching Specialization: Cities, Citizenship, Law, Migration, Race, Urban Poverty, Informality, and Social Inequality.

Courses Taught: The Historical Politics of Inequality; Revolution and Dictatorship in Latin America; The History of Modern Brazil; Race and Power in Modern Latin America; Development and Inequality in Modern Latin America; Mexico and its Revolution; The Latin American City; Law and Citizenship in Latin America.

Recent Publications:

A Poverty of Rights: Citizenship and Inequality in 20th Century Rio de Janeiro (Stanford University Press, 2008, paperback, 2011).

Cities from Scratch: Poverty and Informality in Urban Latin America, co-edited with Bryan McCann and Javier Auyero (Duke University Press, 2014).

“The Red Menace Reconsidered: A Forgotten History of Communist Mobilization in Rio’s Favelas, 1946-1956” *Hispanic American Historical Review*, 94:1, 2014.

“Democracy, Thuggery, and the Grassroots: Antoine Magarinos Torres and the União de Trabalhadores Favelados, 1954-1962,” *Nuevo Mundo-Mundos Nuevos*, Colloquium: “Repensando los populismos en América Latina,” February 2013.

Distinctions: 2012-2015 Alumnae of Northwestern Teaching Professorship (University-wide teaching award, given triennially to one Northwestern faculty member); 2008-2009 Brazilian Studies Association Roberto Reis Award for best book in Brazilian Studies; 2007-2008 Urban History Association, Best Book Prize; 2010-2011 ACLS Frederick Burkhardt Fellowship; 2010-2011 Fulbright-Hays Fellowship (for research in Brazil)

Time Latin American Studies: 100%

Flores, Ricardo: Associate Professor, Music, Tenured (2006). Illinois.

Education: MM 1989 Percussion Performance, University of Akron.

Overseas Experience: Cuba, Latin America.

Foreign Language Competency: Spanish-4.

Courses Taught: Percussion Methods, Percussion, Latin Jazz Ensemble, World Percussion Ensemble

Research/Teaching Specializations: Drum Set and Latin Percussion

Presentations: “Sinfonia da Camera, Principal Percussion,” substitute Timpani Champaign-Urbana Symphony Orchestra, Principal Percussion (2000 – present)

Distinctions: 2000 – 2010 Incomplete List of Teachers Ranked as Excellent UIUC

Grants: Scholar’s Travel Fund for travel support to Cleveland, Ohio to perform with the Cleveland Jazz Orchestra on the concert *Afro-Cuban Rhythms, with Special Guest, Ricardo Flores*

Time Latin American Studies: 100%

Foote, Rebecca: Assistant Professor, Liberal Arts and Sciences, Lecturer or Adjunct (2009). Illinois.

Education: PhD 2004 University of Illinois at Urbana-Champaign.

Overseas Experience: Dominican Republic; Mexico.

Foreign Language Competency: Spanish-4; Italian-3; French-2; Arabic-1.

Research/Teaching Specialization: Acquisition of second or foreign languages.

Courses Taught: Practical Review of Spanish; Intro to Hispanic Linguistics; The Structure of Spanish; Span Grammar Comm Lang Tchg; Advanced Readings in Spanish; Advanced Readings in Spanish: The Acquisition of Spanish; Topics for Honors Students; Sem Romance Ling; The Acquisition of Spanish.

Recent Publications:

Montrul, Silvina and Rebecca Foote. "Age of acquisition interactions in bilingual lexical access: A study of the weaker language of L2 learners and heritage speakers." *International Journal of Bilingualism* (2012).

Montrul, Silvina, Israel de la Fuente, Justin Davidson, and Rebecca Foote. "The role of experience in the acquisition and production of diminutives and gender in Spanish: Evidence from L2 learners and heritage speakers."

Second Language Research 29.1 (2013): 87–118.

Montrul, Silvina, Justin Davidson, Israel de la Fuente, and Rebecca Foote. "Early language experience facilitates the processing of gender agreement in Spanish heritage speakers." *Bilingualism: Language and Cognition* 17.1 (2014): 118–138.

Presentations: "The storage and processing of morphologically-complex words in L2 Spanish," 10/22/2012, Florida; "Gender and plausibility in the disambiguation of relative clauses in L2 Arabic," 03/03/2013, Indiana.

Distinctions: University of Illinois List of Excellent Teachers.

Grants: University of Illinois Strategic Intl Partnerships and the Africa Initiative, 2013, \$5000.

Time Latin American Studies: 50%

Dissertations/Theses Supervised past 5 years: 1

Ford, Barbara: Professor, Library and Information Science, Tenured (2003). Illinois.

Education: MS 1973 Library Science University of Illinois at Urbana – Champaign.

Overseas Experience: Nicaragua, Panama.

Foreign Language Competency: Spanish-4.

Research/Teaching Specialization: Information literacy, government information, the future of libraries, the role of library associations, international cooperation among libraries

Recent Publications:

"Introduction to Public Librarianship," Book Chapter. Neal-Schuman, New York 2011.

"The Portable MLIS: Insights from the Experts," Book Chapter. Libraries Unlimited, Westport, Ct 2008

Presentations: "Issues Change But the Need for Advocacy Remains, Future Communities," Open Innovation Fair, Romania, 10/31/2013; "In Librarianship Women Hold Up More Than Half the Sky," Wisconsin Library Association Conference, Green Bay, WI, 10/24/2013;

Distinctions: American Library Association Humphrey/OCLC/Forest Press Award in 2008 and Chinese American Librarians Association; 2009 CALA President Recognition Award.

Time Latin American Studies: 25%

Fradkin, Eduardo: Professor, LAS, Tenured (1989). Illinois.

Education: PhD 1979 Stanford University.

Overseas Experience: Argentina; France.

Foreign Language Competency: Spanish-5.

Research Specialization: Condensed Matter Theory, Strongly Correlated Systems, Quantum Hall Systems, Topological Phases and Topological Field Theories, Disordered Systems, Quantum Field theory.

Courses Taught: Special Topics; Individual Study; Thesis Research.

Recent Publications:

Field Theories of Condensed Matter Physics. New York: Cambridge University Press, 2013.

Papanikolaou, Stefanos, Daniel Charrier, and Eduardo Fradkin. "Ising nematic fluid phase of hard-core dimers on the square lattice." *Physical Review B* 89.3 (2014).

You, Yizhi and Eduardo Fradkin. "Field theory of nematicity in the spontaneous quantum anomalous Hall effect." *Physical Review B* 88, 235124 (2013). 88.23 (2013).

Chen, Xiao and Eduardo Fradkin. "Quantum entanglement and thermal reduced density matrices in fermion and spin systems on ladders." *Journal of Statistical Mechanics: Theory and Experiment* (2013).

Distinctions: Arnold O. Beckman Research Award, Research Board, UIUC (2006); Cesar Milstein Fellowship, SECYT, Argentina (2007).

Time Latin American Studies: 25%

Dissertations/Theses Supervised past 5 years: 12

Freitas Lopes, Hedibert: Associate Professor of Econometrics and Statistics, Business, Tenured (2007). UChicago.

Education: BA 1991 Statistics, Federal University of Rio de Janeiro, Brazil; MSc 1998 Statistics, Duke University; Ph.D. 2000 Statistics, Duke University.

Academic Experience: 2003-2007 Assistant Professor of Econometrics and Statistics, Graduate School of Business, University of Chicago; 1996-2003 Assistant Professor of Statistics, Federal University of Rio de Janeiro (UFRJ); 1992-1996 Assistant Professor of Statistics, Fluminense Federal University.

Overseas Experience: Brazil.

Foreign Language Competency: Portuguese-5.

Research/Teaching Specialization: Development Economics, Economic Demography and Applied Econometrics.

Courses Taught: Econometric Theory; Applied Econometrics; Development Economics; Bayesian Econometrics; Applied Econometrics; Statistical Inference; Computational Statistics.

Recent Publications:

Prado and Lopes (2013) "Sequential parameter learning and altering in structured AR models," *Statistics and Computing*, 23, 43-57.

Dukic, Lopes and Polson (2012) "Tracking epidemics with Google Flu Trends data and a state-space SEIR Model," *Journal of the American Statistical Association*, 107, 1410-1426.

Lopes, Schmidt, Salazar, Gomez and Achkar (2012) "Measuring vulnerability via spatially hierarchical factor Models," *Annals of Applied Statistics*, 6, 284-303.

Nascimento, Gamerman and Lopes (2012) "A semiparametric Bayesian approach to extreme values," *Statistics and Computing*, 22, 661-675.

Lopes, Polson and Carvalho (2012) "Bayesian statistics with a smile: a resampling-sampling perspective," *Brazilian Journal of Probability and Statistics*, 26, 358-371.

Distinctions: 2002-2003 Antonio Luiz Vianna Award for Junior Faculty, Federal University of Rio de Janeiro; 1996-2000 Coordenacao de Aperfeicoamento de Pessoal de Nivel Superior (CAPES).

Grants: 2010-2015 Co-PI, NSF grant with James Heckman; 2009-2011 Co-PI, NIH grant with Manyuan Long; 2002-2003 FAPERJ Grant; 2010 Title VI NRC Grant, Center for Latin American Studies, to develop materials for the Intermediate/Advanced levels, University of Chicago; 2009 College Teaching Innovation Grant.

Time Latin American Studies: 50%

Theses/Dissertations Supervised past 5 years: 12

Friedrich, Paul: Emeritus Professor, Anthropology and of Social Thought, Tenured (1962). UChicago.

Education: BA 1950 Harvard University; PhD 1957 Yale University.

Academic Experience: 2000 Visiting Professor, Washington and Lee University; 1998-present Professor, Graham School, University of Chicago; 1998-2001 Visiting Professor, Georgetown University; 1964 Visiting Professor, Indiana University; 1960-61 Visiting Assistant Professor, University of Michigan; 1959-62 Assistant Professor, University of Pennsylvania.

Overseas Experience: Mexico, Puerto Rico, Spain, Germany, India, France, England, Russia, Switzerland.

Foreign Language Competency: Russian-4, German-4, Spanish-4, Tarascan-4, Homeric Greek-4, French-3, Latin-3, Middle English-3.

Courses Taught: Anthropological History: Mexico; Language and Culture; Tarascan; Introduction to Linguistics; Comparative Poetry/Poetics; Dostoevsky, *The Brothers Karamazov*, *Crime and Punishment*; Thoreau, *Hemingway*; Homer, *Iliad*, *Odyssey*.

Research/Teaching Specialization: Symbolic-interpretive anthropology; poetry and poetics; ethnography.

Recent Publications:

"A goldfinch instant." *Concord to India Haikus* (Chicago: Virtual Artists Collective).

"Walden's Political Thoreau." *The Concord Saunterer* (2009)

"Harmony in Babel. *Selected Poems and Translations*" (Chicago: Virtual Artists, 2008).

"The Gita Within Walden" (SUNY Press, 2008)

Distinctions: 2007 Wilbur Cross Medal, Yale; 2004 Nominated, Ludwig Holmberg Prize; 1999 Burlington Award for Excellence in Graduate Teaching, UChicago; 1992 Interpretation Award, *Cultural Anthropology*.

Time Latin American Studies: 25%

Theses/Dissertations Supervised past 5 years: 56

Fromont, Cécile: Assistant Professor, Art History and the College, Tenure-track (2010). UChicago.

Education: Certificate of International Studies 2000, University of California at Berkeley; Diplôme 2002, Sciences-po Paris; MA 2004 Harvard University; PhD 2008 History of Art and Architecture, Harvard University.

Academic Experience: 2014 Visiting Assistant Professor, Yale University; 2008-2010 Assistant Professor in the Department of the History of Art, University of Michigan at Ann Arbor; 2008-2010 Postdoctoral Scholar at the Michigan Society of Fellows, University of Michigan at Ann Arbor.

Overseas Experience: Brazil, Colombia, United States, Angola, Republic of the Congo, Dubai, Belgium, France, Germany, Italy, Netherlands, Poland, Portugal, Spain, United Kingdom, United States, Vatican City State.

Foreign Language Competency: Spanish-4; Portuguese-4; French-5; Caribbean Creole-5; Italian-3; Arabic-2; German-2; Hindi-2; Kikongo-2; Urdu-2; Latin-2.

Research/Teaching Specialization: Relationship between artistic form and religious thought, the role of art and architecture in the political history of Kongo and Angola, the role of Christian art and rituals in the experience of enslavement in colonial Brazil, art and colonialism, visual epistemologies of late colonial Brazil.

Courses Taught: Art and Colonialism; Africa, America; African Civilizations; The Art of Conversion; Envisioning the Colonial Metropolis; Exhibiting African Art; The Origin of the Fetish; Introduction to Art.

Recent Publications:

The Art of Conversion: Christian Visual Culture in the Kingdom of Kongo (Omohundro Institute Book Publication Program with the University of North Carolina Press, forthcoming Fall 2014).

"Dancing for the King of Congo, from Early Modern Central Africa to Slavery-Era Brazil," *Colonial Latin American Review* 22, 2 (2013): 184-208.

"Collecting and Translating Knowledge Across Cultures: Capuchin Missionary Images of Early Modern Central Africa." In *Collecting Across Cultures: Material Exchanges in the Early Modern Atlantic World*, edited by Daniela Bleichmar and Peter Mancall, 134-154 (Philadelphia: University of Pennsylvania Press, 2011).

Distinctions: 2014 Yale Institute of Sacred Music Year Long Fellowship; 2014 J. William Fulbright Foreign Scholarship Board Fulbright Scholar Award to Brazil.

Grants: 2013 UC African Studies Faculty Grant; 2013 College Art Association Millard Meiss Publication Grant.

Time Latin American Studies: 50%

Theses/Dissertations Supervised past 5 years: 8

Gandolfi, Laura: Assistant Professor, Romance Languages and Literatures, Tenure-track (2013). UChicago.

Education: BA 2005 Università di Trieste, Italy; MA 2007 Università di Trieste, Italy; MA 2010 Princeton University; PhD 2013 Spanish and Portuguese Languages and Cultures, Princeton University.

Academic Experience: 2012–2013 Senior Thesis Workshop, Program in Latin American Studies, Princeton University; 2011–2012 Senior Thesis Writing Seminar, Spanish and Portuguese, Princeton University.

Overseas Experience: Mexico, Argentina, France.

Foreign Language Competency: Spanish-5; Portuguese-5; Italian-5

Research/Teaching Specialization: Mexican Literature and Culture; XIX and XX Latin American Literature and Culture; Transatlantic Studies; Media and Visual Culture; Material Culture; Migration Literature (Latin America and Europe); Gender and Sexuality Studies; Psychoanalysis.

Courses Taught: Introducción a las literaturas hispánicas: del Modernismo al presente; Modernidad, literatura y cultura visual en Hispanoamérica; Escribir las cosas: los objetos materiales en la producción literaria y cultural de México.

Recent Publications:

“La Ocasión de Juan José Saer: hacia una tensión entre espíritu y materia.” *Colorado Review of Hispanic Studies*, 8 (2010): 287-298.

“Princesa: The Textual Space between Translation and Divergence.” *Ellipsis*, 8 (2010): 75-90.

“Freud in Trieste: Journey to an Ambiguous City.” *Psychoanalysis and History*. 12. 2 (2010): 129-151.

“El túnel e lo scandalo del matricidio: convergenza/divergenza di due miti.” *Scandalo: Quaderni di Synapsis VIII*. Ed. Rossella Carbotti (Firenze: Le Monnier/Mondadori, 2009).

Distinctions: 2013 PLAS Summer Research Grant, Princeton; 2012–2013 Porter Ogden Jacobus Honorific Fellowship; 2012 PIIRS Research Grant, Princeton; 2011 William Ebenstein Student Summer Research Grant, Princeton; 2011 NeMLA Summer Fellowship 2009–2013 Fulton McMahon Research Fund, Princeton.

Time Latin American Studies: 100%

Garber, Paul: Professor, LAS, Tenured (1997). Illinois.

Education: PhD 1979 Washington University.

Overseas Experience: Mexico; Nicaragua; Costa Rica; Panama; Peru; Brazil; Bolivia; China.

Foreign Language Competency: Spanish-4.

Research/Teaching Specialization: Primate behavior, ecology, cognition, and conservation Ecotourism.

Courses Taught: Undergraduate Open Seminar; Special Topics; Special Topics: Field School in China; Primate Form and Behavior; Seminar in Anthropology: Profess & Career Dev in Anth; Special Topics; Individual Study.

Recent Publications:

“Evidence of Allomaternal nursing Across One-Male Units in the Yunnan Snub-Nosed Monkey (*Rhinopithecus bieti*).” *PLoS ONE* (2012).

“Fission–fusion behavior in Yunnan snub-nosed monkeys (*Rhinopithecus bieti*) in Yunnan, China.” *Int J Primatol* 33 (2012).

“Infant mortality in *Alouatta caraya* living in a flooded forest in Northeastern Argentina.” *International Journal of Primatology* 33 (2012).

“Grooming reciprocity in male Tibetan macaques.” *American Journal of Primatology* 75.10 (2013).

Distinctions: 2013 List of Teachers Ranked Excellent.

Time Latin American Studies: 100%

Dissertations/Theses Supervised past 5 years: 6

Goldsmith, Peter: Associate Professor, ACES, Tenured (2005). Illinois.

Education: PhD 1995 Agricultural Economics, Ohio State University.

Overseas Experience: Argentina; Brazil.

Research/Teaching Specialization: Global agro-industrial marketing and strategy specifically looking at intellectual property management, agricultural development, biotechnology, value chain management, biofuel and biopolymer business economics within soybean-livestock-energy.

Courses Taught: Special Topics; Individual Study; Thesis Research.

Recent Publications:

Goldsmith, P, A Gaudencia, and A Moura. "The Economics of Post-Harvest Loss: Farmers' Willingness to Accept Loss." *Agricultural Economics* (2013).

Martins, A, P Goldsmith, and A Moura. "Farmers' Perceptions of Factors Affecting Post-Harvest Loss: The Case of Brazil." *Agricultural Systems* (2013).

Mumm, R, P Goldsmith, K Rausch, and H Stein. "Future Use of U.S. Agricultural Land for Ethanol Production from Corn Grain." *Biotechnology for Biofuels* (2013).

Distinctions: Fellow of the International Food and Agribusiness Management Association, the organization's highest honor (2011)

Grants: USAID, 2014, Latin America, \$20,000,000; ELANCO, 2014, Latin America, \$150000; USDA/NIFA SBIR II, 2012–2014, Latin America, \$449457; ELANCO, 2011–2014, Latin America, \$184000.

Time Latin American Studies: 70%

Dissertations/Theses Supervised past 5 years: 4

Grim-Feinberg, Kate: Lecturer, LAS, Lecturer or Adjunct (2013). Illinois.

Education: PhD 2013 Anthropology, University of Illinois at Urbana-Champaign.

Overseas Experience: Peru; Chile.

Foreign Language Competency: Spanish-5; Portuguese-4; Quechua-3; French-2.

Research/Teaching Specialization: Intl. development, human rights, educational policy; discourse analysis, linguistic and cognitive anthropology; anthropology of learning in childhood, anthropology and education; anthropology of human movement, performance studies; citizenship

Courses Taught: Intro to Global Studies; Development.

Recent Publications:

Hill, Jacquetta, Nannaphat Saenghong, Kate Grim-Feinberg, Monica F. Santos. "Awhui and Ethnic Identity among the Lahu Na Shehlele Of Northern Thailand." *Journal for the Anthropological Study of Human Movement* 20.2 (2013).

Hill, Jacquetta, Nannaphat Saenghong, Kate Grim-Feinberg, and Monica F. Santos. "When One Good Shot Is Not Enough: Writing Lahu Na Shehlele Dance With Labanotation." *Journal for the Anthropological Study of Human Movement* 20.2 (2013).

Presentations: "Bilingual Intercultural Education as Reconciliation Policy in Ayacucho, Peru: Citizenship, Subjectivity," 112th Annual Meeting of the American Anthropological Association, 11/24/2013, Chicago.

Distinctions: Honorable Mention, Outstanding Dissertation Award, Council on Anthropology and Education (American Anthropological Association), 2013.

Grants: Marion Morse Wood Fellowship, 2011–2012, \$12000; Department of Anthropology Block Grant, 2013–2013, \$12500.

Time Latin American Studies: 100%

Gutiérrez, Ramón: Preston & Sterling Morton Distinguished Service Professor of American History and the College, Tenured (2007). UChicago.

Education: BA 1973 Latin American History, University of New Mexico; MA 1975 History, University of Wisconsin-Madison; PhD 1980 History, University of Wisconsin-Madison.

Academic Experience: 1982-2007 Assistant Professor, University of California-San Diego; 1980-1982 Assistant Professor, Pomona College; 1979 Lecturer, University of Wisconsin-Madison.

Overseas Experience: Mexico.

Foreign Language Competency: Spanish-5, Portuguese-5, Quechua-5, Latin-5

Research/Teaching Specialization: Colonial Latin America, Social Science Theory and Methodology, Archives and Record Management, Spanish Borderlands, American History, Kinship, Family, and Sexuality in Latin America, Chicano/Latino History, Mexican Immigration.

Courses Taught: Latino and Latin American Sexualities, History of Sexuality, Colonial Latin American Civilization, Immigration and Assimilation in American Life, Latino Histories and Destinies, Colonizations, the Spanish Borderlands, Social and Economic History of the Southwest.

Recent Publications:

“A History of Ethnic Mexicans in the United States,” *The Encyclopedia of Latinos and Latinas in the United States*, eds. Suzanne Obler and Deena González (New York: Oxford University Press, in press).

“The Latino Crucible: Its Origins in 19th Century Wars, Revolutions, and Empire,” in *American Latinos and the Making of the United States: A Theme Study* (Washington, D.C.: National Park Service, 2013), pp. 1-16.

“Family and Kinship in the Spanish and Mexican Borderlands,” *On the Borders of Love and Power: Family and Kinship in the Intercultural American West*, eds. David Wallace Adams and Crista De Luzio (Berkeley: University of California Press, 2012), pp. 119-40.

“Mexican Masculinities,” in Victor Macias and Anne Rubenstein, *Masculinity in Mexico’s Past* (Albuquerque: University of New Mexico Press, 2012), pp. 262-71.

Distinctions: 2011-2012 Los Angeles Times Distinguished Scholar Fellowship, The Huntington Library and Botanical Gardens; 2009 Elected to Society of Fellows, University of Chicago; 2009 Elected to Phi Beta Kappa, University of Chicago; 2008 Robert G. Athearn Memorial Lecture, History Department, University of Chicago; 2005 President’s Award, American Culture Association/Popular Culture Association.

Time Latin American Studies: 75%

Theses/Dissertations Supervised Past 5 Years: 37

Gzesh, Susan, Senior Lecturer, Human Rights, Other Academic Appointee (2001). UChicago.

Education: BA 1972 Philosophical Psychology, University of Chicago; JD 1977 University of Michigan.

Academic Experience: 2005- present Senior Lecturer in the College & Center for International Studies; 1992-2005 Lecturer, The Law School, University of Chicago; 1990-1992 Adjunct Visiting Professor, University of Michigan; 1990 Fulbright Faculty Lectureship, Universidad de Guadalajara.

Overseas Experience: Mexico, Guatemala, El Salvador.

Foreign Language Competency: Spanish-5

Research/Teaching Specialization: Mexican immigration and refugee law and policy; rights of foreigners under Mexican law; Mexico-US migration and relations; contemporary issues in human rights.

Courses Taught: Immigration Policy and Law; Human Rights: Alien & Citizen; Human Rights: Contemporary Issues; Self, Culture, & Society.

Recent Publications:

“Latino Immigrant Leadership in Chicago,” in Xochitl Bada, Jonathan Fox, Andrew Selee, ed’s., *Latino Immigrants in the Windy City; New Trends in Civic Engagement* (Woodrow Wilson Institute, 2010).

“Redefining Forced Migration Using Human Rights,” in *Migracion y Desarrollo*, Vol 10, special edition: migration and human rights, 2008.

“Central American Asylum Policy in the Reagan Era,” *Migration Information Source*, Migration Policy Institute, April 2006.

Distinctions: Ford Foundation: Activist Fellows Roundtable – all Latin America; Sub-contractor on Jehu Foundation research project, Migration Policy Institute, Washington, DC.

Time Latin American Studies: 50%

Theses/Dissertations Supervised Past 5 Years: 6

Harwood, Stacy: Associate Professor, Urban and Regional Planning, Tenured (2008). Illinois.

Education: PhD University of Southern California.

Overseas Experience: Mexico, Costa Rica, Peru.

Foreign Language Competency: Spanish-3.

Courses Taught: Cities, Regions and Social Science, Social Inequality and Planning, Neighborhood Planning, International Planning Studio, Community Development Workshop

Research/Teaching Specialization: Urban Planning, Community Development, Planning Theory, Diversity and Planning

Recent Publications:

“Naming and Reclaiming: An Interdisciplinary Analysis of Black Girls' and Women's Resistance Strategies Reports,” *Journal of African American Studies*, 2012. 17:1

“Planning in the Face of Anti-Immigrant Sentiment: Latino Immigrants and Land-Use Conflict in Orange County, California,” *Diálogos: Placemaking in Latinos Communities*. 2012.

Presentations: “Unveiling the Multicultural Campus: Racial Microaggressions at a Predominantly White Institution,” Urban Affairs Association Conference, San Francisco, 4/3/2013; “The Erasing Boundaries Project: Exploring and Extending the Potential of Community-Engaged Design/Pl,” Imagining America National Conference, New York, 10/05/2012.

Distinctions: STAR (Service Together Achieves Results) Community Partner Honoree, City of Champaign (for work done with North First Street Association), April 25, 2013.

Grants: “The Challenge of Creating a Multicultural Space: Promoting Dialogue about Racial Microaggressions at a Predominantly White Institution,” Campus Research Board, 2013, \$9260; “Racial Microaggressions at the University of Illinois,” Campus Research Board, 2012, \$ 6430; Race and Campus Climate at the University of Illinois Research Seminar, 2009, \$11500.

Time Latin American Studies: 25%

Dissertations/Theses Supervised past 5 years: 1

Hassan, Wail: Professor, LAS, Tenured (2012). Illinois.

Education: PhD 1998 University of Illinois at Urbana-Champaign.

Foreign Language Competency: Arabic-5; French-5; German-3; Portuguese-4; Spanish-3.

Research/Teaching Specialization: Modern Arabic literature, comparative literature, postcolonial and translation studies, Arabic and Arab Diaspora literatures, comparative literature, world literature.

Courses Taught: Global Consciousness and Lit; International Lit Relations; International Lit Relations: Arabs and the New World.

Recent Publications:

“Which Languages?” *Original Languages. Spec. iss. of Comparative Literature* 65.1 (2013),

“Oyono in Arabic.” PMLA, *Theories and Methodologies: An African Classic in Twelve Languages* 128.1 (2013).

“Jorge Ahmad.” Jorge Amado. *Spec. iss. of Comparative Literature Studies* 49.3 (2012).

“Teaching a Seminar on Mahfouz.” *Approaches to Teaching the Works of Naguib Mahfouz*. 2012.

Presentations: “Carioca Orientalism: Morocco in the Imaginary of a Brazilian Telenovela,” 05/21/2013, UCLA; “Carioca Orientalism: Morocco in the Imaginary of a Brazilian Telenovela,” Andrew Mellon World Literature/s Research Workshop, 05/03/2013, University of Wisconsin-Madison; “A Certain Brazil: The Arab Diaspora in the Novels of Milton Hatoum,” MLA Annual Convention, 01/09/2014, Chicago, IL.

Distinctions: Arnold O. Beckman Research Award, UIUC Campus Research Board, 2011–12.

Grants: Research Grant for UIUC Faculty, Lemann Institute for Brazilian Studies, 2010; Arnold O. Beckman Research Award, 2011–2012.

Time Latin American Studies: 50%

Dissertations/Theses Supervised past 5 years: 11

Heckman, James: Henry Schultz Distinguished Service Professor of Economics, Economics, Tenured (1985). UChicago.

Education: BA 1965 Mathematics Colorado College; 1968 MA Economics Princeton University; PhD 1971 Economics Princeton University.

Academic Experiences: 2011–present Professor, Irving B. Harris School of Public Policy, Professor, School of Law, UChicago; 2008–present Alfred Cowles Distinguished Visiting Professor, Yale University; 2007 Honorary Professor, Harbin Institute of Technology, P.R. China; 2005–present Professor of Science and Society, University College Dublin; 2004–2008 Changjiang River Scholar Professor, Peking University; 2004–2008 Distinguished Chair of Microeconometrics, University College London; 1991–present Director, Center for Social Program Evaluation, Harris School of Public Policy, University of Chicago.

Overseas Experience: Chile, Venezuela, Peru, Mexico, Brazil, England, France, Sweden, Australia.

Courses Taught: Advanced Econometrics; Empirical Economics; Thesis Preparation.

Research/Teaching Specialization: Social inequality and labor markets in Latin America: evaluation of social programs, econometric models of discrete choice and longitudinal data and alternative models of the distribution of income.

Recent Publications:

The Myth of Achievement Tests: The GED and the Role of Character in American Life, edited with J.E. Humphries and T. Kautz (Chicago: University of Chicago Press, 2014).

Giving Kids a Fair Chance (Cambridge, MA: MIT Press, 2012).

Global Perspectives on the Rule of Law, edited with R. Nelson and L. Cabatingan (New York: Routledge, 2010).

Handbook of Econometrics, Vol 6A, with E. L. Leamer (Amsterdam: North-Holland, 2007).

“The Economics of Child Well-Being,” (with G. Conti). *Handbook of Child Well-Being: Theories, Methods and Policies in Global Perspective*, edited by Ben-Arieh, Asher, Casas, Ferran, Fronas, Ivar, and Korbin, Jill E (Dordrecht: Springer-Verlag, 2013).

“The Developmental Approach to Child and Adult Health,” with G. Conti. *Pediatrics*, 131(Supplement 2): S133–S141. 2013.

Distinctions: 2000 Bank of Sweden Prize in Economic Sciences in Honor of the Memory of Alfred Nobel; John Bates Clark Medal (American Economics Association), 1983; 2013 Honorary Doctorate of Science (Economics), University College London; 2012 Foreign Member, Brazilian Academy of Sciences; 2009 Doctor Honoris Causis, Pontifical University, Santiago, Chile.

Time Latin American Studies: 25%

Theses/Dissertations Supervised past 5 years: 8

Hertzman, Marc: Assistant Professor, College of Liberal Arts & Sciences, Tenure-Eligible (2013). Illinois.

Education: PhD 2008 Latin American History, University of Wisconsin-Madison.

Overseas Experience: Brazil.

Foreign Language Competency: Spanish-4; Portuguese-5; French-1.

Research/Teaching Specialization: Race, Culture, Gender, Music, Intellectual Property, African Diaspora.

Courses Taught: Special Topics: History of "Black Music"; Prob in Latin American Hist.

Recent Publications:

Making Samba: A New History of Race and Music in Brazil. Durham: Duke University Press, 2013.

“Freyreans, Marxists, and the 'Labyrinth of Nations': Lima Barreto and His Critics.” *Lima Barreto: New Critical Perspectives*. Lanham, MD: Lexington Books, 2013.

Presentations: “Music and the Social Sciences: Some Observations from History,” First Intl. Symposium on Music and Social Sciences: Theory, Borders, and Methods, 10/22/2013, Minas Gerais, Brazil; “Paradigmas de repressão no Brasil e os Estados Unidos durante e depois da escravidão,” First Intl. Symposium on Music and Social Sciences: Theory, Borders, and Methods, 10/11/2013, Minas Gerais, Brazil.

Distinctions: Fellowship for short-term research in Brazil, Fall 2013; Institute of Latin American Studies (Columbia University); Faculty Travel and Research Grant, Summer 2012.

Grants: Institute of Latin American Studies (Columbia University) Faculty Travel and Research Grant, 2012; Research Board (University of Illinois) Fellowship, 2013.

Time Latin American Studies: 100%

Hewings, Geoffrey: Professor, Liberal Arts & Sciences, Tenured (1974). Illinois.

Education: PhD 1969 University of Washington, Seattle.

Overseas Experience: Brazil; Columbia; Japan; Korea; Chile; Argentina; Mexico; Korea; Indonesia; China; Italy; France; Germany; UK; Spain; Sweden; Netherlands.

Foreign Language Competency: French-3; Italian-2; Portuguese-2.

Research/Teaching Specialization: regional economic modeling location analysis demographic impacts on economies (ageing, immigration, consumption).

Courses Taught: Special Topics; Individual Study; Thesis Research.

Recent Publications:

“Assessing Regional Economic Performance: Regional Competition in Spain under a Spatial Vector Autoregressive Approach.” *Geography, Institutions and Regional Economic Performance*. Heidelberg: Springer, 2013.

“Energy policy and regional inequalities in the Brazilian economy.” *Energy Economics* 36 (2013).

“Economic welfare analysis of the legalization of drugs: A CGE microsimulation model for Colombia.” *Economic Systems Research* 25 (2013).

Grants: Diversifying Appalachia: Metrics, Tools, Strategies & Guides, Appalachia Regional Commission, 2012–2013, \$248000.

Time Latin American Studies: 30%

Dissertations/Theses Supervised past 5 years: 25

Holt, Thomas C.: James Westfall Thompson Professor, History, Tenured (1987). UChicago.

Education: BA 1965 English, Howard University; MPhil 1970 American Studies, Yale University; Ph.D. 1973 Yale University.

Academic Experience: 1979–1987 Professor of History and Afro-American Studies, 1984–1986 Director, Center for Afroamerican and African Studies, University of Michigan, Ann Arbor; 1976–1979 Associate Professor of History and Afro-American Studies, Harvard; 1972–1976 Lecturer and Assistant Professor of History, Howard University; 1970–1971 Assistant to Director, Afro-American Studies Program, Yale University.

Overseas Experience: Jamaica.

Foreign Language Competency: Spanish-1.

Research/Teaching Specialization: Transition from slavery to freedom in the United States and the Caribbean; race and politics in Jamaica.

Courses Taught: Slavery, Freedom, and Modernity I & II.

Recent Publications:

Children of Fire: A History of African Americans (New York: Hill & Wang, 2010).

The New Encyclopedia of Southern Culture: Race, eds. Thomas C. Holt and Laurie B. Green. Vol. 24 (Chapel Hill: University of North Carolina Press, 2013).

“Slave and Citizen in the Modern World: Rethinking Emancipation in the Twenty-first Century.” In *After Slavery: New Approaches to the Reconstruction*, eds. Bruce E. Baker and Brian Kelly (Gainesville: University Press of Florida, forthcoming 2013).

“‘Blood Work’: Fables of Racial Identity in Modern Science.” In *Race and Blood in Spain and Colonial Latin America*, Vol. 3 of *Jahrbuch fuer Rassismusanalyse/Analysis of Racism Yearbook*. Eds. Maria Elena Martinez, David Nurinberg, and Max Hering Torres (Berlin: LIT VERLAG, 2012).

Distinctions: 2014 Willbur Cross Medal, Yale University; 2012 Edward and Nora Ryerson Lecturer, University of Chicago; 2008 Fellow, American Academy in Berlin; 1999–2003 Elected to Board of Directors of the American Council of Learned Societies; 1994–1998 Council Member, National Endowment for the Humanities.

Time Latin American Studies: 50%

Theses/ Dissertations Supervised Past 5 Years: 28

Hopkins, Dwight N.: Professor, Divinity School, Tenured. UChicago.

Education: BA 1976 Harvard University; MDiv 1984 Union Theological Seminary, New York; MPhil Union Theological Seminary, New York; Ph.D. 2000 University of Cape Town, South Africa.

Academic Experience: Visiting Professor at Renmin (People's) University, China; One Year Special Exchange Professor of Theology at Yonsei University, Korea; Visiting Professor at University of Hawaii at Manoa; Visiting Research Scholar, Research Institute on Christianity in South Africa, University of Cape Town, South Africa; Visiting Professor at San Francisco Theological Seminary.

Overseas Experience: Cuba, South Africa.

Foreign Language Competency: Spanish-3.

Research/Teaching Specialization: Contemporary models of theology, black theology, and liberation theologies; multidisciplinary approaches to the study of religious thought, especially cultural, political, and economic.

Courses Taught: Third World Religions; Black Theology: 1st Generation; Black Theology: 2nd Generation; Theological Anthropology; History of Christian Thought; Politics and Culture of Black Religion; Theology and Black Folk Culture; African Thought and Worldview; Black Theology and Womanist Theology.

Recent Publications:

Teaching Theology in a Global and Transnational Context (Waco, Texas: Baylor University Press, forthcoming); co-editor with Kwok Pui Lan and Cecilia Gonzalez-Andrieu.

The Cambridge Companion to Black Theology (Cambridge, England: Cambridge University Press, 2012); co-editor with Edward P. Antonio.

"Resisting Imperial Peace: Theological Reflections" in *The Reemergence of Liberation Theologies: Models for the Twenty-First Century* (New York: Palgrave Macmillan, 2013), ed. Thia Cooper.

Distinctions: 2009–2013 Ford Foundation Grant for "The International Association of Black Religions and Spiritualities"; 2005–2012 Ford Foundation Grant for "The International Association on Black Religion"; Louisville Institute Grant, project of the Lilly Endowment.

Time Latin American Studies: 25%

Theses/Dissertations Supervised past 5 years: 4

Hualde, José: Professor, Liberal Arts & Sciences (LAS), Tenured (2000). Illinois.

Education: PhD 1988 Linguistics, University of Southern California 1988.

Overseas Experience: Spain; Mexico.

Foreign Language Competency: Spanish-5; Basque-4; Catalan-4; French-3; Portuguese-3; German-2.

Research/Teaching Specialization: Phonology Historical Linguistics.

Courses Taught: Special Topics; Individual Study; Thesis Research; Freshman Honors Tutorial; Intro to Hispanic Linguistics; The Sounds of Spanish; Spanish Phonology; History Spanish Lang; Intro Romance Ling; Advanced Readings in Spanish; Topics for Honors Students; Special Topics in Spanish.

Recent Publications:

Hualde, José I., Antxon Olarrea, and Erin O'Rourke. *Handbook of Hispanic Linguistics*. Wiley-Blackwell, 2012.

"Intervocalic lenition and word-boundary effects: Evidence from Judeo-Spanish." *Diachronica* 30.2 (2013): 232–266.

"Rhetorical stress in Spanish." *Word Stress. Theoretical and Typological Issues*. Cambridge: Cambridge University Press, 2013.

Presentations: "Phrase-medial deaccenting in Spanish wh-questions," Laboratory Approaches to Romance Phonology 6, 10/03/2012, El Colegio de México; "Lenition of plosives in Goizueta Basque: Phonetics, phonology and gender," New Ways of Analyzing Variation 41, 10/01/2012, Bloomington.

Grants: National Science Foundation: "Constituents and heads in prosodic perception: A comparative study," 2013; Social Sciences and Humanities Research Council (Canada), "Learning L2 prosody: The meaning as a filter hypothesis," 2012.

Time Latin American Studies: 100%

Dissertations/Theses Supervised past 5 years: 25

**Huanca, Miguel. Instructor, Center for Latin American Studies. Other Academic Appointee (1991).
UChicago.**

Education: BA 1970 Universidad de San Andres, La Paz, Bolivia.

Academic Experience: 1990 – present , Aymara Instructor; 1992 Instructor, University of Pittsburgh; 1968-1986 Professor of Aymara and Spanish, Instituto de Idiomas, Maryknoll Fathers, Cochabamba, Bolivia; 1984-1985 Professor of Spanish, Centro Boliviano Americano, 1982-1985 Professor of Aymara, Proyecto de Salud Rural Andino; 1983-1984 Professor of Aymara, Universidad Católica Boliviana, Instituto Superior de Estudios Tecnológicos, Cochabamba, Bolivia.

Overseas Experience: Bolivia.

Foreign Language Competency: Aymara (native speaker)-5, Spanish-5, English-5.

Research/Teaching Specialization: Modern Aymara language, grammatical forms, pedagogic techniques and media for language acquisition.

Courses Taught: Intensive Beginners' Aymara Sequence 1, 2, 3.

Language Pedagogy: Development of CD-ROM authentic voice dialogues for introductory text, 2001.

Recent Publications:

Aymara Arux Akhamawa. Infinity Publishing: 2011.

CD-ROM Dialogues for *Aymar Arux Akjamawa*, University of Chicago, 2001.

“El espíritu Aymara protector de los productos.” In *Correo de Lingüística Andina*, publication of the University of Illinois, Urbana, Center for Latin American and Caribbean Studies 22, 1998.

Aymara Arux Akhamawa (Aymara Introductory Text), University of Chicago, Center for Latin American Studies, 1997.

Time Latin American Studies: 100%

Ionin, Tania: Associate Professor, LAS, Tenured (2012). Illinois.

Education: PhD 2003 Cognitive Science, Massachusetts Institute of Technology.

Overseas Experience: Brazil; Russia.

Foreign Language Competency: English-5; Russian-5; French-2.

Research/Teaching Specialization: Second language acquisition (including acquisition of English by speakers of Russian); semantics of English and Russian; teaching: second language acquisition; research methodology for language research; English grammar; psycholinguistics.

Recent Publications:

“Morphosyntax.” *The Cambridge Handbook of Second Language Acquisition*. Ed. Julia Herschensohn and Martha Young-Scholten. Cambridge, UK: Cambridge University Press, 2012. 505–528.

“Pragmatic variation among specificity markers.” *Different Kinds of Specificity across Languages*. Comp. Stefan Hinterwimmer. Ed. Cornelia Ebert. Springer, 2013. 75–103.

Presentations: “Genericity and kind-reference in the acquisition of Brazilian Portuguese by speakers of English,” invited lecture for the Foreign Language Acquisition Research and Education program, 02/22/2013, University of Iowa; “Designing interpretation tasks and publishing study results,” Workshop for Foreign Language Acquisition Research and Education program, 02/23/2013, University of Iowa.

Distinctions: Helen Corley Petit Scholar for 2012–2013; Conrad Humanities Scholar for 2013–2018.

Grants: UI Campus Research Board award, \$9850; EURO Experimental Pragmatics Travel Grant, 2010–2012; Lemann Institute Grant, 2011, \$11570.

Time Latin American Studies: 50%

Dissertations/Theses Supervised past 5 years: 5

Irigoyen, Javier: Assistant Professor, Spanish, Italian, and Portuguese, Tenure-Eligible (2008). Illinois.

Education: PhD Romance Languages, University of Pennsylvania.

Overseas Experience: Spain.

Foreign Language Competency: Spanish-5.

Courses Taught: Spanish Literature I, Spanish Cultural Studies I, Medieval Spanish Studies, Early Modern Spanish Studies, Inventing a Golden Age: Contemporary Film Representations of the Spanish Empire, Imagining Moorish Spain.

Research/Teaching Specialization: Literature, Spanish Medieval Studies, Romance Languages

Recent Publications:

“Discursos patriótico-aristocráticos sobre la ‘nación gallega’ a comienzos del siglo XVII: a propósito de Tragedias de amor (1607 y 1647) de Juan de Arce Solorzeno.” *Journal of Spanish Cultural Studies* 14.3 (2013): 231-37.

“The Game of Canes between the Lusus Troiae and the Albanian Stradioti: Defining Moorish and Classical in the Early Modern Spanish Mediterranean.” *Mediterranean Identities in the Premodern Era: Islands, Entrepôts, Empires*. Eds. John Watkins and Kathryn L. Reyerson. Burlington: Ashgate, 2014. 231-47.

Presentations: “Christiano el coraçon y Moro el traje”: Philip III as Moorish King.” KFLC 2014. University of Kentucky, April 10-14, 2014; “Moorishness and Spanishness in Early Modern European Festivals.” 129th MLA Annual Convention. Chicago, 9-12 January, 2014; “The Game of Canes in Early Modern Spain: Popular or Aristocratic Maurophilia?” 129th MLA Annual Convention. Chicago, 9-12 January, 2014.

Time Latin American Studies: 25%

Dissertations/Theses Supervised past 5 years: 6

Jacobsen, Nils: Associate Professor, Liberal Arts & Sciences, Tenured (1985). Illinois.

Education: PhD 1982 University of California, Berkeley.

Overseas Experience: Peru; Bolivia; Argentina; Columbia; Germany; UK.

Foreign Language Competency: French-2; German-5; Classical Greek-1; Latin-2; Spanish-4; Portuguese-3

Research/Teaching Specializations Latin American History; especially history of Lat.Am. political cultures, revolutions and social movements; race, ethnicity and nation state formation; Latin American agrarian, economic, and social history Social Science theories for historians.

Courses Taught: History & Cult. of Modern Cuba; Sover & Autonomy in West Hemis; Latin America to Independence; Modern Latin America; LatAm Hist: Primary Accounts; Andean Countries of S America; History of Central America; Spain and Portugal from 1808; Slavery & Race in Latin Am; Research and Writing Seminar; Prob in Comparative History: Sover & Autonomy in West Hemis; Commodity Chains; Individual Study; Interdisc Seminar Latin Am St; Thesis Research.

Recent Publications:

“Populism Avant La Lettre in Peru: Rebuilding Power in Nicolás de Piérola’s Mid-Career, 1884–1895.” *Jahrbuch für die Geschichte von Staat, Wirtschaft und Gesellschaft Lateinamerikas* 51 (2014).

“Entre la historia y la memoria: los campesinos de Ayacucho en el siglo XIX.” *Revista del CEHRA* (Centro de Estudios Históricos Regionales de Ayacucho, Peru) (2014).

Time Latin American Studies: 100%

Dissertations/Theses Supervised past 5 years: 10

Keenan, Patrick: Professor, Law, Tenured (2009). Illinois.

Education: JD 1995 Yale University.

Overseas Experience: Democratic Republic of Congo, Africa, China.

Foreign Language Competency: French-2, Kilcongo.3.

Courses Taught: International Criminal Law, International Human Rights Law Clinic, Globalization, Professional Responsibility

Research/Teaching Specialization: Human rights, democratization

Recent Publications:

“International Institutions and the Resource Curse.” *Penn State Journal of Law and International Affairs*, 2014.

“Conflict Minerals and the Law of Pillage.” *Chicago Journal of International Law*, 2014.

“Business, Human Rights, and Communities: The Problem of Community Consent in Development.” *Fordham Journal of International Law Online*, 2013.

Presentations: “The Future of the Guiding Principles,” American Society of International Law Annual Meeting, 03/25/11; “Regulating Information Flows, Regulating Conflict: An Analysis of United States Conflict Minerals Legislation,” Goettingen University, Germany, 10/07 2010; “The Effect of the Financial Crisis on Developing Countries,” American Society of International Law, 2/22/2010

Time Latin American Studies: 25%

Kendrick, Robert L.: Associate Professor, Music, Tenured (2000). UChicago.

Education: BA 1982 Music, University of Pennsylvania; MA Urban Ethnomusicology, 1991, 1992 New York University; PhD 1993 New York University.

Academic Experience: 1994–1997 Assistant Professor, Harvard University; 1991 Lecturer, New York University.

Overseas Experience: Cuba, Puerto Rico, Nicaragua, Italy.

Foreign Language Competency: Italian-5, German-5, Spanish-3, French-3, Portuguese-2, Dutch-3, Catalán-2.

Research/Teaching Specialization: Music in Caribbean culture; music, ritual, and urbanism in early modern Europe; gender and music; music and politics in post-WWII Europe; performance practice; traditional repertoires in Italy, Spain, and Portugal; Central America and the Caribbean; Andean ethnomusicology.

Courses Taught: Music in Caribbean Culture; Renaissance; Baroque and Classical Music; Music in Western Civilization; Sacred music in colonial Latin America; Representation of Sound in Early Modern Art; Early Modern Litanies; Music at the Habsburg Courts of Vienna and Madrid.

Recent Publications:

“Iconography”, ch. 5 in *Routledge Companion to Music and Visual Culture*, ed. A. Leonard/T. Shephard (Routledge, 2013).

“Seeking Musical Antiquity in Settecento Milan”, *Studia Borromasca* 24 (“La cultura della rappresentazione nella Milano del Seicento” (Rome: Bulzoni, 2010): 403-413.

“*Honore a Dio, e allegrezza alli santi, e consolazione alli putti*: The Musical Projection of Litanies in 16th-Century Italy”, *Sanctorum* 6 (“Plasmare il suono”, ed. S. Ditchfield): 15-46. 2009.

“Traditions and Priorities in Claudia Rusca’s Motet Book”, in C. van Wyhe (ed.), *Female Monasticism in Early Modern Europe* (Aldershot: Ashgate, 2008).

Distinctions: 2011–2012 Franke Institute for the Humanities, UChicago; 2006 Graduate Teaching Award, UChicago; 1998–1999 National Humanities Center, NC; 1998–1999 NEH Fellow for book on music and urban life in Milan.

Time Latin American Studies: 25%

Theses/Dissertations Supervised past 5 years: 8

Kolata, Alan: Bernard E. and Ellen C. Sunny Distinguished Service Professor, Anthropology and Social Sciences, Tenured (1987). UChicago.

Education: BA 1973 Anthropology, Marquette University; MA 1975 Anthropology, Harvard University; Ph.D. 1978 Anthropology, Harvard University.

Academic Experience: 2005–2012 Neukom Family Distinguished Service Professor, 1998–2003 Neukom Family Professor of Anthropology, 1991–1998 Professor of Anthropology, 1987–1991 Associate Professor of Anthropology, University of Chicago; 1994–98 Director, Center for Latin American Studies, University of Chicago; 1985–1986 Associate Professor, 1984–1985 Assistant Professor, University of Illinois at Chicago.

Overseas Experience: Bolivia, Peru, Mexico, Guatemala, Thailand.

Foreign Language Competency: Spanish-5, German-3, Aymara-2, Italian-2.

Research/Teaching Specialization: Agricultural development; human-environment interactions; Latin American archaeology and ethnohistory; pre-industrial urbanism and architecture; the human dimension of global change.

Courses Taught: The Inca and Aztec States; Mesoamerican Archaeology; Andean Prehistory; The Preindustrial City; Anthropology of Development; Social Theory of the City; The Human Environment: Ecological Anthropology and Anthropological Ecology; Archaeological Research Design.

Recent Publications:

Ancient Inca (New York: Cambridge University Press, 2013).

M. B. Day, D. Hodell, M. Brenner, H. J. Chapman, J. H. Curtis, A. L. Kolata, W.F. Kenney and L. C. Peterson. 2012. "Paleoenvironmental History of the West Baray, Angkor (Cambodia)," *Proceedings of the National Academy of Sciences* Vol. 109(4):1046–1051.

M. B. Day, D. Hodell, M. Brenner, H. J. Chapman, J. H. Curtis, A. L. Kolata, G. Kamenov, T. Guilderson, L. Peterson. 2011. "Middle to Late Holocene Initiation of the Annual Flood Pulse in Tonle Sap Lake, Cambodia". *Journal of Paleolimnology* 45: 85-99.

Distinctions: 2005 Graduate Teaching Award; 2000–2003 Council of the Faculty Senate, UChicago.

Grants: 2004–2005 National Science Foundation Grant; 1997 National Science Foundation Grant; 1995–1998 National Oceanic and Atmospheric Administration Grant.

Time Latin American Studies: 75%

Theses/Dissertations Supervised past 5 years: 21

Ku, Charlotte: Professor, Assistant Dean, Tenured (2007). Illinois.

Education: PhD 1984 Tufts University.

Overseas Experience: China, Asia.

Foreign Language Competency: Chinese-5, Spanish-2, French-2.

Research/Teaching Specialization: International Law and Institutions.

Recent Publications:

"Transparency, Accountability and Responsibility for Internationally Mandated Operations." *Handbook on the Prohibition of the Use of Force*. 2013.

"International Organization and Global Governance." *Evolution of International Law*. 2013.

"Bridging the International Law-International Relations Divide: Taking Stock of Progress." *Georgia Journal of International Law and Comparative Law*. 2013.

"Evolution of International Law," *International Organization and Global Governance*, Thomas G. Weiss and Rorden Wilkinson, eds. (Forthcoming, Routledge, 2013).

Distinctions: Recipient, Inaugural Carl L. Vacketta Administrative Excellence Award, October 2010.

Time Latin American Studies: 25%

Dissertations/Theses Supervised past 5 years: 1

Kuchinke, Peter: Professor, Human Resource Education, Tenured (2003). Illinois.

Education: PhD 1997 Human Resource Development, University of Minnesota, St. Paul.

Overseas Experience: Germany, United Kingdom, Poland, Brazil, Korea, Taiwan, Japan.

Foreign Language Competency: German-5, French-2, Portuguese-2, Spanish-2, Italian-2.

Courses Taught: International Human Resource Development, Quality and Process Improvement in Human Resource Education

Research/Teaching Specialization: Workforce Education, Professional Development, Vocational Education, Organization Development, Changing nature of work

Recent Publications:

“Education and Work: A Review Essay of Historical, Cross-cultural, and Disciplinary Perspectives on Vocational Education.” *Educational Theory*, 2013. 63(2), 202-219.

Hill, R., Kuchinke, K. P., & Zinser, R. “(Re-)Connecting workforce education and human resource development.” *Human Resource Development Review*, 2013. 12(1), 3 – 10

Presentations: “Addressing agency in HRD,” Proceedings of the 2013 conference of the Academy of Human Resource Development, Washington, DC.; “The self-directed career in an era of economic instability: Opportunities and challenges in international comparison,” Proceedings of the 2012 conference of the Asian Chapter of the Academy of Human Resource Development, Istanbul, Turkey.

Distinctions: 2013, Invited Keynote Speaker, European Commission conference: European Higher Education Around the World, Vilnius, Lithuania; 2013, Routledge/Taylor&Francis for author of third most often downloaded article in *Human Resource Development International*.

Grants: PI for US Department of Education, FIPSE Program grant to establish a higher education consortium of four US and Brazilian universities. Budget: \$220,000 for four years.

Time Latin American Studies: 50%

Dissertations/Theses Supervised past 5 years: 5

Kulick, Don: Professor, Comparative Human Development, Tenured. UChicago

Education: BA 1983 Anthropology and Linguistics, Lund University, 1983; PhD 1990 Anthropology, Stockholm University.

Academic Experience: Professor of Anthropology NYU, Director Center for the Study of Gender and Sexuality, NYU.

Overseas Experience: Brazil, Italy, Sweden, Papua New Guinea.

Foreign Language Competency: Swedish – 5, Portuguese-4, Spanish-3.

Research/Teaching Specialization: theoretical expertise in linguistic anthropology and the study of gender and sexuality.

Courses Taught: Anthropology of Language, Anthropology of Gender and Sexuality, Contemporary Debates on the Species Boundary, Anthropology of the Unconscious, Poststructuralist Theorists, and Anthropology of Vulnerability.

Recent Publications:

The Language and Sexuality Reader, compiled and edited by Deborah Cameron and Don Kulick. London and New York: Routledge, 2006.

Fat: The Anthropology of an Obsession, edited by Don Kulick and Anne Meneley. New York: Tarcher/Penguin (translation into Korean underway, Seoul, Sodong Publishers), 2005.

Queersverige [Queer Sweden], editor Don Kulick. Stockholm: Natur och Kultur, 2005.

Time Latin American Studies: 25%

Lapunzina, Alejandro: Associate Professor, Architecture, Tenured (1991). Illinois.

Education: Master of Architecture 1987 Washington University in Saint Louis, Missouri.

Overseas Experience: Argentina, France.

Foreign Language Competency: French-5, Italian-2, Portuguese-2, Spanish-5.

Research/Teaching Specialization: 20th Century and Contemporary Architecture in Europe and South America.

Recent Publications:

“Reflejos y Transparencias: el nuevo museo del Louvre en Lens,” *Summa* #132, October 2013.

“De la pampa al altiplano, los planes reguladores de Le Corbusier en América,” *Le Corbusier en Bogotá 1947-1951*; tomo 2, María Cecilia O’Byrne, María Cecilia (editor), Bogotá: Ediciones Uniandes, 2010. p 50-65.

“El Plan Régulateur de Buenos Aires y la Oficina del EPBA, crónica de un malentendido,” *Massilia: Encuentro de Granada*. Barcelona & Granada, Spain, 2008. p 216-241

Presentations: “Reflections and Transparencias: SANAA’s new Louvre Museum in Lens,” Oklahoma State University, School of Architecture Lecture Series, Stillwater, OK, October 2013; “Alta Intensidad: Le Corbusier en América 1946-1951”, Universidade Mackenzie, Sao Paulo, Brazil; October 2012, Universidad de Palermo, Buenos Aires, Argentina, November 2012.

Grants: College of Fine and Applied Arts, University of Illinois at Urbana-Champaign; Research Grant Award: Le Corbusier in the Americas, 2008.

Time Latin American Studies: 25%

Ledesma, Eduardo: Assistant Professor, LAS, Tenure-Eligible (2012). Illinois.

Education: PhD 2012 Harvard University 2012.

Overseas Experience: Brazil; Argentina; Chile; Peru; Mexico; Spain; Portugal.

Foreign Language Competency: Spanish-5; English-5; Catalan-5; Portuguese-3; French-2.

Courses Taught: Latin American Literatures II; Cultural Studies Americas II; Cultural Studies Americas II: Fiction Cinema in Latin Amer; Topics for Honors Students; Sem Spanish-American Lit; Theory and Literary Criticism; Special Topics in Spanish; Thesis Research.

Publications:

“From Avant-Garde to the Digital Age: Reconceptualizing Experimental Catalan Poetry.” *The Future of Text and Image: Collected Essays on Literary and Visual Conjunctions*. Ed. Ofra Amihay and Lauren Walsh. Cambridge, UK: Cambridge Scholars Publishing, 2012. 231–270.

“Catalan Futurism(s) and Technology: Poetry, Painting, Architecture and Film.” *Iberian Futurisms*. Spec. iss. of *International Yearbook of Futurism Studies* 3.1 (2013): 248–280.

Presentations: “Eco-Poetry and Indigenous Blogging: Online Cultural Resistance against Brazilian Development Projects,” Panel: New Perspectives in Ecocriticism, American Comparative Literature Association (ACLA), NYU, New York, March 2014.

Distinctions: FLAS Portuguese (Academic Year) 2010–11 (Harvard program cancelled); FLAS Portuguese (Academic Year) 2008–2009; FLAS Portuguese (Summer) 2010, Research in Brazil.

Grants: UI Campus Research Board Humanities Release Time (for 2014–15), \$14000; Harvard University Dissertation Completion Grant 2011–2012, \$22000; Fulbright (IEE) Full Grant for Research Academic Year (Spain) 2009–2010, \$16000.

Time Latin American Studies: 75%

Dissertations/Theses Supervised past 5 years: 5

Lessing, Benjamin: Assistant Professor, Political Science, Tenure-track (2013). UChicago.

Education: BA 1995 *Summa cum laude* Economics and Philosophy; MA 2006 Political Science, University of California, Berkeley; MA 2009 Economics, University of California, Berkeley; Ph.D. 2012 Political Science, University of California, Berkeley.

Academic Experience: 2012-2013 Postdoctoral Fellow, Center on Democracy, Development, and the Rule of Law/Center for International Security and Cooperation, Stanford University.

Overseas Experience: Mexico, Colombia, Brazil.

Foreign Language Competency: Spanish-5; Portuguese-4; Japanese-3; Turkish-1.

Research/Teaching Specialization: Comparative politics; drug trafficking, violence and crime; methodology.

Courses Taught: Drugs, Guns, and Money: The Politics of Criminal Conflict.

Recent Publications:

“When Business Gets Bloody: State Policy and Drug Violence,” in *Small Arms Survey 2012* (New York: Cambridge University Press, 2013).

“Tres Mitos sobre la Guerra del Narco [Three Misconceptions About the Drug War]” (in Spanish) *Perspectivas Sobre Desarrollo*, Vol. 9, No. 1, Fall 2011.

“The Danger of Dungeons: Prison Gangs and Incarcerated Militant Groups” in *Small Arms Survey 2010: Gangs, Groups, and Guns* (New York: Cambridge University Press, 2010).

Distinctions: 2013 Best Doctoral Dissertation, UNODC/INEGI International Thesis Contest; 2013 Scott Sagan Award for Outstanding Post-doctoral Fellows, Stanford University; 2012 NBER-NSF Crime Research Fellowship; 2012 Smith Richardson World Politics and Statecraft Fellowship; 2010 Harry Frank Guggenheim Dissertation Fellowship; 2010 John L. Simpson Memorial Research Fellowship in International and Comparative Studies.

Grants: 2012 UC-MEXUS Dissertation Completion Grant.

Time Latin American Studies: 75%

Lima, Ana Maria. Senior Lecturer, Romance Languages and Literatures, Other Academic Appointee (2002). UChicago.

Education: BA 1977 Portuguese and German, Universidade Federal do Ceará; MA 1982 Comparative Literature, San Francisco State University; Ph.D. Coursework, Comparative Literature, University of Chicago.

Academic Experience: 1998-2002 Lecturer; 1987 Visiting Lecturer, University of Chicago; 1983-1987 Assistant Professor, Universidade de Fortaleza, Centro de Ciências Humanas. Fortaleza. Brazil.

Foreign Language Competency: Portuguese-5, English-5, Spanish-4.

Overseas Experience: Brazil.

Research/Teaching Specialization: Portuguese, language pedagogy, Brazilian culture.

Courses Taught: Elementary Portuguese (1-2-3); Intermediate Portuguese; Advanced Portuguese; Estilística da Língua Portuguesa; Portuguese for Spanish Speakers; Readings in Special Topics in Portuguese; Reading and Research.

Language Pedagogy: CARLA workshops; Chicago Language Center, University of Chicago; ACTFL Training

Recent Publications:

With A. McClean. *Brazilian Sounds and Scenes*, Video-Computer Project, Department of Romance Languages/Consortium for Language Teaching and Learning, University of Chicago, 2002.

Distinctions: 2013 Travel Grant to attend ACTFL, American Association of University Supervisors and Coordinators; 2013 Travel Grant to Brazil for curriculum development, Center for Latin American Studies, University of Chicago; 2009 College Teaching Innovation Grant—to develop Brazilian Portuguese Listening Comprehension exercises for Chalk.

Time Latin American Studies: 100%

Lima, Victor: Senior Lecturer, Economics, Other Academic Appointee (2001). UChicago.

Education: BA 1993 Mathematics and Economics, Lafayette College; MA 1996 Economics, University of Chicago; Ph.D. 2001 Economics, University of Chicago.

Academic Experience: 2011-present Faculty Committee on Admissions (FACA) member, University of Chicago; 2010-2012 Co-Director, Undergraduate Economics Program, University of Chicago; 2009-2012 Health and Medicine Committee, Member, University of Chicago; 2006 – Present SSIRB, Economics Department Representative; 2005 – Present Co-Chair, Undergraduate Economics Program; 2004 – Present Social Sciences Governing Committee; 2001-Present Visiting Assistant Professor during Summer Quarters, Pontificia Universidad Católica de Chile.

Overseas Experience: Chile.

Foreign Language Competency: Spanish-5.

Research/Teaching Specialization: Labor Markets and Unemployment, Industrial Organization, Political Economy, Monetary Economics.

Courses Taught: Elements of Economic Analysis; Honors Econometrics; Introduction to Static and Dynamic Optimization in Economics; Topics in Microeconomics: Individual and Family.

Recent Publications:

Gary Becker and the Rational Choice Revolution in Essays in Honor of Arnold Harberger (Ediciones Universidad Católica, 2009)

“Law and Economics: Aire No te Vendas” with Jose Francisco Garcia, in *Essays in Honor of Arnold Harberger*, (Ediciones Universidad Católica, 2009).

Price Theory: An Analytical Approach with Applications from Human Behavior. Compilation of lecture notes for Elements of Economic Analysis I and Elements of Economic Analysis II. Forthcoming.

Distinctions: Member, Editorial Board of Cuadernos de Economía, Pontificia Universidad Católica de Chile.

Time Latin American Studies: 50%

Lowe, Elizabeth: Director, Translation Studies (2008). Illinois.

Education: PhD 1977 The City University of New York.

Overseas Experience: Colombia, Brazil.

Foreign Language Competency: Portuguese-5; Spanish-5; French-3; German-2.

Research/Teaching Specialization: Inter-American Literature; Translation and Reception Theory; Terminology; Languages and cultures of the Americas (indigenous languages and language policy).

Courses Taught: International Lit Relations; Special Topics German Studies; Research in Special Topics; Advanced Readings in Spanish; Translation in the EU.

Recent Publications:

Cuenca, Joao Paulo. *The Only Happy Ending for a Love Story is an Accident*. Trans. Elizabeth Lowe. Amherst, Mass.: Tagus, 2013.

Da Cunha, Euclides. *Backlands: The Canudos Campaign*. Trans. Elizabeth Lowe. New York: Penguin, 2010.

Presentations: “Teaching Translation in the Polyglot Classroom,” ATA, November 2013; Keynote Lecture, Jorge Amado Centennial, Penn State University, September 2013.

Distinctions: 2010, Brazilian Academy of Letters, Lifetime work in translation of Brazilian literature.

Grants: NEH, “The Centrality of Translation for the Humanities,” 2013, \$158000; UI Public Engagement Grant, 2011, \$11000; NSF, “The Endangered Jaqi Languages: a Linguistic Research Database”.

Time Latin American Studies: 100%

Loza, Mireya: Assistant Professor, LAS, Tenure-Eligible (2012). Illinois.

Education: PhD 2011 American Civilization, Brown University.

Overseas Experience: Mexico.

Foreign Language Competency: Spanish-5; Portuguese-3.

Research/Teaching Specialization: Comparative Labor/Working Class, Global Histories, Race and Ethnicity, United States since 1830, Women and Gender.

Courses Taught: Oral History; Mexican-American History; Adv Topics Latina/o Studies: Oral History.

Recent Publications:

“Alianza de Braceros Nacionales de Mexico en los Estados Unidos, 1943–1964.” *Que Fronteras?: Mexican Braceros and a Re-examination of the Legacy of Migration*. Ed. Paul Lopez. Dubuque: Kendall Hunt Publishing, 2011.

Presentations: “Re-imaging the Archive, Revisiting the Chicago: The Mexican Chicago Archive,” National Association for Chicana Chicano Studies Annual Conference, 03/01/2014, Chicago, IL; “Transnational Subjects, National Narratives: The National Museum of American History’s Bracero History,” Migration History and Museums Conference, 10/01/2014, Université Blaise-Pascal, Clermont-Ferrand, France.

Distinctions: University Latina/o Studies Award for Excellence in Teaching, UI; Arnold O. Beckman Research Award, UI; Latina/o Studies Post-doctoral Fellowship, University of Michigan; NCID Exemplary Diversity Dissertation Award; Ford Foundation Dissertation Fellowship

Grants: National Endowment for the Humanities Summer Stipend, 2013.

Time Latin American Studies: 50%

Lozada, María Cecilia: Lecturer and Spanish Language Coordinator, Romance Languages and Literatures, Other Academic Appointee (1993). Research Associate and Lecturer, Anthropology, Other Academic Appointee (1998). UChicago.

Education: BA 1987 Universidad Católica Santa María de Arequipa, Perú; MA 1990 University of Chicago; PhD 1998 University of Chicago.

Academic Experience: 1986, Teaching Assistant, Universidad Católica Santa María de Arequipa; 1984, Co-Director, Instituto Cultural Peruano Alemán.

Overseas Experience: Peru, Mexico.

Foreign Language Competency: Spanish-5, English-5, German-5, Italian-5.

Research/Teaching Specialization: Spanish language acquisition, South American bio-archaeology, human osteology.

Courses Taught: Bioarchaeology and the Human Skeleton; Readings in Mortuary Archaeology; Beginning Elementary Spanish 1; Continuing Elementary Spanish 3.

Recent Publications:

With D. Skoulnik and K. Ulliyot, “Cara al Mundo: Multiculturalism in Spanish Speaking Countries: A Video Series and Teaching Manual”. Yale University Press., (in press).

With J. E. Buikstra, *El Señorío de Chiribaya en la Costa Sur del Perú* (Instituto de Estudios Peruanos. Lima, Perú, 2002).

“Tiwanaku State Colonialization: Bioarchaeological Evidence of Migration in the Moquegua Valley, Perú.” *World Archaeology* 30(20), 1998: 238-261.

Distinctions: 2004 Award given to Peruvians for their significant educational services in the United States: Tumi Award; 1987-1990 Unendowed Scholarship, Division of Social Sciences, University of Chicago.

Time Latin American Studies: 100%

Theses/Dissertations Supervised past 5 years: 12

Lucero, Lisa: Professor, LAS, Tenured (2011). Illinois.

Education: PhD 1994 University of California, Los Angeles.

Overseas Experience: Belize.

Foreign Language Competency: Spanish-2.

Research/Teaching Specialization: Impact of climate change on society, the ancient Maya, political systems, ritual.

Courses Taught: Undergraduate Open Seminar; Climate Change & Civilization; Special Topics; The Ancient Maya.

Recent Publications:

“Materialized Cosmology among Ancient Maya Commoners.” *Journal of Social Archaeology* 10.1 (2010): 138–167.

“Water Control and the Emergence of Polities in the Southern Maya Lowlands: Evolutionary, Economic, and Ecological Models.” *Cooperation and Collective Action: Archaeological Perspectives*. 2013.

Presentations: “Dwelling Near the Sacred Waters: Excavations at Cara Blanca Pool 1,” 11th Annual Belize Archaeology Symposium, 07/02/2013, San Ignacio, Belize; “Into the Depths of Cara Blanca: Exploring the Maya Underworld,” 10th Annual Belize Archaeology Symposium, 06/26/2012, San Ignacio, Belize.

Distinctions: American Association for the Advancement of Science (AAAS) Fellow, Fall 2012; National Science Foundation Grant, The Ancient Maya Watery Underworld: Ceremonial Life, Rainfall, and Landscape Transformation for 2014 season.

Grants: National Science Foundation Grant, 2014, \$119184; Research Board Grant, 2013, \$21930; National Science Foundation, 2011, \$17576.

Time Latin American Studies: 100%

Dissertations/Theses Supervised past 5 years: 2

Lucy, John A.: Professor, Human Development, Tenured (1996). UChicago.

Education: BA 1972 Mathematics Pomona College; PhD 1987 Committee on Human Development, University of Chicago.

Academic Experience: 2009–2012 Chair, Department of Comparative Human Development, 2003–present Associate Faculty, Department of Anthropology, Coordinator of Indigenous Language Programs, Center for Latin American Studies, 1999–2000 Master of the Social Sciences/Associate Dean, the College, UChicago; 1992–2003 Visiting Research Fellow, Max Planck Institute for Psycholinguistics; 1989–1996 Associate Professor, Anthropology; Graduate Group Member, Departments of Psychology and Folklore, 1989–1994 Assistant Professor, Department of Anthropology, University of Pennsylvania.

Overseas Experience: Mexico, Netherlands, Caribbean.

Foreign Language Competency: Spanish-3, Yucatec Maya-4.

Research/Teaching Specialization: Advanced educational psychology, psychological anthropology, linguistic anthropology, Mesoamerican languages and cultures, social science theory and method.

Course Taught: Language, Culture, and Society; Spoken Yucatec Maya; Linguistic Anthropology; Anthropology of Childhood; Lowland Maya History and Ethnography.

Recent Publications:

Language and cognition: the view from anthropology. In Vivian Cook and Benedetta Bassetti (eds.), *Language and Bilingual Cognition* (Abingdon, UK: Routledge, Taylor and Francis Group, 2011).

Language structure, lexical meaning, and cognition: Whorf and Vygotsky revisited. In Barbara C. Malt and Phillip Wolff (eds.), *Words and the Mind: How Words Capture Human Experience* (Oxford University Press, 2010).

With S.Gaskins. “Interaction of language type and referent type in the development of nonverbal classification preferences.” In *Language in Mind: Advances in the Study of Language and Thought*. D. Gentner, S. Goldin-Meadow, eds. (Cambridge MA: MIT Press, 2008).

Distinctions: 2010–2012 National Endowment for the Humanities Grant “Chicago Historical Archive of Mesoamerican Linguistics”; 2008–2009 Andrew W. Mellon Foundation Fellow, Center for Advanced Study in the Behavioral Sciences, Stanford, CA (sabbatical); 2007–2012 US ED International Research and Studies Grant, “Digital Chicago Maya: Modern Spoken Yucatec and K’iche’”; 2008–2009 Andrew W. Mellon supported Fellow, Center for Advanced Study in the Behavioral Sciences; 2007–2008 US ED Technological Innovation and Cooperation for Foreign Information Access Grant; 2006 Guggenheim Fellowship.

Time Latin American Studies: 25%

Theses/Dissertations Supervised Past 5 Years: 30

Lugo, Alejandro: Professor, Anthropology, Tenured. Illinois.

Education: PhD 1995 Stanford University.

Overseas Experience: Argentina, Guatemala, Colombia, Ecuador, Bolivia, Cuba, and Dominican Republic.

Foreign Language Competency: Spanish-5

Research/Teaching Specialization: Culture, power, and identity in the labor lives of working-class peoples (particularly maquiladora workers) in the context of late industrial capitalism as well as in the social lives of ethnic and racial minorities in the context of empire, including the Spanish and the American empires.

Courses Taught: Anthro in a Changing World; Undergraduate Open Seminar; Undergraduate Open Seminar: Latina/o on the Bronze Screen; Sociocultural Anthropology; Border Latina, Latino Cultures; Colonialism & Postcolonialism; Individual Study.

Recent Publications:

"Border Inspections, Then and Now." *Mapping Latina/o Studies: An Interdisciplinary Reader*. Ed. Angharad N. Valdivia and Matthew Garcia. New York: Peter Lang Press, 2012.

"Celebrating and Engaging Renato Rosaldo's Culture and Truth." Spec. iss. of *Aztlan: Journal of Chicano Studies* 37.1. 2012.

Distinctions: 2009 Larine Y. Cowan "Make a Difference Award" for demonstrating "exceptional dedication to and success in promoting diversity and inclusivity through teaching, research, hiring practices, courses, programs, and events, Office of Equity and Access at UI

Grants: Time Latin American Studies: 50%

Dissertations/Theses Supervised past 5 years: 30

Lugo-Ortiz, Agnes: Associate Professor, Romance Languages and Literature, Tenured (2003). UChicago.

Education: BA 1982 Magna Cum Laude, University of Puerto Rico, Río Piedras; MA 1986 Princeton University; PhD 1990 Princeton University.

Academic Experience: 1994-2003 Professor, Dartmouth College; 1990-1994 Assistant Professor, Northwestern University; 1988-1990 Instructor, Northwestern University; 1987 Lecturer and Translator, Princeton University; 1983-1987 Teaching Assistant, Princeton University; 1982 Tutor, University of Puerto Rico.

Overseas Experience: Peru, Bolivia, Thailand.

Foreign Language Competency: Spanish-5

Research/Teaching Specialization: Nineteenth-century Latin American literature, and in nineteenth- and twentieth-century Caribbean cultural history. Relationships between cultural production and the formation of modern socio-political identities.

Courses Taught: Imagining the Nation in Nineteenth-Century Spanish America; Postmodern Sexualities in the Hispanic Worlds; Literature and Ideas in Latin America; Exile and Cultural Translation in the Nineteenth-Century Americas; Cultures and Colonialisms in the Spanish-Speaking Caribbean: 1898 and the Transition between Empires; Literary Theory: Literature and Power, Literature as Power.

Recent Publications:

"Sobre la legitimidad de la violencia en José Martí." Forthcoming in the collection "Hemispheric Cuban Studies: Reflections of Politics, Race, and Culture." Edited by Amalia Cabezas, Ivette Hernández-Torres, Sarah Johnson, and Rodrigo Lazo. (Río Piedras: Ediciones Callejón, January 2011).

"Framing a Forum: Ethnic Studies in the Age of Transnationalism." *PMLA* 122.3 (May 2007): 805-807.

"Introduction" to *Recovering the U.S. Hispanic Literary Heritage Vol. V*. Co-written with Kenya Dworkin y Méndez. Houston: Arte Público Press, 2006.

Distinctions: 1997 Dartmouth College Faculty Fellowship; 1995-1997 Burke Research Award, Dartmouth College; 1991-1992 Ford Foundation Postdoctoral Fellowship for Minority Scholars.

Time Latin American Studies: 100%

Theses/Dissertations Supervised past 5 years: 9

Manalansan IV, Martin: Assistant Professor, Liberal Arts & Sciences, Tenured (1999). Illinois.

Education: PhD 1997 University of Rochester 1997.

Overseas Experience: Philippines; Korea; Canada.

Foreign Language Competency: French-1; Pampango-4; Spanish-3; Tagalog/Pilipino-4; Bahasa-2.

Research/Teaching Specialization: Gender and sexuality, embodiment, migration, globalization.

Courses Taught: Undergraduate Open Seminar; Food, Culture, and Society; Special Topics: Eating America; Topics in Anthropology: Sensory Worlds; Seminar in Anthropology: Senses, Affects & Atmospheres; Special Topics; Individual Study; Thesis Research.

Recent Publications:

Eating Asian America: A Food Studies Reader. New York: New York University, 2013.

"Beyond Authenticity: Rerouting the Filipino Culinary Diaspora." *Eating Asian America: A Food Studies Reader.* 2013.

"The Bakla Returnee." *Figures of Modernity in Southeast Asia.* 2013

Presentations: "The "Caring" Filipino: The Affective Architecture of Filipino Transnational Families," Southeast Asian Families: Transnational Impacts and Local Dynamics Conference, 05/23/2013, Institute for East Asian Studies, Sogang University, Korea; "Queer Dwellings: Migrancy, Precarity and Fabulosity," 01/14/2013, Ateneo de Manila University.

Distinctions: Unit for Criticism & Interpretive Theory Senior Research Fellow, 2012–2014, UI; Conrad Professorial Humanities Scholar 2010–2015.

Grants: William and Flora Hewlett International Research Travel Grant, 2012–2013.

Time Latin American Studies: 25%

Dissertations/Theses Supervised past 5 years: 34

McLean, Alice Musick: Lecturer, French and Portuguese, Other Academic Appointee (2006). UChicago.

Education: BA *cum laude* French and Russian Literature and Music, Davidson College; MA Romance Languages and Literature, University of Chicago; ABD Romance Languages and Literature, University of Chicago.

Academic Experience: 2006-present Administrator of the French Program, 1986–2005 Lecturer, University of Chicago; 1997-1998 Guest Instructor, Wheaton College; 1983-1984 Associate Instructor, Indiana University.

Overseas Experience: France

Foreign Language Competency: French-5, Portuguese-5.

Research/Teaching Specialization: Portuguese, French, Portuguese for Spanish Speakers, French Civilization and Culture.

Courses Taught: Portuguese for Spanish Speakers, Elementary French, Elementary Portuguese

Recent Publications:

With Alan Savage, "Surveying the Survey Course: A Practical Guide." 2001. *The French Review* 74(4):758-769.

With Mark Olsen, "Optical Characters Scanning: A Discussion of Efficiency and Politics." 1993. *Computers and the Humanities* 27: 121-127.

Translated "The Erosion of the Eschatological Myth (1597-1610)" by Claude-Gilbert DuBois in *Humanism in Crisis, the Decline of the French Renaissance.* Ed. Phillipe Desan. Ann Arbor: The University of Michigan Press, 1991: 207-222.

Distinctions: 2013 Chicago Course Connection grant to sponsor a field trip for Portuguese 122, with Ana Lima, spring; 2011 grant from The Consortium for Teaching and Learning to create "Brasil Fala," a student-generated recording component; 2009 College Teaching Innovation Grant; 2009 Consortium for Teaching and Learning Grant; 2008 CARLA Summer Institute Stipend; 1985 The Elizabeth and Meton Backus Prize for graduate study in French, University of Chicago.

Time Latin American Studies: 50%

McCoy, Terry: Affiliated Research Scholar, (2009). Illinois.

Education: PhD 1969 Political Science, University of Wisconsin-Madison; MA 1964 Latin American Studies, Tulane University; BA 1962 History, DePauw University.

Academic Experience: Director, Latin American Business Environment Program in the Center for Latin American Studies; Associate Director, Center for International Business Education and Research (CIBER) in Warrington College of Business Administration; 1985-07 Professor of Latin American Studies and Political Science 1985-96 Director, Center for Latin American Studies, University of Florida; 1978-85 Associate Director, Associate Professor, Center for Latin American Studies, University of Florida; 1975-78 Assistant Director, Center for Latin American Studies, University of Florida; 1971-72 Acting Director, Latin American Area Program, The Ohio State University; 1968-75 Assistant Professor of Political Science, The Ohio State University.

Overseas Experience: Brazil, Chile, Argentina.

Foreign Language Competency: Spanish-4, Portuguese-3.

Responsibilities: Business Outreach Seminars, Workshops and Conferences.

Research/Teaching Specialization: Latin American business environment, Regional trade issues, Inter-American relations

Courses Taught: Business in Brazil

Time Latin American Studies: 100%

Meléndez, Mariselle: Associate Head, Professor of Spanish, Italian, and Portuguese, College of Liberal Arts & Sciences, Tenured (2012). Illinois.

Education: PhD 1993 Spanish American Literature, University of Wisconsin, Madison.

Overseas Experience: Puerto Rico

Foreign Language Competency: Spanish-5.

Courses Taught: LAST 395: Special Topics; LAST 490: Individual Study; LAST 599: Thesis Research; Freshman Honors Tutorial; Latin American Literatures I; Cultural Studies Americas I; Visual Cult Colonial Span Amer; Colonial Span Amer Studies; Advanced Readings in Spanish; Topics for Honors Students; Sem Spanish-American Lit; Special Topics in Spanish; Thesis Research

Recent Publications:

“El fenómeno geográfico de la Ilustración en los periódicos hispanoamericanos del siglo XVIII: redes cosmopolitas y debates transnacionales.” *Sociedad y cultura en a obra de Manuel del Socorro Rodríguez de la Victoria, Nueva Granada 1789–1819*. Ed. Ivan V. Padilla. Bogotá: Universidad Nacional de Colombia, 2012.

“La mujer la prensa ilustrada en los periódicos sudamericanos: 1790–1812.” *Disfraz y pluma de todos. Opinión pública y cultura política. Siglos XVIII-XIX*. Ed. Francisco Ortega. Bogotá: Universidad Nacional de Colombia, 2012.

“Teorizando la nación: Patriotismo y saber intelectual en tres periódicos suramericanos del siglo XVIII.” *Estudios coloniales latinoamericanos en el siglo XXI: Nuevos itinerarios*. Ed. Stephanie Kirk. Pittsburgh: University of Pittsburgh, 2011.

Deviant and Useful Citizens: The Cultural Production of the Female Body in Eighteenth-Century Peru. Nashville: Vanderbilt University Press, 2011.

Distinctions: Conrad Humanities Scholar Award, UI, College of Liberal Arts and Sciences, Award includes honorary title and funding for research and scholarship (2011–2016).

Grants: School of Literatures, Cultures, Linguistics, to organize the conference “Geographies of Risk,” 2010, \$5000; Program for Cultural Cooperation between Spain’s Ministry of Culture and United States Universities. to organize the conference “Geographies of Risk,” 2010, \$2000

Time Latin American Studies: Latin America: 100%

Dissertations/Thesis Supervised past 5 years: 8

Menendez, Alicia S.: Associate Professor, Harris School of Public Policy Studies, Tenured; Principal Research Scientist, International Projects Department, National Opinion Research Center (2009). UChicago.

Education: BA 1986 Economics Universidad Nacional de Buenos Aires; PhD 1998 Economics, Boston University.

Academic Experience: 2003–2009 Research Associate (Assistant Professor), Harris School of Public Policy Studies, 2003–2009 Lecturer in Economics, 2013–present Steering Committee, Center for Global Health, 2011–present Executive committee member, Center for Interdisciplinary Inquiry & Innovation in Sexual and Reproductive Health (Ci3), 2008–present Faculty Affiliate, Population Research Center, University of Chicago; 2008–present Affiliate, South African Labour Development Research Unit, University of Cape Town.

Overseas Experience: Argentina, South Africa.

Foreign Language Competency: Spanish-5, English-5, French-3

Research/Teaching Specialization: Development Economics, Labor Economics, Latin America and Africa.

Courses Taught: Development Economics: Latin American Topics, Topics in Latin American Economies, Department of Economics, Latin American Economic Development.

Recent Publications:

“Early childbearing, human capital attainment and mortality risk,” 2013, forthcoming *Economic Development and Cultural Change*, January 2015 (with Cally Ardington, and Tinofa Mutevedzi).

“Paying the Piper: The High Cost of Funerals in South Africa,” 2013 Working Paper 14456 (with A. Case, A. Garrib and A. Olgiati), *Economic Development and Cultural Change*, October 2013, 62:1.

“Sex Differences in Obesity in Poor Countries: Evidence from South Africa,” July 2009, forthcoming in *Economics and Human Biology*, (with Anne Case).

Distinctions: 2013–2015 National Science Foundation (NSF): Interdisciplinary Methodologies for Evaluation of Game-Based STEM learning; 2012–2014 Population, reproductive health and economic development program (PopDev). Population Reference Bureau: Fertility Timing and Women’s Economic Outcomes in South Africa; 2011–2012 International Development Research Centre Social Protection and labour market outcomes of the youth in South Africa; 2011–2012 Population Research Center, UChicago, Research Grant: Social protection and labor market outcomes in South Africa: Employment and Youth Transitions to the Marketplace.

Time Latin American Studies: 50%

Theses/Dissertations Supervised past 5 years: 9

Miraftab, Faranak: Professor, Urban and Regional Planning, Tenured (2012). Illinois.

Education: PhD 1995 UC Berkeley.

Overseas Experience: Mexico; South Africa; Chile; Australia; Canada; Norway; Iran; Togo.

Foreign Language Competency: English-5; Farsi-5; Spanish-5; Norwegian-5.

Research/Teaching Specialization: Immigration, transnationalism, globalization urban development, community development, citizenship, gender.

Courses Taught: Special Topics; Individual Study; Thesis Research; Cities in a Global Perspective; Intro International Planning; Neurus Research Seminar; International Planning Seminar.

Recent Publications:

Cities of the Global South Reader. Routledge, 2014.

Cities and Inequalities in a Transnational World. 2014.

“Displacement: Framing the global relationally.” *Framing the Global: Entry Points for the Search*. Bloomington: Indiana University Press, 2014.

Presentations: “Historicizing Contemporary Struggles over Urban (Re)development: Does it Make a Difference?, “Renewing Urban Renewal: Policies, Politics, and Innovations Conference, 10/01/2012, Univesidad de los Andes, Bogotá, Colombia.

Distinctions: 2014 Center for Advanced Studies Associate, UI; Between Homeland and Heartland, 2012 Illinois Program for Research in Humanities Fellow in Residence, UI.

Grants: Campus Research Board, UI, A Multi-Sited Study of Transnational Community Development: Illinois, Togo and Mexico, 2010, \$24000; Creative Research Award, FAA, UI, A multi-Sited Ethnographic Study of Transnational Community Development: Illinois, Mexico and Togo, 2010, \$8000.

Time Latin American Studies: 60%

Dissertations/Theses Supervised past 5 years: 8

Molina-Guzmán, Isabel: Associate Professor, Media, Tenured (2007). Illinois.

Education: PhD 2000 University of Pennsylvania, Annenberg School.

Foreign Language Competency: Spanish-5.

Research/Teaching Specialization: Social construction of identity and contemporary popular culture. Latinas in the media, U.S. immigration politics, media commodification of racialized ethnic communities.

Courses Taught: Commodifying Difference; Social Aspects of Media; Latina/o Media in the US; Individual Study: Special Topics; Special Topics; Special Topics: Gender, Body, Power.

Recent Publications:

“Salma Hayek’s celebrity story: Mainstream cultural production as commodity activism.” *Commodity Activism Cultural Resistance in Neoliberal Times*. Ed. Roopali Mukherjee and Sarag Banet-Weiser. New York: NYU Press, 2012.

“Commodifying Black Latinidad in US Film and Television.” *Popular Communication* 11.3 (2013): 211–226.

Presentations: “Salma Hayek and the Commodity Exchange of Latinidad in the Neoliberal Era,” International Communication Association, 05/01/2011, Boston, MA; “From Supreme Court Justice to Avatar: Recentering the Gender and Racial Politics of Latinidad,” International Communication Association, 10/01/2010, Boston, MA.

Distinctions: Outstanding Teacher Selected by University of Illinois students based on evaluation scores.

Grants: Research Board Award, UI, 2012–2013, \$39200; Research Board Award, 2006–2007, \$16320.

Time Latin American Studies: 75%

Dissertations/Theses Supervised past 5 years: 6

Montrul, Silvina: Professor, Liberal Arts & Sciences, Tenured (2005). Illinois.

Education: PhD 1998 McGill University.

Overseas Experience: Argentina.

Foreign Language Competency: English-3; French-1; Spanish-3.

Research/Teaching Specialization: Language acquisition, first, second, bilingualism, first language loss.

Courses Taught: Theoretical Foundations of SLA; Intro to Hispanic Linguistics; Bilingualism; Advanced Readings in Spanish; Special Topics in Spanish.

Recent Publications:

“How native are heritage speakers? A look at gender agreement in Spanish.” *The Heritage Language Journal* 10.2, 15–39 (2013).

Montrul, Silvina, Justin Davidson, Israel de la Fuente, and Rebecca Foote. “Early language experience facilitates gender agreement processing in Spanish heritage speakers.” *Bilingualism: Language and Cognition* 17.1, 118–138 (2014).

Presentations: Yoon, J., Kim, M.Y., Kim, E. and Montrul, S. “On-line and off-line binding properties of Korean reflexives by heritage Korean speakers,” 2nd International Conference on Heritage/Community languages, University of California, Los Angeles, 03/07/2012; Ionin, T., Grolla, E., Santos, H. and Montrul, S. Plural “NP interpretation in third language acquisition of Brazilian Portuguese” (poster), 38th Annual Boston University Conference on Language Development, Boston University, 11/03/2013.

Distinctions: 2012, University Scholar. University of Illinois System-wide award for demonstrated excellence in scholarship, teaching, and leadership.

Grants: National Science Foundation, BCS, Perception, Action and Cognition, \$391376.

Time Latin American Studies: 100%

Dissertations/Theses Supervised past 5 years: 17

Moodie, Ellen: Associate Professor, LAS, Tenure-Eligible (2011). Illinois.

Education: PhD 2002 University of Michigan.

Overseas Experience: El Salvador, Guatemala, Honduras, Nicaragua, Costa Rica, Mexico, U.S.A.

Foreign Language Competency: English-5; Spanish-4.

Courses Taught: Anthro in a Changing World; Latin American Cultures; Anthropology of Crime; Contemporary Central America; Ethnog.Instability & insecurity; Illinois Anthropology; SC Theory & Ethnography I; Social Theory; Special Topics; Individual Study; Thesis Research.

Research/Teaching Specialization: Crime and violence and human rights, democracy, activism Middle-classes/class discourse, narrative Anthropological theory.

Recent Publications:

“Unknowing the Other: A Short Essay on Criminalization through Narrative in Postwar El Salvador.” *Post-Conflict Studies: An Interdisciplinary Approach*. New York: Routledge, 2014.

Presentations: “La violencia en los tiempos de la paz: Vidas cotidianas y políticas públicas,” 09/25/2013, El Salvador; “Participación de jóvenes de la clase media de clase media en la sociedad civil de El Salvador,” Fundación Salvadoreña para el Desarrollo Económico y Social, 07/24/2013, El Salvador.

Distinctions: University of Illinois Campus Research Board grants (2006, 2009).

Grants: National Science Foundation Cultural Anthropology Program, 2010–2013; Humanities Release Time, 2012; Campus Research Board Award, 2010.

Time Latin American Studies: 100%

Dissertations/Theses Supervised past 5 years: 11

Mueller, Gregory M.: Lecturer, Committee on Evolutionary Biology, Other Academic Appointee (1994). UChicago.

Education: BA 1976 Botany, Southern Illinois University, Carbondale; MS 1979 Botany, Southern Illinois University, Carbondale; Ph.D. 1982 Botany, University of Tennessee, Knoxville.

Academic Experience: 2013-present Negaunee Foundation Vice President, Science, Chicago Botanic Garden; 2009-present Research Associate, The Field Museum; 2009-present Adjunct Professor, Northwestern University; 1995-present Adjunct Professor, University of Illinois, Chicago; 2009-2013 Vice President, Science and Academic Programs, Chicago Botanic Garden; 2009-present Curator, Mycology, The Field Museum.

Overseas Experience: Costa Rica, Guatemala, Honduras, Panama, Puerto Rico, Argentina, Brazil, Chile, Ecuador, Colombia, Venezuela, Germany, the Netherlands, Portugal, Russia.

Foreign Language Competency: Spanish-3.

Research/Teaching Specialization: Systematics, biogeography, ecology, and conservation of macrofungi; fungal biodiversity; mycorrhizas.

Recent Publications:

Keirle, M.R., P.G. Avis, D.E. Hemmes, and G.M. Mueller. Limited divergence in the spatially subdivided island population of the Hawaiian mushroom *Rhodocollybia laulaha*. Botany (in press)

Wilson, A.W., M.C. Aime, J. Dierks, G.M. Mueller, T.W. Henkel. 2012 *Craterellus* and *Cantharellus* in Guyana I. New Species, distribution records, and a synopsis of known taxa. *Mycologia* 104: 1466-1477.

Tullos, R.E., R.E. Halling, and G.M. Mueller. 2011. Studies in *Amanita* (*Amanitaceae*) of Central America. I. Three new species from Costa Rica and Honduras. *Mycotaxon* 117: 165-206.

Edible Wild Mushrooms of Illinois and Surrounding States, with J. McFarland (University of Illinois Press: Illinois, 2009).

Distinctions: 2011 Fellow, Mycological Society of America; 2008 Fulbright Senior Fellow, Fulbright Scholar Program; 1992 Alexopoulos Prize, awarded by the Mycological Society of America.

Time Latin American Studies: 50%

Theses/Dissertations Supervised past 5 years: 2

Mufwene, Salikoko S.: Frank J. McLoraine Distinguished Service Professor of Linguistics, Tenured (2004). UChicago.

Education: BA 1973 National University of Zaire; PhD 1979 Linguistics, University of Chicago.

Academic Experience: 1991-2003 Full Professor, University of Chicago; 1991 Professor, University of Georgia.

Overseas Experience: Jamaica

Foreign Language Competency: French-4, Gullah-3, Bantu-2.

Courses Taught: The Ecology of Language Evolution; Language and Globalization; Cultural Consequences of Colonization; Language and Communication; The Development of Creole Vernaculars and Cultures; Dialect Voices in Literature.

Research/Teaching Specialization: Language evolution, from a population genetics and ecological perspective; development of creoles; language endangerment; colonization, globalization, and language; semantics and syntax; major languages of study: English, Gullah, African American English, Caribbean English creoles.

Recent Publications:

Colonisation, globalisation, vitalité du français, co-edited with Cécile B. Vigouroux (Odile Jacob, Paris, 2014).

Globalization and language vitality: Perspectives from Africa, co-edited with Cécile B. Vigouroux (Continuum Press, 2008).

Iberian imperialism and language evolution in Latin America, edited volume (UChicago Press, in press).

“Some offspring of colonial English are creole.” In *Vernacular universals vs. contact-induced language change*, ed. by Juhani Klemola, Markku Filppula, & Heli Paulasto (Routledge, 2009).

“Kituba, Kileta, or Kikongo: What’s in a name?” In *Le nom des langues III. Le nom des langues en Afrique subsaharienne : pratiques dénominations, catégorisations. Naming Languages in Sub-Saharan Africa: Practices, Names, Categorisations*, ed. by Carole de Féral, 211-222. Louvain-la-Neuve: Peeters, BCILL 124, 2009.

Distinctions: 2012 Professor, 4th International 3L Summer School on Endangered Languages, Université Lumière, France; 2010–2011 Fellow, Institute for Advanced Study, Collegium de Lyon; 2009 Visiting Professor, University of Sao Paulo; 2006 Professeur Invité, Institut Universitaire de France; 2005–2006 Professeur Invité, Université des Antilles et de la Guyane in Martinique; 2003 Médaille du Collège de France.

Time Latin American Studies: 25%

Oliver, M Cynthia: Associate Professor, Fine and Applied Arts, Tenured (2000). Illinois.

Education: PhD 2003 New York University.

Overseas Experience: US Virgin Islands.

Foreign Language Competency: Spanish-2.

Research/Teaching Specialization: Caribbean performance; Dance theatre in the US and Caribbean; Choreography in North America and the African Diaspora; Contemporary dance in North America.

Courses Taught: Special Topics; Individual Study; Thesis Research.

Recent Publications:

Queen of the Virgins: Pageantry and Black Womanhood in the Caribbean. Jackson: University Press of Mississippi, 2009.

“Rigidigidim De Bamba De: A Calypso Journey From Start to” *Caribbean Dance* vol 2. Gainesville: University Press of Florida, 2009.

Distinctions: Rockefeller Multi Arts Production Award; New England Foundation National Dance Production Touring Award; National Performance Network Creation Fund Award; Creative Research Award (UI); Research Board (UI); Pew Foundation Dance Advance Award (through the Painted Bride Arts Center, Philadelphia PA); Andrew Mellon Choreography Commission through Danspace at St. Mark’s (New York, NY)

Time Latin American Studies: 75%

Orta, Andrew: Associate Professor, LAS, Tenured (2003). Illinois.

Education: PhD 1996 University of Chicago.

Overseas Experience: Bolivia; Ecuador; Peru; Nicaragua; Mexico; Brazil.

Foreign Language Competency: Spanish-4; Portuguese-2; Aymara-2.

Research/Teaching Specialization: Andean ethnography and history; anthropology of neoliberalism; anthropology of religion; ethnicity; economic anthropology; business anthropology; globalization.

Courses Taught: Anthro in a Changing World; Sociocultural Anthropology; Seminar in Anthropology: Illinois Anthropology; Seminar in Anthropology: Social Theory & Ethnography; Special Topics; Individual Study; Thesis Research.

Presentations: “Margins of difference: MBA training and the ‘value chain of culture,’” Transnational Workshop, 04/22/2011, UI; “Vulgar citizens: local Christianity, auto-reducciones and the repertoires of neoliberalism,” 30th International Congress of the Latin American Studies Association, 05/23/2012, San Francisco; “Divining the ‘Bottom of the Pyramid’: Management Theory and Local Christianities in a Post-Global World,” annual meetings of the Société Internationale de Sociologie, 06/28/2013, Finland.

Grants: Hewlett International Conference Grant, UI, for the conference, Sovereignty and Autonomy in the Western Hemisphere: A Keynote Conference, 2010; Proposal for funding as a National Resource Center and Foreign Language and Area Studies Fellowship under Title VI of the Higher Education Act of 1965, 2010–2013, to US/ED, PI for consortium of the Center for Latin American and Caribbean Studies, \$3,633,096.

Time Latin American Studies: 100%

Dissertations/Theses Supervised past 5 years: 10

Palmié, Stephan: Professor, Anthropology, Tenured (2003). UChicago.

Education: MA 1984 American Cultural History, University of Munich; PhD 1989 Social Sciences; Habil; 1999, University of Munich.

Academic Experience: 2013–present Chair, Department of Anthropology, 2003–2010 Associate Professor of Anthropology, University of Chicago; 2002 Associate Professor, Department of History, University of Maryland; 1997–2002 Assistant Professor, Department of History, University of Maryland; 1991–1994 Assistant Professor, Department of American Cultural History, University of Munich.

Overseas Experience: Cuba, Germany.

Foreign Language Competency: German-5, Spanish-4.

Research/Teaching Specialization: Historical anthropology/anthropology of history; racializing ideologies and practices; African-American and Afro-Caribbean anthropology; migration studies; the black Atlantic world; history of the Caribbean; colonial Latin American history.

Courses Taught: Hybridity; Anthropology of the Afro-Atlantic World; Slavery and Unfree Labor; Colonial Latin American History; History of the Caribbean; Processes of Societalization and Culture-Building in the History of African-Caribbean Religions; Religion and Social Change in African-Caribbean Societies.

Recent Publications:

The Cooking of History: How Not to Study Afro-Cuban Religion (Chicago: University of Chicago Press 2013).

Palmié, Stephan and Francisco Scarano (eds.) *The Caribbean: A History of the Region and Its Peoples*. (Chicago: University of Chicago Press 2011).

“The Eyamba of North Fairmount Avenue, the Wizard of Menlo Park, and the Dialectics of Ensoniment: An Episode in the History of an Acoustic Mask” forthcoming in: Paul C. Johnson (ed.) *Spirited Things: The Work of “Possession” in Black Atlantic Religion* (Chicago: University of Chicago Press).

“Historicist Knowledge and its Conditions of Impossibility” in: Diana do Espírito Santo and Ruy Llera Blanes (eds.) *The Social Life of Spirits* (Chicago: University of Chicago Press, 2013).

“Mixed Blessings and Sorrowful Mysteries: Second Thoughts about ‘Hybridity’” *Current Anthropology* 54:463–482, 2013 (with CA comments)

“Signal and Noise: Digging up the Dead in Archaeology and Afro-Cuban Palo Monte” *Archaeological Journal from Cambridge* 28, 2013: 115–131.

Distinctions: 2013 Neubauer Collegium Award; 2012 Fellowship, Swedish Collegium for Advanced Studies; 2010 Llewellyn John and Harriet Manchester Quantrell Award for Excellence in Undergraduate Teaching.

Grants: 2000 University of Maryland General Research Board Summer Grant

Time Latin American Studies: 100%

Theses/Dissertations Supervised past 5 years: 7

Parsons, Marilyn: Professor, Education, Tenured (2005). Illinois.

Education: PhD 1977 Cultural Foundations of Education, University of Utah.

Overseas Experience: Indonesia; Argentina; China; Spain.

Foreign Language Competency: Spanish-2.

Research/Teaching Specialization: multicultural/global education; social studies education; teacher education reform.

Recent Publications:

Dialogue and difference in a teacher education program: A 16-year sociocultural study of a PDS. 2012.

“Focus on Policy: Dreaming of collaboration.” *Language Arts* (2010) .

“Doctoral students as boundary spanners: Complexity and ambiguity for university supervisors within an M.Ed./PDS project.” *School-University Partnerships* (2009).

Presentations: “Action Research as a Viable Research Method for Dissertations,” Graduate Faculty Colloquium, 05/22/2011, Semarang, Indonesia; “Narrative Dialogue and Teacher Leadership for Social Justice: Re-Storying to Understand,” Fifth Annual Congress of Qualitative Inquiry, 05/13/2012; “Teacher Leadership for Social Justice,” Fifth Annual Congress of Qualitative Inquiry, 05/13/2012.

Distinctions: Teacher ranked as excellent for each semester for 5 years.

Grants: Fulbright Senior Scholar, 2011, Indonesia.

Time Latin American Studies: 70%

Dissertations/Theses Supervised past 5 years: 23

Paschel, Tianna: Neubauer Family Assistant Professor, Department of Political Science, Tenure-track(2012). UChicago.

Education: BA 2003 University of California-Los Angeles; MA 2005 Latin American Studies, UCLA; MA 2007 Sociology, University of California-Berkeley; PhD 2011 Sociology, University of California-Berkeley.

Academic Experience: 2011-2012 Postdoctoral Fellow, Department of Political Science, University of Chicago.

Overseas Experience: Colombia and Brazil.

Foreign Language Competency: Spanish-5; Portuguese-5.

Research/Teaching Specialization: Comparative race and ethnicity, political sociology, social movements, development and globalization, Latin America and qualitative research methods.

Courses Taught: Race and Ethnic Politics in Comparative Perspective; The Politics of Blackness in the Americas; Power, Identity and Resistance (social theory); Ethnic Rights as Human Rights; Political Ethnography: A Qualitative Methods Graduate Seminar.

Recent Publications:

“‘The Beautiful Faces of My Black People’: Race, Ethnicity and the Politics of Colombia's 2005 Census.” *Ethnic and Racial Studies*, May 2013, ahead of print.

“The Right to Difference: Explaining Colombia’s Shift from Color-Blindness to the Law of Black Communities,” *American Journal of Sociology*, 116:3.2010.

“Contesting Politics as Usual: Black Social Movements, Globalization, and Race Policy in Latin America,” with Mark Sawyer. *SOULS Interdisciplinary Journal of Black Politics, Society and Culture*, 10:3, 197-214, 2008 (First author), reprinted in *Social Movements in the African Diaspora*, edited by Leith Mullings, Palgrave Macmillan Press (2010).

“Pan-Afro-Latin African Americanism Revisited: Legacies and Lessons for Transnational Alliances in the New Millennium,” with Judith Morrison and Darien Davis, in *Re-Examining the Black Atlantic: Afro-Descendants and Development* edited by Bernd Reiter: Michigan State University Press.

Distinctions: 2012 Center for Race, Culture and Politics, UChicago; 2008 U.S. Fulbright Award to Colombia; 2008–2010 Mellon Dissertation Fellowship; 2007–2010 Ford Pre-doctoral Diversity Fellowship; 2006–2007 National Science Foundation Fellowship (Honorable Mention).

Grants: 2013 Social Science Division Grant, UChicago.

Time Latin American Studies: 75%

Patterson, Bruce D.: Lecturer & Adjunct Professor, Committee on Evolutionary Biology, Other Academic Appointee (1996) & Biological Sciences (1988). UChicago.

Education: BS 1974 Biology, St. Lawrence University; MS 1978 Biology, New Mexico State University; PhD 1981 Biology, New Mexico State University.

Academic Experience: 1996-present MacArthur Curator of Zoology, the Field Museum, Chicago; 1993-present Adjunct Professor, University of Illinois; 1993-present Visiting Professor, Museo de Historia Natural, Universidad Nacional Mayor de San Marcos, Peru.

Overseas Experience: Kenya, Ecuador, Peru, Chile, Brazil, Bolivia, Malaysia, Madagascar.

Foreign Language Competency: Spanish-4.

Research/Teaching Specialization: Systematics and biogeography of Neotropical mammals; coevolution and host-parasite systems; conservation biology.

Courses Taught: Conservation Biology; Biogeography; Research at the Field Museum; Mammalian Radiations; Carnivore Biology.

Recent Publications:

Family Caenolestidae, shrew-opossums. *In Handbook of Mammals of the World, Vol. 5. Monotremes and Marsupials*, D.E. Wilson, ed. (Lynx Editions, Barcelona, in Press).

Patterson, B.D., P. Teta & M.F. Smith. In press. *Abrothrix in Mammals of South American, Vol. 2*, J.L. Patton, ed. (University of Chicago Press, Chicago).

Distinctions: 2013 NSF, "Dissertation Research Fossils and phylogeny: investigating the timing of diversification in a diverse lineage of Neotropical rodents"; 2010–2011 Grainger Foundation, "An international symposium to initiate interdisciplinary collaborations with the Universiti Malaysia Sarawak (UNIMAS)".

Time Latin American Studies: 50%

Theses/Dissertations Supervised past 5 years: 13

Punyasena, Surangi: Assistant Professor, Plant Biology, Tenured (2008). Illinois.

Education: PhD 2007 Evolutionary Biology, University of Chicago.

Overseas Experience: Central America, Northern South America.

Foreign Language Competency: Spanish-2; French-2; Sinhala-2.

Courses Taught: Biogeography, Discussions in Plant Biology, Special Topics: Plant Response to Environmental Change, Readings in Paleoecology.

Research/Teaching Specialization: The role that climate has played in the long-term evolution of Neotropical forests, primarily through the reconstruction of paleoecological and macroevolutionary trends of individual plant clades from the fossil pollen record

Recent Publications:

Punyasena, S.W., D.K. Tchong, "C. Wesseln, and P. G. Mueller. Classifying black and white spruce pollen using layered machine learning." *New Phytologist*, 2012. 196(3): 937–944.

Punyasena, S. W., C. Jaramillo, F. de la Parra, and Y. Du. "Probabilistic correlation of single stratigraphic samples – a generalized approach for biostratigraphic data." *AAPG Bulletin*, 2012. 96(2): 235–244.

Punyasena, S. W., J. W. Dalling, C. Jaramillo, and B. L. Turner. Comment on "The response of vegetation on the Andean flank in western Amazonia to Pleistocene climate change." *Science*, 2011. 333(6051).

Presentations: "Quantitative approaches to pollen analysis: the role of super-resolution microscopy, machine learning, and bioimage informatics," September 2013, 2nd International APLE-APLF Congress; Pollen Spore and Master Class, Palynology Society – AASP, Utrecht University, Netherlands, 07/08/2013.

Distinctions: National Center for Supercomputing Applications (NCSA) Institute for Advanced Computing Applications and Technologies (IACAT) Fellow (2012-2013) Arnold O. Beckman Research Award, University of Illinois (2011)

Grants: National Science Foundation BIO-ABI Advances in Biological Informatics, 2013, \$1,100,000; Institute for Advanced Computing Applications and Technologies, 2012, \$25000; National Science Foundation BIO-EF Macrosystems Biology, 2012, \$223129.

Time Latin American Studies: 75%

Dissertations/Theses Supervised past 5 years: 3

Raffaelli, Marcela: Professor, ACES, Tenured (2008). Illinois.

Education: PhD 1990 Human Development, University of Chicago.

Overseas Experience: Brazil; Mexico.

Foreign Language Competency: Portuguese-5; Spanish-3.

Research/Teaching Specialization: Adolescent development; international families; immigration.

Courses Taught: Families in Global Perspective; Seminar: Brazilian Families Study Tour.

Recent Publications:

“Depression, family support, and body mass index in Mexican adolescents.” *Interamerican Journal of Psychology* 47 (2013).

“Gender and age-related differences in depressive symptoms and health behaviors among Mexican youth.” *Interamerican Journal of Psychology* 47 (2012).

“Perceived stress, social support, and depression: A test of the stress-buffering hypothesis in a Mexican sample.” *Journal of Research on Adolescence* 23 (2013).

Presentations: “Children exposed to multiple risks and the protective role of social support,” National Council on Family Relations, 11/01/2013, San Antonio, TX; “Mothers’ reasons to divorce from abusive and non-abusive spouses,” National Council on Family Relations, 11/01/2013, San Antonio, TX.

Distinctions: Visiting Scholar, Universidade Federal do Rio Grande do Sul, 2007

Grants: W. T. Grant Foundation, 2010–2013, \$640034; W. T. Grant Foundation, 2013, \$699806; U.S. Department of Agriculture, Cooperative State Research, Education and Extension Service, 2012, \$12450.

Time Latin American Studies: 100%

Dissertations/Theses Supervised past 5 years: 3

Ribot, Jesse: Professor, LAS, Tenured (2008). Illinois.

Education: PhD 1990 UC Berkeley.

Overseas Experience: Senegal; East Africa; Mali; Guinea; The Gambia; Burkina Faso; Ghana; Cameroon; Uganda; Zimbabwe; Kenya; DRC; Mozambique; South Africa; Denmark.

Foreign Language Competency: French-4; Portuguese-2; Wolof-2; Pulaar-2.

Research Specialization: Climate and Vulnerability, Rural Democracy, Natural Resource Access.

Courses Taught: Social Vulnerability and Climate Change, Democracy and the Environment.

Recent Publications:

“Repertoires of Domination: Decentralization as Process in Botswana and Senegal.” *World Development* 39.3 (2011).

“Participation Without Representation: Chiefs, Councils and Forestry Law in the West African Sahel.” *The Participation Reader*. London: Zed Books, 2011.

Presentations: “Explaining their Emergence, Examining their Effectiveness,” UNITAR Workshop on Rights in Environmental Governance, 04/01/2013, Yale; “Humor, Irony and Subordination: Farce of the Commons,” IASC Africa, 04/01/2013, Cape Town

Distinctions: SUTROFOR (Sustainable Tropical Forestry) Erasmus Mundus Scholarship, University of Copenhagen, May 2012–August 2013; National Academy of Sciences Panelist – Climate Change and National Security, Feb. 2012

Grants: Swedish International Development Cooperation Agency (SIDA) Grant to CODESRIA, 2011–2014, \$10,000,000

Time Latin American Studies: 35%

Dissertations/Theses Supervised past 5 years: 3

Rosas, Gilberto: Assistant Professor, College of Liberal Arts & Sciences, Tenured (2007). Illinois.

Education: PhD 2004 Anthropology, University of Texas at Austin.

Overseas Experience: Mexico.

Foreign Language Competency: Spanish-5; Portuguese-2.

Research/Teaching Specialization: Borders, migration, security, insecurity.

Courses Taught: Anthro in a Changing World; Gender & Latina/o Migration; Border Latina, Latino Cultures; Contemp Issues in Mexican Anth; Methods & Social Justice; Culture Contingency and Race; State and Governance; Gender & Latina/o Migration.

Recent Publications:

“Terrorism and Migration.” *The Oxford Encyclopedia of Latinos and Latinas in Contemporary Politics, Law, and Social Movements*. New York: Oxford University Press, 2014.

“The Borders of In-Security.” *American Anthropologist* 116.1 (2014).

Presentations: “Barrio Libre: Cholos, Chántaros, and the Criminal Abandonments of the New Frontier,” 11/04/2013, Duke University; “Barrio Libre: Cholos, Chántaros and the Criminal Abandonments of the New Frontier,” 04/18/2013, Scottsdale, AZ.

Distinctions: Fellowship at the Center for the Study of Race, Politics, and Culture at the University of Chicago; Invited plenary at the 2014 Society for Cultural Anthropology in Detroit.

Grants: Office of the Vice Chancellor for Academic Research, Campus Research Board, UI, “The New Refugees: Wealth and Security at the New Frontier,” 2013.

Time Latin American Studies: 50%

Dissertations/Theses Supervised past 5 years: 2

Ross, Richard: Professor, Law, Tenured (2004). Illinois.

Education: PhD 1998 Yale University.

Overseas Experience: England; Israel.

Research/Teaching Specialization: American and British Legal History; comparative empires and law.

Recent Publications:

“Reconstructing Early Modern Notions of Legal Pluralism.” *Legal Pluralism and Empires, 1500–1850*. New York: NYU Press, 2013.

“Spanish American and British American Law as Mirrors to Each Other: Implications of the Missing Derecho Británico Indiano.” *New Horizons of Spanish Colonial Law: Contributions to Transnational Early Modern Legal History*. Frankfurt: 2013.

“Empires and Legal Pluralism: Jurisdiction, Sovereignty, and Political Imagination in the Early Modern World.” *Legal Pluralism and Empires, 1500–1850*. 2013.

Presentations: “Spanish American Law in Transnational Perspective: A View from the British Empire,” New Horizons of Spanish Colonial Law Conference, 06/01/2012, Max Planck Institute for European Legal History, Berlin, Germany; “Modern and Early Modern Notions of Legal Pluralism,” Van Leer Institute Workshop, 06/01/2012, Jerusalem, Israel; “Distinguishing Eternal and Transient Law in Early Modern England: The Judicial Laws of Moses,” Shalem Center Faculty Seminar, 05/01/2012, Jerusalem, Israel; “Distinguishing Eternal and Transient Law in Early Modern England: The Judicial Laws of Moses,” Law School Faculty Colloquium, 05/01/2012, Hebrew University, Jerusalem, Israel.

Distinctions: Carroll Hurd article prize, University of Illinois College of Law (2013)

Time Latin American Studies: 50%

Salo, Ken: Lecturer, ACES, Lecturer or Adjunct (2006). Illinois.

Education: LLM 2001 University of Cape Town.

Overseas Experience: South Africa; Malawi; Tanzania.

Research/Teaching Specialization: Environmental justice, environmental racism, law and international environmental policy, global justice movements, international development and planning, and negotiation and conflict management.

Courses Taught: Cities & Insurgent Citizenship; Global Studies Seminar Abroad: Cape Town, South Africa; Global Studies Seminar Abroad: Gtbl Stds-Cape Town, S Africa; Global Studies Seminar Abroad: Global Studies in Africa; Global Studies Seminar Abroad: S Africa Cape Town; Undergraduate Open Seminar: Human Rights and the City; Social Inequality and Planning; Urban Planning Research.

Recent Publications:

“Resurgent Local Legalities.” *New Agricultural Network Newsletter* (2004).

“Reinterpreting Organic as Alternate to Industrial Food.” *Agro-Ecology Newsletter* 13.3 (2004).

Distinctions: Teaching Excellence Award, UI, 2007

Time Latin American Studies: 50%

Santana, Mario: Associate Professor of Spanish, Romance Languages and Literatures. Tenured (1994). UChicago.

Education: BA 1983 Philosophy University of Barcelona (Spain); MA 1988 Romance Languages, University of Georgia; MPhil 1991 Columbia University; PhD 1994 Spanish Literature, Columbia University.

Academic Experience: 2006 Visiting Associate Professor, Dept. of Romance Languages and Literatures, Harvard University; 1994-2001 Assistant Professor of Spanish, University of Chicago; 1988-1994 Preceptor, Columbia University; 1991-1994 Spanish Language Assistant, Sarah Lawrence College; 1986-1988 Graduate Teaching Assistant, University of Georgia.

Overseas Experience: Spain.

Foreign Language Competency: Spanish-5, Catalan-4, French-3.

Research/Teaching Specialization: Nineteenth- and Twentieth-Century Spanish Literature; Twentieth-Century Latin American Literature; Catalan Literature; Spanish Cinema; Literary History; Reception Theory; Narratology; Systemic and Empirical Approaches to Literature; Nationalism.

Courses Taught: Hispanisms: The Construction of Spanish Literature; Narratives of the Spanish Transition; Spain and Latin America: Interliterary Relations; Crime and Literature: Detective Fiction in Latin America and Spain; Fiction and Representation: The Discourse of Realism; Introduction to Modern Latin American Literature; Cervantes' *Don Quixote* and the Poetics of the Novel; Intermediate Spanish Language.

Recent Publications:

“Implementing Iberian Studies: Some Paradigmatic and Curricular Challenges.” *Iberian Modalities: A Relational Approach to the Study of Culture in the Iberian Peninsula*. Ed. Joan Ramon Resina. (Liverpool: Liverpool UP, 2013).

“La inversión del western en *Gary Cooper que estás en los cielos*, de Pilar Miró.” *Gynocine: Teoría de género, filmología y praxis cinematográfica*. Ed. Barbara Zecchi (Zaragoza and Amherst: Prensas Universitarias de Zaragoza & University of Massachusetts Amherst, 2013).

“Literaturas nacionales y literaturas nacionalizadas: Consideraciones en torno a la recepción del boom hispanoamericano en España.” *Estudios transatlánticos postcoloniales*. Ed. Ileana Rodríguez and Josebe Martínez (Barcelona: Anthropos, forthcoming in 2013).

“Los mercados de las literaturas en España: La producción literaria.” *Revista de ALCES XXI: Journal of Contemporary Spanish Literature & Film* 0 (2012): 231-251.

Distinctions: 2009 College Teaching Innovation Grant, University of Chicago; 2002 Llewellyn John and Harriet Manchester Quantrell Award for Excellence in Undergraduate Teaching, University of Chicago.

Time Latin American Studies: 50%

Theses/Dissertations Supervised past 5 years: 19

Santos, Carla: Associate Professor, Applied Health Science, Tenured (2002). Illinois.

Education: PhD 2002 The Pennsylvania State University.

Overseas Experience: Portugal.

Foreign Language Competency: Portuguese-5; French-3; Spanish-4; Italian-3.

Research Specialization: Socio-cultural and political aspects of tourism, personalized worlds of experience guided by tourism representations, ideological forces that shape and organize tourism representations.

Courses Taught: Special Topics; Individual Study; Thesis Research.

Recent Publications:

“Authenticity issues in urban tourism: Concepts and implications.” *Korean Journal of Tourism Studies* 24.3 (2012).

“The Bridge on the River Elbe: Heritage in a Modern City.” *Annals of Tourism Research* 39.1 (2012).

“Volunteer Tourism: On-The-Ground Observations from Rwanda.” *Tourism Management* 33.1 (2012).

Presentations: “Urban Tourism and Authenticity: A Conceptual Approach,” TOSOK International Tourism Conference, 01/01/2012, Ulsan, Korea; “Representing, Managing and Experiencing Tourism,” 03/01/2012, University of Manitoba, Winnipeg, Canada.

Distinctions: 2012 University of Illinois, College of Applied Health Sciences, Excellence in Mentoring in Graduate Education Award; University of Illinois List of Teachers Ranked as Excellent.

Grants: Tourism and Socioeconomic Realities in Brazil: A Framing Analysis, 2011–2013, \$10597; “Heritage Tourism and Entrepreneurship,” Academy for Entrepreneurial Leadership, 2010–2011, \$100000.

Time Latin American Studies: 50%

Dissertations/Theses Supervised past 5 years: 11

Saul, Mahir: Associate Professor, Liberal Arts & Sciences, Tenured (1982). Illinois.

Education: PhD 1982 Indiana University.

Overseas Experience: Benin; Burkina Faso; Cote d'Ivoire; Ghana; Mali; Senegal; Turkey.

Foreign Language Competency: French-5; German-2; Spanish-4; Turkish-5; Bobo-African-3; Arabic-1

Research/Teaching Specialization: Islam, rural development, colonialism, the environment.

Courses Taught: Undergraduate Open Seminar; Special Topics; Transnational Islam, Europe-US; Economic Anthropology.

Recent Publications:

“Paul Bohannan.” *Theory in Social and Cultural Anthropology: An Encyclopedia*. Vol. 1, pp. 86–89, Sage, 2013.

“Claude Meillassoux.” *Theory in Social and Cultural Anthropology: An Encyclopedia*. Vol. 2, pp. 546–548, Sage, 2013.

“Idrissa Ouédraogo.” *Dictionary of African Biography*. Oxford University Press, 2013.

Presentations: “A Migrant Geography of Istanbul,” *Ethnographies of Istanbul*, 04/05/2013, University of Illinois; “African Immigrants in Istanbul: South-South Work Migration and a Critique of Eurocentric and Refugee,” 11/20/2012, Hanyang University.

Distinctions: 2010 Erasmus Mundus Fellowship. Master TPTI Program.

Grants: Swiss National Science Foundation (SNSF) International Short visit Grant for work in collaboration with the University of Zurich, Ethnologisches Seminar, 2012; Grants by the Research Board of the University of Illinois, 2010, \$13000.

Time Latin American Studies: 25%

Dissertations/Theses Supervised past 5 years: 9

Saville, Julie: Associate Professor, History, Tenured (1994). UChicago.

Education: BA 1968 Brandeis University; MPhil 1975 Yale University; Ph.D. 1986 Yale University.

Academic Experience: 1992–1994 Associate Professor, University of California, San Diego; 1989 Visiting Research Scientist, University of Michigan; 1986–1992 Assistant Professor, UCSD; 1985 Co-Editor, Freedman and Southern Society Project, University of Maryland; 1984 Lecturer, University of Virginia.

Overseas Experience: Atlantic-world, Caribbean, U.S. South.

Foreign Language Competency: French-5, Spanish-4.

Research/Teaching Specialization: Slavery, social history of plantation slavery in southern U.S. and Caribbean, comparative perspective, African American studies.

Courses Taught: Triangular Exchanges: Atlantic World to 1834; Triangular Exchanges: Atlantic World since 1834; African American History to 1877; Slavery, Freedom, and Modernity I & II; the Haitian Revolution, 1781-1992.

Recent Publications:

Christopher Hager, Word by Word: Emancipation & the Act of Writing (Cambridge: Harvard University Press, 2013).

“Beyond the Appomattox: Comments on *Israel on the Appomattox: A Southern Experiment in Black Freedom from the 1790s through the Civil War* by Melvin Patrick Ely, *Labor: Studies in Working-Class History of the Americas* 6, no 2 (Summer 2009): 19-22.

Susan Dwyer Amussen, *Caribbean Exchanges: Slavery and the Transformation of English Society, 1640-1700* *Law and History Review*, 27, no. 2 (Summer 2009): 455-56.

Rafe Blaufarb, *Bonapartists in the Borderlands: French Exiles and Refugees on the Gulf Coast, 1815-1835* (University of Alabama Press, 2006) and Edward Watts, *In This Remote Country: French Colonial Culture in the Anglo American Imagination, 1780-1860* (University of North Carolina Press, 2006), *American Historical Review*, 113, no 2 (Apr 2008): 461–463. [Book Review].

Distinctions: 1999-2000 Senior Research Fellow, Stanford Humanities Center; 1995 Avery O. Craven Prize, Organization of American Historians for *Work of Reconstruction*; 1994 Finalist, Lincoln Prize for Civil War Studies, Gettysburg College, for *War-time Genesis of Free Labor: The Lower South*

Time Latin American Studies: 50%

Theses/Dissertations Supervised Past 5 Years: 3

Scagnoli, Norma: Adjunct Professor, Education, Lecturer or Adjunct (2010). Illinois.

Education: PhD 2007 Human Resource Education, University of Illinois at Urbana-Champaign.

Overseas Experience: Costa Rica; Mexico; Argentina; Colombia.

Foreign Language Competency: Spanish-5; Italian-3; Portuguese-3.

Research/Teaching Specialization: New pedagogies and organizational change in Higher Education. By new pedagogies I mean integration of Information and Communication Technologies (ICTs) in higher education, including online and blended learning.

Recent Publications:

Scagnoli, N. I., P Wilging, and A. Francia. *Aprendiendo con Tecnologías*. Santa Rosa: Universidad Nacional de La Pampa, 2011.

“Blended Learning.” *Aprendizaje electrónico mixto: El blended learning como propuesta educativa de síntesis creativa para la educación superior*. Madrid: Editorial Académica Española, 2010.

Presentations: “Open Badges: Capturing Credentials Beyond a Degree,” Faculty Summer Institute 2013, 06/01/2013, UI; “Evaluation of Blended Learning in Large Enrollment Courses,” UBATic+ International Conference, 10/01/2012, Buenos Aires, Argentina.

Time Latin American Studies: 25%

Schneider, Daniel: Professor, Fine & Applied Arts, Tenured (2006). Illinois.

Education: PhD 1990 University of Wisconsin.

Overseas Experience: Mexico; Costa Rica; Nicaragua; Spain; Curacao; Puerto Rico; England.

Foreign Language Competency: Spanish-3.

Research/Teaching Specialization: Environmental Science, ecology, environmental history, urban and regional planning.

Courses Taught: Special Topics; Individual Study; Thesis Research.

Recent Publications:

Hybrid Nature: Sewage Treatment and the Contradictions of the Industrial Ecosystem. Cambridge: MIT Press, 2011.

“Humans and the Water Environment: The Need for Coordinated Data Collection.” *Water* (2013).

“Identifying the demand for ecosystem services: the value of stream restoration for drinking water treatment managers in the Llobregat River, Spain.” *Ecological Economics* 90 (2013).

Presentations: “Purification or Profit: Sewage Recycling and the Contradictions of Sludge,” Joint Area Centers Symposium: The Future of Waste, 04/01/2013, UI; “Methodological Issues Involved in Analyzing Water Data and Social Data,” Workshop on a Coupled Observation of the Water Environment: A National Survey Program, 01/01/2011, Wingspread Conference Center, Racine

Distinctions: George Perkins Marsh Prize, American Society for Environmental History.

Grants: Identity in the Industrial Ecosystem: The Bacterial Species Concept in Practice, 2012, \$4367; National Science Foundation, Senior Personnel, “Coupled Observation of the Water Environment: A National Survey Program, 2010–2012, \$148850.

Time Latin American Studies: 25%

Dissertations/Theses Supervised past 5 years: 4

Schwengel, Andriara: Assistant Professor, College of Applied Health Sciences, Tenure-Eligible (2009). Illinois.

Education: PhD 2007 University of Tsukuba, Japan 2007.

Overseas Experience: Switzerland; Japan; Brazil; Singapore and other Southeast Asian countries.

Foreign Language Competency: Portuguese-5; Spanish-3; Japanese-3.

Research/Teaching Specialization: Public Health, aging, global health.

Courses Taught: International Health.

Recent Publications:

“IPAQ overestimates self-reported physical activity of Brazilian adults.” *Public Health* (2012).

“Program ‘VAMOS’ (Active Living, Enhancing Health): From Conception to Initial Findings.. Rev. Bras.” *Cineantropom. Desempenho Hum* (2012).

Understanding Human Aging. ACSM's Exercise for Older Adults. Philadelphia: LLW Press, 2013.

“Visual and Participatory Research Methods for the Development of Health Messages for Underserved Populations.” *Health Communications* (2013).

Presentations: “Multi-Country Research Project Engaging Universities and Communities, “Public Engagement Symposium and Technology Showcase, 03/03/2009, UI .

Distinctions: 2010 The Coca-Cola Grant on Behavior Research award, American College of Sports Medicine Foundation 2013 UIUC/AHS Phyllis J Hill Faculty Award.

Grants: UI Center on Health, Aging, and Disability Research Grant, 2013; UI Campus Research Board, 2012–2013.; Lemann Institute for Brazilian Studies, 2012–2013; UI Center on Health, Aging, and Disability Research Grant; The Coca-Cola Grant on Behavior Research, American College of Sports Medicine Foundation, 2010–2011; Hewlett Foundation; Center for Latin American and Caribbean Studies and the Lemann Institute for Brazilian Studies, 2012–2013.

Time Latin American Studies: 75%

Dissertations/Theses Supervised past 5 years: 1

Sedlar, Janet H.: Senior Lecturer and Coordinator of Spanish, Other Academic Appointee (2008). UChicago.

Education: BA Université de Montréal; 1993 MA McGill University; 1999 Advanced Certificate, Foreign Language Pedagogy, New York University; 2003 MA University of California at Berkeley; 2008 Ph.D. University of California at Berkeley.

Academic Experience: 2007 Graduate Student Instructor of French, University of California Abroad Program; 2006 GSI Teaching and Resource Center, UC Berkeley; 1999-2008 Graduate Student Instructor of Spanish and French, University of California at Berkeley; 1997-1998 Spanish and French Instructor, Calhoun School, New York City; 1993-1994 English Instructor, Merck Sharpe & Dohme, Madrid, Spain.

Foreign Language Competency: Spanish -5, French -5, Italian-3, Portuguese-2, German-2, Russian-2, Latin-2.

Courses Taught: Spanish language courses, Second Language Acquisition Theory and Teaching Methodology, French language courses.

Recent Publications:

Dawson, Laila, María Concepción Lucas Murillo, Donna Shelton, Janet Sedlar. *¡Con brío!* Beginning Spanish, 3rd edition. Hoboken, NJ: John Wiley & Sons, 2013.

Distinctions: 2006-2007 Georges Lurey Fellowship, University of California Berkeley; 2004-2005 Normative Time Fellowship, UC Berkeley; 2004 French Department Travel Grant, UC Berkeley; 2001-2003 Department of Romance Languages and Literature Fellowship, UC Berkeley; 2002 Summer Grant, Italian Department, UC Berkeley; 2001 French Department Fellowship, UC Berkeley; 1999 French Department Fellowship and Tuition Waiver, UC Berkeley; 1998-1999 Graduate Education Scholarship, New York University.

Time Latin American Studies: 75%

Senna, Nola: Instructor & Director, LAS, Lecturer or Adjunct (2011). Illinois.

Education: MBA 2001 IPAM.

Overseas Experience: Brazil.

Foreign Language Competency: Portuguese-5; Spanish-3; Italian-2.

Research/Teaching Specialization: Foreign language teaching, Business language teaching, cross-cultural understanding, youth leadership, entrepreneurship.

Courses Taught: Individual Study; Undergraduate Open Seminar; Undergraduate Open Seminar: Intro. to Brazilian Studies; Advanced Grammar; Readings in Portuguese; Brazilian Women's Lit Trans; Intensive Beginning Portuguese; Intermediate Portuguese; Luso-Brazilian Culture; Brazilian Film; Special Topics Port & Braz Lit.

Presentations: ACTFL and CIBER, "Using a student organization to boost program enrollment," "Strategic planning in Language Programs, Study Abroad and cultural competency."

Distinctions: BA and MA Honors pass.

Time Latin American Studies: 100%

Sereno, Paul: Professor, Department of Organismal Biology and Anatomy and Committee on Evolutionary Biology, (1998). UChicago.

Education: BS 1979 Biological Sciences Northern Illinois University; MA 1981 Columbia University; MPhil 1981 Geological Sciences Columbia University; PhD 1987 Geological Sciences Columbia University.

Academic Experience: 2000-present Explorer in Residence, National Geographic Society; 1998-present Professor, Organismal Biology and Anatomy, University of Chicago; 2010-present Affiliate Research Associate, Oklahoma Museum of Natural History; 1994 Research Associate, Vertebrate Palaeontology, Royal Ontario Museum; 1993-1998 Associate Professor, University of Chicago; 1990 Research Associate, Geology, Field Museum; 1987 Assistant Professor, Organismal Biology & Anatomy, University of Chicago.

Overseas Experience: Argentina, Mexico, Chile, Niger, Morocco.

Foreign Language Competency: Spanish-2.

Research/Teaching Specialization: Paleontology; Evolution; Fossil Record in Argentina.

Courses Taught: Human Morphology; Evolution and Paleobiology; Micro- and Macroevolution; Reconstructing the Past; Topics in Systematics and Biogeography; Vertebrate Paleontology; Dinosaur Science; Vertebrate Structure & Function.

Recent Publications:

Sereno, P. C. (editor). Basal sauropodomorphs and the vertebrate fossil record of the Ischigualasto Formation (Late Triassic: Carnian-Norian) of Argentina. *Journal of Vertebrate Paleontology*, Memoir 12 32:1-181. 2013.

Sereno, P. C. Preface. *Journal of Vertebrate Paleontology*, Memoir 12 32:1-9. 2013.

Martínez, R. N. et al. Vertebrate succession of the Upper Triassic (Carnian-Norian) Ischigualasto Formation. *Journal of Vertebrate Paleontology*, Memoir 12 32:??-?? . 2013 .

Sereno, P. C., R. N. Martínez, and A. O. Alcober. Osteology of *Eoraptor lunensis* (Dinosauria: Sauropodomorpha). *Journal of Vertebrate Paleontology*, Memoir 12 32:81-177. 2013.

Sereno, P. C. and S. J. ElShafie. A new long-necked turtle, *Laganemys tenerensis* (Pleurodira: Araripeyidae) from the Elrhaz Formation (Aptian-Albian) of Niger; pp. 1-66, in *Morphology and Evolution of Turtles*, D. Brinkman (ed.), Springer-Verlag, Frankfurt. 2013.

Distinctions: 2012 National AfterSchool Champions, AfterSchool Alliance; 2011 Honoree, Phi Beta Kappa of the Chicago Area; 2009 Presidential Award for Excellence in Science, Mathematics, and Engineering Mentoring (Project Exploration); 2009 Scorpio Rising Fund; 2009 Outstanding College Alumni Award in Liberal Arts and Sciences, Northern Illinois University; 2009 Distinguished Explorer Award, Roy Chapman Andrews Society.

Time Latin American Studies: 25%

Theses/Dissertations Supervised past 5 years: 5

Shosted, Ryan: Associate Professor, LAS, Tenured (2013). Illinois.

Education: PhD 2006 University of California, Berkeley.

Overseas Experience: Mexico; Brazil; Guatemala; Mozambique.

Foreign Language Competency: Portuguese-4.

Research/Teaching Specialization: Phonetics, phonology, endangered language documentation.

Recent Publications:

“Towards a glottalic theory of Mayan.” *New Perspectives in Mayan Linguistics*. Newcastle upon Tyne: Cambridge Scholar's Publishing, 2011. 80–113.

Shosted, Ryan, Christopher Carignan, and Panying Rong. “Managing the distinctiveness of phonemic nasal vowels: Articulatory evidence from Hindi.” *Journal of the Acoustical Society of America* 131.1 (2012): 45–46.

Presentations: “On studying the understudied: Phonetic analyses of minority languages in Central America,” Illinois Language and Linguistics Society 5, 04/07/2013, UI; “A descriptive approach to the measurement of nasalization,” 41st New Ways of Analyzing Variation (NWAV) Conference, 10/25/2012, Bloomington, IN.

Distinctions: Arnold O. Beckman Award, UI, 2009, 2010 William and Flora Hewlett Int'l Research Travel Grant, 2009

Grants: UI Campus Research Board Award, 2012–2013, \$14670; National Science Foundation, 2011–2013, \$12000; UI Campus Research Board, 2010–2011, \$22700; UI Campus Research Board / Arnold O. Beckman Award, 2010–2011, \$6525; Lemann Institute for Brazilian Studies, 2011–2012, \$10605; UI Campus Research Board, 2011–2012, \$26895.

Time Latin American Studies: 75%

Dissertations/Theses Supervised past 5 years: 4

Silverman, Helaine: Professor, LAS, Tenured (2004). Illinois.

Education: PhD 1986 University of Texas at Austin.

Overseas Experience: Peru; Thailand; United Kingdom.

Foreign Language Competency: Spanish-5; French-2.

Research/Teaching Specialization: Cultural heritage and tourism in Peru, Thailand, and England, cultural heritage, tourism, cultures of death worldwide, popularization of the past, worldwide museums.

Courses Taught: Archaeology and Pop Culture; Undergraduate Open Seminar; Tourist Cities and Sites; Special Topics; Civilization in Ancient Peru; Special Topics; Individual Study; Thesis Research.

Recent Publications:

“Contesting Archaeological Tourism in Phimai, Thailand.” *Anthropology News* (2012).

Cultural Heritage Politics in China. New York: Springer, 2013.

“What’s In A Name? A Geography of Heritage Revisited.” *International Journal of Heritage Studies* 19.4 (2013): 388–394.

Presentations: “Tourism and Heritage in Thailand and Peru,” National Science Council of Taiwan, 04/11/2013, Taipei, Taiwan; “La Autenticidad Contemporanea del Cuzco,” Municipality of Cuzco, 11/23/2013, Cuzco, Peru

Distinctions: Visiting Research Fellow at the Ironbridge International Institute for Cultural Heritage at the University of Birmingham, UK; Expert member of the ICOMOS International Scientific Committee on Cultural Tourism & Archaeological Heritage Management.

Grants: Center for Advanced Study Faculty Seminar Grant, 2009; Arnold Beckman Award for Thailand research, 2011, \$20000.

Time Latin American Studies: 60%

Dissertations/Theses Supervised past 5 years: 8

Silvers, Michael: Assistant Professor, Fine and Applied Arts, Tenure-Eligible (2013). Illinois.

Education: PhD 2012 Ethnomusicology, University of California, Los Angeles.

Overseas Experience: Brazil; Angola.

Foreign Language Competency: Spanish-3; Portuguese-4.

Research/Teaching Specialization: Brazilian music, ethnomusicology, popular music studies, ecocriticism/ecomusicology, cultural sustainability.

Courses Taught: Introd Art Mus: Intl Perspect.

Recent Publications:

Cruz, Danielle M. and Michael B. Silvers. “Maracatunaíma: Musical Semiotics, the Northeastern Imaginary and the Sound of Fortaleza.” *Vibrant: Virtual Brazilian Anthropology* 8.1 (2011)

“Ecomusicology in the News.” *Ecomusicology*. October 2013.

“Bandas Cabaçais.” *Agrupamentos da Música Tradicional do Cariri Cearense*. Comp. Carmen Coopat. Ed. Márcio Mattos. Juazeiro do Norte: Universidade Federal do Ceará Press, 2013. 143–157.

Presentations: “Fortaleza’s Two Forró: Tradition, Capitalism, and Musical Sustainability in Northeastern Brazil,” Society for Ethnomusicology 58th Annual Meeting, 11/15/2013, Indianapolis; “Birdsong, Popular Music, and Predicting Rain in Northeastern Brazil,” Ecomusicologies, Pre-conference to the AMS/SEM/SMT Joint Annual Meeting, 10/30/2013, New Orleans.

Distinctions: Fulbright-mtvU Fellowship (2009).

Grants: UI Scholars’ Travel Fund, 2013; Herb Alpert School of Music Student Opportunity Fund, 2010.

Time Latin American Studies: 100%

Simpser, Alberto: Assistant Professor, Political Science (2006). UChicago.

Education: BSc 1996 Engineering Science, Harvard College; MA 2005 Economics, Stanford University; Ph.D. 2005 Political Science, Stanford University.

Academic Experience: 2005–2006 Research Fellow, Woodrow Wilson School, Princeton University; 2005–2006 Visiting Scholar, New York University; 2004–2005 Head Research Assistant, 2002–2004 Research Assistant, Stanford Institute for the Quantitative Study of Society.

Overseas Experience: Mexico.

Foreign Language Competency: Spanish-5, Hebrew-5, French-2.

Research/Teaching Specialization: Corruption and governance; electoral manipulation, voter fraud, and election monitoring; democracy and authoritarianism; political economy and development; sources of collective action; causal inference, survey research, and experimental methods.

Courses Taught: Causal Inference; Political Economy of Corruption and Development; Undemocratic Elections; Political Economy of Development: Selected Topics; Research Approaches in Political Science; Introduction to the Political Economy of Development; Social Science Inquiry.

Recent Publications:

Why Governments and Parties Manipulate Elections: Theory, Practice, and Implications, Series on the Political Economy of Institutions and Decisions (Cambridge University Press, 2013).

Constitutions in Authoritarian Regimes, coedited with Tom Ginsburg, Series on Comparative Constitutional Law and Policy (Cambridge University Press, 2014).

“The Political Economy of Social Spending in Local Government: A Study of the 3x1 Program in Mexico,” with Juan Fernando Ibarra, Lauren Duquette-Rury, and José Antonio Hernández Company, *Latin American Research Review*. Forthcoming.

Distinctions: 2011 National Fellow, Hoover Institution, Stanford University; 2005 Dissertation Writing Fellowship, Center for Latin American Studies, Stanford University.

Grants: 2013 Division of Social Sciences Research Grant, UChicago; 2009 Norman Wait Harris Grant, Center for International Studies, UChicago; 2008 Junior Faculty Mini Grant, Center for Latin American Studies, UChicago; 2007 Division of Social Sciences Research Grant, UChicago; 2006 Division of Social Sciences Research Grant, UChicago.

Time Latin American Studies: 75%

Theses/Dissertations Supervised past 5 years: 19

Sin, Gisela: Assistant Professor, Liberal Arts & Sciences (LAS), Lecturer or Adjunct (2008). Illinois.

Education: PhD 2007 University of Michigan.

Overseas Experience: Argentina; Brazil; Ecuador; Mexico; Columbia; Chile.

Foreign Language Competency: Spanish-5; Portuguese-4.

Research/Teaching Specialization: Institutions, Congress, political parties, electoral systems, presidency, bureaucracy.

Courses Taught: Special Topics: Bureaucratic Politics; Special Topics: Bureaucratic Politics; Special Topics: Politics of Organization; Special Topics: Politics of Organizations.

Recent Publications:

Sin, Gisela and Valeria Palanza. “Veto Bargaining and the Legislative Process in Multiparty Presidential Systems.” *Comparative Political Studies* 47.7 (2013).

Palanza, Valeria and Gisela Sin. “Item Vetoes and Attempts to Override in Multiparty Legislatures.” *Journal of Politics in Latin America* 5.1 (2013): 37–66.

Sin, Gisela and Arthur Lupia. “How the Senate and the President Affect the Timing of Power-sharing Rule Changes in the US House.” *Journal of Law, Economics and Organization* 29 (2013).

Sin, Gisela. *A Constitutional Theory of Legislative Organization*. Under Contract with Cambridge University Press, 2014.

Presentations: Annual Meeting of the Asociación Española de Ciencia Política, 01/19/2013, Universidad Pedro de Olavide, Sevilla, Spain

Distinctions: Incomplete List of Teachers Ranked as Excellent, Spring '09, Spring '10, Fall '12

Grants: Lemann Institute Research Grant, 2013, \$19000; Hewlett International Research Travel Grant, 2013, \$2500; CLACS Studies Faculty Travel Award, 2012, \$1500; Research Board Travel Grant, 2013.

Time Latin American Studies: 50%

Solis, Gabriel: Associate Professor, Fine and Applied Arts, Tenure-Eligible (2009). Illinois.

Education: PhD 2001 Ethnomusicology and Historical Musical, Washington University in St. Louis.

Overseas Experience: Australia; Papa New Guinea.

Research/Teaching Specialization: Music of the U.S., Australia, and Papua New Guinea.

Foreign Language Competency: French-3; Spanish-3; Tok Pisin-3.

Recent Publications:

America Sounding: Tom Waits and Rock at the End of the "American Century." Berkley: University of California Press, 2014.

Thelonious Monk Quartet with John Coltrane at Carnegie Hall. New York: Oxford University Press, 2013.

Presentations: "The Real Sapphires: Stage, Screen, and the Meaning of an All-Indigenous 'Girl Group,'" Performance and Globalization, 04/04/2013, UI; "Improvisation Pedagogy and the Problem of Genre," New Directions in the Study of Improvisation Pedagogy, 05/01/2013, University of Guelph.

Distinctions: Society for Ethnomusicology Jaap Kunst Prize for most significant article in the field of ethnomusicology, 2013 honorable mention.

Grants: Funding Initiative on Multiracial Democracy, 2013, \$29000; Public Engagement grant, 2012, \$9000 .

Time Latin American Studies: 25%

Dissertations/Theses Supervised past 5 years: 34

Soto Ruiz, Sixto Clodoaldo: Instructor of Indigenous Languages and Latin American Studies. Not tenure eligible (1990). Illinois.

Education: BA 1968 University San Marcos, Lima; MA 1974 SUNY, Buffalo

Academic Experience: 1985-89 President of Quechua Language Academy; 1978-89 Quechua Professor, San Cristóbal de Huamanga National University, Ayacucho, Peru; 1974-75 Specialist in Bilingual Education, National Institute for the Investigation and Development of Education, Lima, Peru

Overseas Experience: Peru.

Foreign Language Competency: Spanish-5, Quechua-5, English-4.

Research/Teaching Specialization: Quechua teaching materials; Quechua lexicography; and Spanish-Quechua bilingualism.

Courses Taught: Beginning Quechua; Intermediate Quechua; Advanced Quechua; Spanish Composition; Spanish Language Instruction

Recent Publications:

Quechua-Spanish-English Functional Dictionary. CLACS Website, C-U, 2009.

Quechua Manual de Enseñanza. Tercera edición , acompañada de lecciones grabadas. Instituto de Estudios Peruanos-Universidad de Illinois, Lima, 20011

Diccionario Funcional.

Language Pedagogy: 1969–71 Graduate Student of Linguistics, University of Indiana, Bloomington; 1971–74 Graduate Student of Linguistics, SUNY Buffalo

Time Latin American Studies: 100%

Sotomayor, Antonio: Assistant Professor, University Library, Tenure-Eligible (2012). Illinois.

Education: PhD 2012 History, University of Chicago.

Overseas Experience: Puerto Rico, Dominican Republic, England, Spain, Portugal.

Foreign Language Competency: Spanish-5; English-4; Portuguese-3.

Research/Teaching Specialization: Sports history, Olympic history, national identity, colonialism, culture & politics.

Courses Taught: Introduction to Latin American and Caribbean Studies, Introduction to Latin American Civilizations: The Colonial Period, Colonial Puerto Rico under the US Empire, Same Sea Different Shores: Nationalism and Identity in the Caribbean.

Recent Publications:

“The Cold War Games of a Colonial Latin American Nation: San Juan, Puerto Rico, 1966.” *Diplomatic Games: Sport, Statecraft, and International Relations since 1945*. Ed. Andrew Johns and Heather L. Ditcher. Lexington: The University Press of Kentucky, 2014.

“Operation Sport: Puerto Rico’s Recreational and Political Consolidation in an Age of Progress.” *Journal of Sport History* 42.1 (2015).

Presentations: “Operation Sport: Populist Alliances in the Modernization of Puerto Rico, 1950s,” Conference on Latin American History at the 128th American Historical Association Conference, 01/02/2014, Washington, DC; “Democracy, Patronage, and Sovereignty in Puerto Rican Olympism, 1950s,” XXII International Congress of the Latin American Studies Association, 2014, Chicago, IL.

Distinctions: Mellon Foundation/Social Sciences Dissertation-Year Fellowship, UChicago, 2011–2012; Ford Foundation Dissertation Fellowship, Honorable Mention, 2011–2012.

Grants: University of Illinois Library, Research and Publication Committee Grant, 2013, \$1271; Office of the Vice-Chancellor for Research, Scholars Travel Fund, 2013, \$650.

Time Latin American Studies: 100%

Stodolska, Monika: Assistant Professor, LAS, Lecturer or Adjunct (1999). Illinois.

Education: PhD 1999 University of Alberta, Canada.

Overseas Experience: Peru.

Foreign Language Competency: Polish-3; Russian-3; Spanish-1.

Research/Teaching Specialization: Leisure behavior of ethnic and racial minorities, constraints on leisure, discrimination issues, socioeconomic advancement of minorities, assimilation of immigrants.

Courses Taught: Special Topics; Individual Study; Thesis Research.

Recent Publications:

Davitt, B., Shinew, K.J., & Stodolska, M. (2011). “Leisure time physical activity participation among Latino visitors to outdoor recreation areas.” *Leisure/Loisir*, 35, 325–338.

Stodolska, M., Shinew, K. J., Acevedo, J.C., & Izenstark, D. (2011). “Perceptions of urban parks as havens and contested terrains by Mexican-Americans in Chicago neighborhoods.” *Leisure Sciences*, 33, 103–126.

Presentations: “The migrant city: Toward a new transcultural model of quality of life,” World Leisure Conference, Rimini, Italy, 10/01/2012; Burset, S., & Stodolska, M., “Constraints on leisure and travel among undocumented Latino immigrants,” NRPA Leisure Research Symposium, Anaheim, CA, 10/2012

Distinctions: Best Legal/Legislative Article, Illinois Association of Park Districts, 2012.

Grants: 2013, Office of Juvenile Justice and Delinquency Prevention.

Time Latin American Studies: 40%

Dissertations/Theses Supervised past 5 years: 13

Suarez, Andrew: Associate Professor, LAS, Tenured (2003). Illinois.

Education: PhD 2000 University of California San Diego.

Overseas Experience: Argentina; Costa Rica; Venezuela; Australia; South Africa; Uganda; Borneo; Cambodia; Peru; Panama.

Foreign Language Competency: Spanish-5.

Research/Teaching Specialization: Ecology, evolution, and behavior; specialized in the area of biological invasions and ant ecology.

Courses Taught: Special Topics; Individual Study; Thesis Research; Environmental Science, Animal Behavior, Ecological Consequences of Globalization.

Recent Publications:

“Experimental evidence that workers recognize reproductives through cuticular hydrocarbons in the ant *Odontomachus brunneus*.” *Behavioral Ecology and Sociobiology* (2012).

“Introduced fire ants can exclude native ants from critical mutualist-provided resources.” *Oecologia* (2013).

“Can endopolyploidy explain size variation within and between castes in ants?” *Ecology and Evolution* (2013).

Distinctions: 2010–2011 University Scholar, UI; 2012 Perry Adkisson Distinguished Speaker Award, Texas A&M University.

Grants: 2010–2012, \$92960; NSF “Collaborative Research: Speciation and Evolution of Fire Ants,” 2010–2013, \$415979; NSF: IGERT, 2011, \$3198426.

Time Latin American Studies: 50%

Dissertations/Theses Supervised past 5 years: 23

Sullivan, Megan: Assistant Professor, Art History, Tenure-track (2014). UChicago.

Education: AB 2004 Brown University; AM 2007 Harvard University; PhD 2013 History of Art and Architecture, Harvard University.

Academic Experience: 2012–2013 Assistant Professor, Art History, Tulane University; 2010–2011 Instructor, Harvard University; 2011 Teaching Fellow, Harvard University.

Overseas Experience: Argentina; Venezuela; Brazil.

Foreign Language Competency: Spanish-5; Portuguese-5.

Research/Teaching Specializations Contemporary Latin American art.

Courses Taught: Modernism and Modernization; Art in Latin American since the 1950s; Conceptual Art in Latin America.

Recent Publications:

Forthcoming. “Competing Collectivities: The Abstraction-Social Realism Debates in Mid-Century Latin America.” In *A Companion to Modern and Contemporary Latin American and Latino Art*. Wiley Blackwell

Forthcoming. “Grid for Landscape: Nature, Abstraction, and the Spectacle of Venezuelan Modernity.” *October*.

2009. “To Make an Inner Time: A Conversation with Gabriel Orozco.” With Benjamin Buchloh and Carrie Lambert-Beatty. *October* 130.

Presentations: “Prevalence and Correlates of tobacco use during pregnancy in a clinic population in São Paulo Brazil,” 3rd annual International Health and Society Conference, 03/01/2013, São Paulo, Brazil.

Distinctions: 2012–2013 Graduate Society Dissertation Completion Fellowship, Harvard University; 2011–2012 Jorge Paulo Lemann Scholarship, Harvard University; 2009–2010 International Dissertation Research Fellowship, Social Science Research Council.

Time Latin American Studies: 100%

Swinehart, Karl F.: Harper-Schmidt Postdoctoral Fellow, Collegiate Assistant Professor, Humanities (2014), UChicago.

Education: PhD 2012 Anthropology and Educational Linguistics, University of Pennsylvania; MA 2006 University of California at Los Angeles; BS 1998 University of Wisconsin-Madison.

Overseas Experience: Bolivia.

Foreign Language Competency: Spanish-5; Norwegian-5; Aymara-5; Quechua-5; Swedish-5; French-3.

Research/Teaching Specialization: Linguistic anthropology, discourse analysis, mass media, language education, popular music, verbal art and performance, the history of linguistics and anthropology, indigenous communities, the Andes, Latin America, the US, Scandinavia.

Recent Publications:

Languages and Publics in Stateless Nations, (with Kathryn Graber) Special Issue of *Language & Communication* 32 (2): 95-168. 2011

The Enregisterment of Colla in a Bolivian (Camba) Comedy. *Social Text* 30 (113). In Press.

Bilingual Intercultural Education and Andean Hip-Hop: Transnational Sites for Indigenous Language and Identity. (with Nancy H. Hornberger). *Language in Society* 41(4). 2012 (In Press).

Metadiscursive Regime and Register Formation on Aymara Radio. In Swinehart, K.F. & Graber, K. (Eds.) *Languages and Publics in Stateless Nations*, Special issue of *Language & Communication* 32 (2): 102-113. 2012.

Tongue-Tied Territories: Languages and publics in stateless nations (with Kathryn Graber). In Swinehart, K.F. & Graber, K. (Eds.) *Languages and Publics in Stateless Nations*, Special issue of *Language & Communication* 32 (2): 95-97. 2012.

Distinctions: Harper-Schmidt Post-Doctoral Fellow, UofChicago 2012; Educational Linguistics International Award 2012.

Grants: Tepoztlán Institute for the Transnational Study of the Americas, UPenn Dean's scholarship 2012; UPenn President's Award for graduate student travel 2011; Tepoztlán Institute for the Transnational Study of the Americas, UPenn Dean's scholarship 2010; Fulbright-Hays Doctoral Dissertation Research Abroad 2010; Smithsonian Institution Pre-Doctoral Fellow, 2009; National Museum of the American Indian; Penn Center for Native American Studies 2008 Research Travel Grant.

Time Latin American Studies: 100%

Tabb Dina, Karen: Assistant Professor, School of Social Work, Tenure-Eligible (2012). Illinois.

Education: PhD 2012 University of Washington.

Overseas Experience: Peru; Brazil.

Foreign Language Competency: Korean-2; Spanish-3.

Research/Teaching Specializations Health Policy, social demography, practice with communities and organizations.

Recent Publications:

"The association between depressive disorders and health care utilization: results from the São Paulo Ageing & Health Study (SPAH)." *General Hospital Psychiatry* (2013).

"Suicidal ideation during pregnancy: Prevalence and associated factors among low-income women in São Paulo, Brazil." *Archives of Women's Mental Health* 2 (2012).

Presentations: "Prevalence and Correlates of tobacco use during pregnancy in a clinic population in São Paulo Brazil," 3rd annual International Health and Society Conference, 03/01/2013, São Paulo, Brazil.

Distinctions: 2013–2015 National Institutes of Health (NIH) Health Disparities Research Loan Repayment Program (LRP) Award, funded by the National Institute on Minority Health and Health Disparities (NIMHD); 2013 Junior Scholar's Travel Award, Annual Meeting of the American Public Health Association.

Grants: Fogarty Leadership Fellows Program, 2012, \$5864.

Time Latin American Studies: 35%

Tenorio-Trillo, Mauricio: Professor, History, Tenured (2006). UChicago.

Education: BA 1985 Sociology, Universidad Autónoma Metropolitana, Mexico; PhD 1993 History, Stanford University.

Academic Experience: 2009–2013 Director, Center for Latin American Studies, UChicago; 2006 Rosario Castellanos Chair, the Hebrew University of Jerusalem; 2001-2006 Associate Professor, History Department, University of Texas at Austin; 2000-2001 Fellow-Einladungen, Wissenschaftskolleg Zu Berlin; 1999 Research Professor, El Colegio de Mexico; 1995-1998 Assistant Professor, University of Texas-Austin; 1993-1994 Research Professor, Centro de Investigacion y Docencia Economica; 1993-1994 Lecturer, Stanford University.

Overseas Experience: Mexico.

Foreign Language Competency: Spanish-5, Portuguese-3, Catalan-3.

Courses Taught: Modern Spanish America; Latin America Since 1810; The Mexican Revolution and contemporary Mexico; Cultural Historiography of Spanish America; Cultural History of Modernist Americas; Political & Cultural History of the Americas 19th & 20th Centuries; Historiography; Modernist Americas; History and Cities in the Americas; History of Progressivism in the Americas.

Research/Teaching Specialization: Latin American History.

Recent Publications:

“I Speak of the City”: Mexico City, 1880-1930 (Chicago: University of Chicago Press, 2013)

Culturas y memoria (Mexico City, Barcelona: Tusquets, 2012).

Historia y Celebración. América y sus centenarios (Barcelona, Tusquets, 2010).

“Alrededor de 1812: las Américas y la monarquía,” *Istor*, no 51 (Winter 2012).

“Un recuerdo,” in “El siglo XIX de Tulio Halperín,” *Prismas, Revista de Historia Intelectual*, no. 15 (2011), pp. 237-240.

“Poesía e historia,” *Istor*, no. 47 (Winter, 2011).

“De piojos, ratas y mexicanos,” *Istor*, no. 41 (Summer, 2010), pp. 1-40.

Distinctions: 2008 Allan Martin Memorial Lecture, the Australian National University; 2006 Rosario Castellanos Chair, Hebrew University of Jerusalem; 2004 Dean’s Fellowship, University of Texas at Austin; 1997-1998 Fellow, Institute of Latin American Studies, University of Texas at Austin; 1996 Research Grant, Mellon Faculty, University of Texas at Austin; 1995 National Endowment for the Humanities Award.

Time Latin American Studies: 100%

Theses/Dissertations Supervised Past 5 Years: 18

Teran-Garcia, Margarita: Assistant Professor, Food Sciences and Human Nutrition, Tenure-Eligible (2008). Illinois.

Education: PhD 2001 Metabolism/Nutrient-gene interactions University of Texas, Austin.

Overseas Experience: Mexico.

Foreign Language Competency: Spanish-5.

Courses Taught: Nutritional Sciences Seminar, Advanced Clinical Nutrition. Weight Management and Metabolic Syndrome. Nutritional Aspects of Disease.

Research/Teaching Specialization: Human nutrition; gene- nutrient interactions of humans; the role of genetic and environmental influences on the development of obesity.

Recent Publications:

Teran-Garcia M., Andrade F.C.D., Vazquez-Vidal I., Mosley M., Medina-Cerda E., Aradillas-Garcia C., and the UP AMIGOS 2009 Study Group. “FTO genotype is associated with body mass index and waist circumference in Mexican young adults.” *Open Journal of Genetics*. 2013; 3:44-48

Hammons A, Wiley A, Fiese B, Teran-Garcia M. “Six week Latino family prevention pilot program effectively promotes healthy behaviors and reduces obesogenic behaviors.” *Journal of Nutrition Education and Behavior*. 2013.

Presentations: “Life-style, family environment, obesity and related risk factors among Mexican college student enrollee,” The Obesity Society 2009 Annual Scientific Meeting, Washington, D.C, October 2009; “Association between Weight Change during Early Life and Metabolic Syndrome Risk Factors among Mexican Young Adults,” International Health program of the 140th APHA Annual Meeting 2012

Distinctions: 2013 Faculty award from NSGSA for extraordinary support and mentorship of graduate students.

Time Latin American Studies: 50%

Dissertations/Theses Supervised past 5 years: 2

Thorstensson Davila, Liv: Clinical Assistant Professor, Education, Tenure-Eligible (2012). Illinois.

Education: PhD 2010 Education, University of North Carolina at Chapel Hill.

Overseas Experience: Sweden; Brazil; France.

Foreign Language Competency: Swedish-5; French-5; Portuguese-4; Spanish-3.

Research Specialization: Second/foreign/additional language education; immigration education.

Recent Publications:

“Developing critical literacy with English language learners: A lesson plan for understanding the social implications of dialect.” *Multicultural Learning and Teaching* 8.1 (2013): 115–132.

“‘For them it’s sink or swim’: Refugee students and the dynamics of migration, and (dis)placement in school.” *Spec. iss. on migration and education. Power and Education* 3.4 (2012): 139–149.

Presentations: “Negotiating, Goals, Space and Voice in Co-Taught Classrooms,” American Educational Studies Association Annual Meeting, 11/01/2013, Baltimore, MD; “It’s the Language or the Content? Negotiating, Goals, Space and Voice in Co-Taught Classrooms,” American Educational Research Association Annual Meeting, 04/01/2013, San Francisco.

Distinctions: Hewlett International Travel Award.

Grants: CLACS Faculty Travel Grant, 2013, \$1500; Integration in Isolation: Refugee Students Negotiate Language, Identity, and Anti-Immigrant Sentiment in Sweden, 2012, \$4000.

Time Latin American Studies: 100%

Tolliver, Joyce: Associate Professor, Liberal Arts & Sciences, Tenured (1996). Illinois.

Education: PhD 1987 University of Southern California.

Overseas Experience: Spain; Philippines.

Foreign Language Competency: Portuguese-3; Spanish-5.

Research/Teaching Specialization: 19th & 20th century Spanish studies; gender theory; narrative theory.

Courses Taught: Readings in Hispanic Texts; Spanish Literatures II; Spanish Studies 1898-1960; Advanced Readings in Spanish; Topics for Honors Students; Topics in Hispanic Studies: Literature & the World System; Special Topics in Spanish; Thesis Research.

Recent Publications:

“‘Mi excelsa compañera Tula’: Género, historia, y crítica literaria en los ensayos de Emilia Pardo Bazán.” *Literatura y feminismo en España* (s. XV–XXI. Ed. Lisa Vollendorf. Barcelona: Icaria, 2006. 207–22.

“Framing Colonial Manliness, Domesticity, and Empire in ‘Página suelta’ and ‘Oscuramente’.” *Revista de Estudios Hispánicos* 46.1 (2012): 3–24.

Presentations: “The Rose and the Thistle: Empire, Sexuality, and Race in La bronceada,” Mid-America Conference on Hispanic Literatures, Columbia MO, November 2013; “Transformations: Teaching, Translation, and Culture,” panel organized for Mid-America Conference on Hispanic Literatures, Columbia MO, November 2013; “La vista de un cardo: A Trans-Pacific Reading of Pardo Bazán’s La bronceada,” Asociación Internacional de Literaturas y Culturas Femeninas Hispánicas, Claremont Colleges, CA, October 2013.

Distinctions: Center for Advanced Study Associate, fall 2012.

Grants: UI Center for Advanced Study Associate Research Grant, fall 2012.

Time Latin American Studies: 25%

Dissertations/Theses Supervised past 5 years: 18

Valdivia, Angharad: Research Associate Professor, Business, Lecturer or Adjunct (1994). Illinois.

Education: PhD 1991 University of Illinois at Urbana-Champaign.

Overseas Experience: Spain; England; Canada; Peru; Nicaragua; Chile; Turkey; Singapore; Colombia.

Foreign Language Competency: French-2; Spanish-4.

Courses Taught: Special Topics; Individual Study; Thesis Research; Popular Culture; Individual Study: Special Topics; Special Topics.

Research/Teaching Specialization: Mass media, communications, gender, ethnic studies, Latina/o and Latin American Studies, popular culture, transnational and international communications.

Recent Publications:

“Media Studies: The Interdiscipline of the Present and the Future.” *The International Encyclopedia of Media Studies*. 2012.

“Latinas on television and film: exploring the limits and possibilities of inclusion.” *The Routledge Companion to Media and Gender*. 2013.

“Media and Minority Children.” *The Routledge Handbook of Children, Adolescents and Media*. 2013.

Presentations: “Mainstream Hollywood film takes gender transnationally: National media, representation of difference,” 11/04/2013, University of Washington; “Implicit Utopias and Ambiguous Ethnics: New Directions in Latina/o and Latin American Studies,” 10/16/2013, UC Santa Cruz; “Transnational Studies, Girls and Popular Culture,” 09/11/2013, Singapore.

Distinctions: Programas de Visitantes Distinguidos—Grupo Santander; Fellowship granted for Summer 2012 at the Facultad Ciencias de Informacion, Universidad Computense de Madrid.

Time Latin American Studies: 50%

Dissertations/Theses Supervised past 5 years: 9

Van Den Hout-Huijben, Lidwina M.: Lecturer of Spanish, Other Academic Appointee (2001). UChicago.

Education: 1995 Certificat Internacional de Català; Direcció General de Política Lingüística. Departament de Cultura, Generalitat de Catalunya (Spain); 1993 Curs d’Estiu de Llengua Catalana per a Estrangers. Estudis Universitaris de Vic (Spain); 1980 MA Universiteit van Amsterdam (The Netherlands), 1980. Major: Spanish Language and Literature; Minors: Theory of Literature, and European History.

Academic Experience: 2001-present Coordinator, Program for Heritage and Native Language Speakers; 2001-present Special Interest Group of Spanish for Native Speakers; 2001-present Administrator, Spanish Language Exams and Testing, University of Chicago;

Overseas Experience: Spain.

Foreign Language Competency: Dutch -5, Spanish -5, Catalan -3, German-3, French-3, Latin -3.

Courses Taught: Sociolinguistics of Spanish; Advanced Writing Course for Native Speakers; Advanced Oral Discourse Course for Native Speakers; Spanish as a Second Language; History of Spain; Language, Literature, and History of Spain and Latin America.

Research/Teaching Specialization: Spanish as a Second Language, Sociolinguistics of Spanish.

Recent Publications:

“La censura y el caso de Manuel de Pedrolo. Las novelas *perdidas*”. *Represura*, No. 4, octubre de 2007, (pp. 1-26)

“Presentació”, Pròleg a Manuel de Pedrolo, *Doble o res*. Barcelona: Edicions 62, 1997, pp. 7-14.

“Sobre la censura i l’obra de Manuel de Pedrolo. El cas d’Acte de violència”. *Revista de Catalunya*, Núm. 124, Desembre 1997, pp. 113-129.

Grants: 1995-1997 Netherlands Organization for Scientific Research Grant.

Time Latin American Studies: 50%

Theses/Dissertations Supervised past 5 years: 1

Vázquez, Oscar: Associate Professor, Fine & Applied Arts, Tenured (2001). Illinois.

Education: PhD 1989 University of California, Santa Barbara 1989.

Overseas Experience: Mexico; Puerto Rico; Spain.

Foreign Language Competency: Catalan-2; French-2; Portuguese-2; Spanish-5.

Courses Taught: Spec Topics in Art History; Individual Art History Topics; Arts of Colonial Latin America; Special Topics; Individual Study; Thesis Research.

Research/Teaching Specialization: Academies of art & art pedagogy in Spain & Latin America; collecting, patronage of art; theories of modernity, nationalism and historiography of Latin American/Spanish art.

Recent Publications:

“Apropiación, anti-apropiación y parodia en la pintura española a finales del siglo diecinueve.” *Apropiarse del arte: impulsos y pasiones*. 2012.

Presentations: “(Dis)Inheritance. Degeneration, the Rachitic Body and Late 19th-Century Spanish Arts,” 09/01/2013, University of Alberta, Edmonton, CA; “Regenerating the ‘Man-beast’: Brutishness and Degeneration Theories in Modern Spanish Visual Culture,” Association of Art Historians conference, 03/01/2012, Open University, Milton Keynes, England; “The Demands of History: Revisions and Restitutions in Spanish Nineteenth-Century Painting,” Nineteenth-Century Hispanism Network Conference, 05/01/2011, University of Strathclyde, Glasgow, UK.

Time Latin American Studies: 70%

Dissertations/Theses Supervised past 5 years: 5

Viruell-Fuentes, Edna: Associate Professor, College of Liberal Arts & Sciences, Tenure-Eligible (2013). Illinois.

Education: PhD 2005 Health Behavior and Health Education, University of Michigan.

Overseas Experience: Mexico.

Foreign Language Competency: Spanish-5.

Research/Teaching Specialization: Immigrant and Latino health; structural inequalities in health; racial/ethnic formations; immigration; transnationalism.

Courses Taught: Individual Study; Mexican & Latin Am Migration; Immigration, Health & Society.

Recent Publications:

Viruell-Fuentes, Edna A., Jeffrey Morenoff, David Williams, and James House. “Contextualizing nativity status, Latino social ties, and ethnic enclaves: An examination of the ‘immigrant social ties hypothesis’.” *Ethnicity & Health* (2013).

Viruell-Fuentes, Edna A., Patricia Y. Miranda, and Sawsan Abdulrahim. “More than culture: Structural racism, intersectionality theory, and immigrant health.” *Social Science & Medicine* 75.12 (2012): 2099–2106.

Presentations: “Examining Assumptions about Latina/o Health Patterns: Some Empirical and Theoretical Examples,” Health and Social Justice Lecture Series, 10/18/2013, UI.

Distinctions: Helen Corley Petit Scholar Award for an exemplary tenure evaluation and scholarship record, College of Liberal Arts and Sciences, UI 2013–2014; Invited Expert Lecture on Latina/o Health, National Institute on Minority and Health Disparities Translational Health Disparities Course, National Institutes of Health, Bethesda, MD, 2013.

Time Latin American Studies: 100%

Dissertations/Theses Supervised past 5 years: 1

Wedig, Timothy: Associate Director, LAS, Lecturer Adjunct (2013). Illinois.

Education: PhD 2007 University of Maryland, College Park.

Overseas Experience: Rwanda; Nigeria; Uganda; Botswana.

Foreign Language Competency: French-3.

Research Specialization: Genocide, humanitarian intervention, social movements and technology.

Courses Taught: Intro to Global Studies; Undergraduate Open Seminar; Intl. Human Rts; Undergraduate Open Seminar: Governance; Governance; Governance: Governance; Global St Foundation Seminar: Intl Humanitarian Intervention; Global St Foundation Seminar: Technology & Social Movements; Global St Foundation Seminar: Technology and Social Mvmts; Int Diplomacy and Negotiation; Research Methods I; Research Methods II; Special Topics: Int'l Diplomacy & Negotiation; Special Topics: Int'l Diplomacy & Negotiation; Special Topics: Managing Dystopia.

Recent Publications:

“Getting the Most from Classroom Simulations: Strategies for Maximizing Learning Outcomes.” *PS: Political Science & Politics* 43 (2010).

Presentations: “Human Rights Accountability in the Democratic Republic of Congo,” International Human Rights Workshop, 07/25/2013, UI; “Building Cooperation among Academics and Practitioners,” International Conference on Governance and Democracy: African Perspective, 06/27/2012, Kigali, Rwanda; “Global Protest Movements and Classroom Simulation,” 06/18/2012.

Time Latin American Studies: 25%

Wenzel, Sarah G.: Bibliographer for Literatures of Europe & the Americas, University of Chicago Library (hired 2007). UChicago.

Education: BA 1992 Mount Holyoke College; MS 1997 Library and Information Science, University of Illinois at Urbana-Champaign; MA 1998 French Studies, University of Illinois at Urbana-Champaign.

Professional Experience: 2005–2007 Head of Reference Programs, Columbia University Libraries, Columbia University; 2000–2005 Reference Coordinator, Humanities Library, Massachusetts Institute of Technology; 1998–2000 Modern Foreign Languages and Linguistics Bibliographer, Boston University; Coordinator of Prospect Research 1992–1995, Albion College.

Overseas Experience: France.

Foreign Language Competency: French-5; Italian-3; Spanish-2; Portuguese-2; German-1.

Responsibilities: Manages funds and collections for languages and literatures in modern Western European languages. Serves as liaison to five departments and the Center for Latin American Studies; leads Library Latin American Studies collection development. Instructs students in library research and assists faculty and students in their research. Curates and manages the creation of exhibitions. Assists with fundraising efforts in collaboration with the Development Office and Special Collections. Fosters cooperation with other libraries and collaborative initiatives through professional associations and consortia.

Time Latin American Studies: 75%

Weyl, Eric. G.: Assistant Professor, Economics and the College, Tenure-track (2011). UChicago.

Education: BA 2007 Economics, Princeton University; MA and Ph.D. Economics, Princeton University.

Academic Experience: 2008-2011 Junior Fellow at the Society of Fellows, Harvard University; 2008-present Fellow, Toulouse School of Economics (TSE); 2012 Professor, Escuela de Verano, Universidad de Los Andes (UniAndes), Bogotá, Colombia; 2011 Visiting Expert, INDECOPI (pan-industrial regulator), Lima, Peru.

Research/Teaching Specialization: Quadratic vote buying; equilibrium in selection markets; equilibrium stability and comparative statics; dynamic information acquisition; joint design of competition, industrial and regulatory.

Courses Taught: Price Theory and Market Design; Market Design; Elements of Economic Analysis II; Advanced Price Theory and Market Structures.

Recent Publications:

“The First-Order Approach to Merger Analysis” with Sonia Jaffe, *American Economic Journal: Microeconomics*, 2013, 5(4): 188-218.

“Pass-Through as an Economic Tool: Principles of Incidence under Imperfect Competition” with Michal Fabinger, *Journal of Political Economy*, 2013, 121(3): 528-583.

“Market Power Screens Willingness-to-Pay” with Jean Tirole, *Quarterly Journal of Economics*, 2012, 127(4): 1971-2003.

“A Price Theory of Multi-Sided Platforms,” *American Economic Review*, 2010, 100(4): 1642-72.

“An FDA for Financial Innovation: Applying the Insurable Interest Doctrine to 21st Century Financial Markets” with Eric Posner, *Northwestern University Law Review*, 2013, 107(3): 1307-1358.

“Concordance among Holdouts,” with Scott Duke Kominers, *Proceedings of the 12th ACM Conference on Electronic Commerce*, 2011: 219-220.

“Economic Contract Theory Tests Models of Mutualism” with Megan E. Frederickson, Doug W. Yu and Naomi E. Pierce, *Proceedings of the National Academy of Sciences*, 2010, 107(36): 15712-6.

“Whose Rights? A Critique of Individual Agency as the Basis of Rights,” *Politics, Philosophy and Economics*, 2009, 8(2): 139-171.

Distinctions: 2013-2015 Neubauer Collegium Grant to support Comparative Economics Working Group; 2013-2014 Becker Friedman Institute Research Grant; 2009-2013 AER Excellence in Refereeing award; 2013 Sloan Foundation Research Grant with Eric Posner to support conference on “Benefit-Cost Analysis for Financial Regulation”; 2012-2014 Kauffman Foundation Junior Fellowship in Entrepreneurship Research; 2012-2013 Social Sciences Division Research Grant, U of C; 2010-2011 Research gift from Microsoft Corporation; 2010-present Sloan Foundation Research Grant with Charles Nathanson; 2009-2011 Harvard Real Estate Academic Initiative research grant with Scott Duke Kominers; 2009-2010 Milton Fund research award, Harvard University.

Time Latin American Studies: 25 %

Theses/Dissertations Supervised past 5 years): 5

Winters, Christopher: Bibliographer for Anthropology, Geography, and Maps, (1984). UChicago.

Education: BA 1966 Columbia University; PhD 1973 University of California, Berkeley; MA 1983 University of Chicago.

Academic Experience: 1972-1973 California State University; 1973-1975 University of Khartoum; 1975-1976 Lehman College; 1976-1977 Southern Connecticut State College; 1977-1980 University of Maryland; 1988-1989 Graduate Library School, University of Chicago.

Overseas Experience: Mali, Sudan, U.S. cities.

Foreign Language Competency: French-4, Spanish-3, Portuguese-3, Italian-3, German-2, Russian-2, Arabic-1, Japanese-1, Chinese-1.

Recent Publications:

“Building a web site at the University of Chicago Map Collection.” *Cartographic Perspectives*, no. 6 (2008):pp. 77-79.

Time Latin American Studies: 25%

Winters, Matthew: Assistant Professor, Liberal Arts and Sciences, Tenure-Eligible (2009). Illinois.

Education: PhD 2008 Columbia University, New York.

Overseas Experience: Indonesia; Brazil; Ecuador; Chad.

Foreign Language Competency: Korean-1; Indonesian-2; Spanish-3.

Research/Teaching Specialization: Foreign aid, globalization and development, corruption, accountability, governance, Southeast Asia.

Courses Taught: Comp Politics in Dev Nations; Proseminar Comp Politics II; Topics in Comparative Politics; Topics in Comparative Politics: Corruption.

Recent Publications:

“Targeting, Accountability and Capture in Development Projects.” *International Studies Quarterly* (2014).

Winters, M and Rebecca Weitz-Shapiro. “Lacking Information or Condoning Corruption: When Do Voters Support Corrupt Politicians?.” *Comparative Politics* 45.4 (2013): 418-36.

Presentations: “Credibility and Specificity: When Do Voters Act on Corruption Information?,” 08/15/2013, Universidade de São Paulo; “Untangling the Relationship between Political Participation and Happiness,” German Institute for Japanese Studies Workshop on Civil Society, Political Participation and Happiness, 05/24/2013, Bad Homburg, Germany.

Distinctions: Peter F. Nardulli Scholar Award, UI; Faculty Award for Excellence in Graduate Education, Teaching, Mentoring, and Service, Political Science Graduate Student Association, UI, April 2013.

Grants: Interdisciplinary Innovation Initiative Grant , 2012–2013, \$75000; Lemann Institute for Brazilian Studies Research Grant, 2012–2013, \$20000

Time Area Studies: 25%

Dissertations/Theses Supervised past 5 years: 3

Wootton, J. Timothy: Professor, Ecology and Evolution, (2000). UChicago.

Education: BA 1984 Biology, Cornell University; PhD 1990 Zoology, University of Washington.

Academic Experience: 2005-present Professor, 2000-2005 Associate Professor, 1993-2000 Assistant Professor, Department of Ecology & Evolution, The University of Chicago; 1995-2000 Assistant Professor, Committee on Evolutionary Biology, and Ecology & Evolution, The University of Chicago; 1976-present Contributor, Cornell Laboratory of Ornithology North American Nest Record Card Program.

Overseas Experience: Bolivia, Peru, Mexico, Guatemala, Thailand.

Foreign Language Competency: Spanish-4.

Courses Taught: Community Ecology, Community Ecology, Ecology and Evolution, Marine Ecology.

Research/Teaching Specialization: ecological and evolutionary consequences of interactions among organisms, rocky intertidal marine communities and rivers.

Recent Publications:

2014. S. L. Jackrel and J. T. Wootton. Local adaptation of stream communities to intraspecific variation in a terrestrial ecosystem subsidy. *Ecology* 95:37-43.

2013. J. T. Wootton and J. D. Forrester. Density-linked stochasticity. *PLoS ONE* 8(9): e75700. doi:10.1371/journal.pone.0075700.

2013. J. T. Wootton and C. A. Pfister. Experimental separation of genetic and demographic factors on extinction risk in wild populations. *Ecology* 94:2117-2123.

2013. J. T. Wootton. An experimental test of multi-species Markov models: Are barnacles long-term facilitators of mussel bed recovery? *Bulletin of Marine Science* 89:337-346.

2012. J. T. Wootton. Effects of timber harvest on river food webs: physical, chemical and biological responses. *PLoS ONE* 7(9): e43561. doi:10.1371/journal.pone.0043561.

2012. J. T. Wootton and C. A. Pfister. Carbon system measurements and potential climatic drivers at a site of rapidly declining ocean pH. *PLoS ONE* 7(12): e53396. doi:10.1371/journal.pone.0053396.

Distinctions: National Science Foundation (2013–2015) “Dissertation Research: Drivers and Consequences of Intraspecific Trait Variation: Ecology of a Forest-Stream Community”; National Science Foundation (2009–2014) “LTREB: Ecological Dynamics in an Experimentally-Tractable Natural Ecosystem”; NSF (2009_2011) “Dissertation Research: A Mechanistic Investigation of Range Limits Across Scales”; SeaDoc Foundation (2009). PI-Dr. Cathy Pfister. “Ocean Acidification: Developing Probes of Marine Ecosystem Health”.

Time Latin American Studies: 50%

Theses/Dissertations Supervised past 5 years: 4

Wong, Cara: Associate Professor, Liberal Arts & Sciences, Tenured (2013). Illinois.

Education: PhD 2002 Political Science, University of California, Berkeley.

Overseas Experience: Chile.

Foreign Language Competency: Mandarin Chinese-4; Spanish-2.

Research/Teaching Specialization: Public opinion and political behavior, racial/ethnic politics, citizenship and immigration.

Courses Taught: Special Topics: Immigration; Special Topics: Pol of Racial Ethnic Diversity.

Recent Publications:

Boundaries of Obligation: Geographic, Racial, and National Communities. Cambridge University Press, 2010.

“Explaining Perceptions of Competitive Threat in a Multiracial Context.” *Race, Reform, and Regulation of the Electoral Process.* New York: Cambridge University Press, 2011.

“Bringing the Person Back In: Boundaries, Perceptions, and the Measurement of Racial Context.” *Journal of Politics* 74 (2012).

Presentations: “Measurement of Community,” The American Panel Survey (TAPS) Workshop, 11/08/2013, Washington University, St. Louis.

Distinctions: Fulbright (to Chile, 2014–2015); Linowes Fellow (2013–2015); Center on Democracy in a Multiracial Society, Faculty Fellow, 2010–2011; Research Board grant, UI.

Grants: Research Board grant, UI, 2012, \$18500; Social Sciences and Humanities Research Council of Canada grant, 2011, \$74000.

Time Latin American Studies: 25%

Appendix 3

Integrated Course List 2012–2015

| | |
|------------------------------------|------|
| Language Acquisition Courses | D-1 |
| Area Studies Courses | D-10 |

Please note:

- **Illinois** 100, 200 and 300 level courses carry undergraduate credit only; 400 level courses carry either advanced undergraduate or graduate credit; 500 level courses carry graduate credit only. Illinois courses are offered during the summer semester, the fall semester, and the spring semester.
- **UChicago** 100 and 200 level courses carry undergraduate credit only; 300–600 level courses carry either advanced undergraduate or graduate credit; 600–900 level courses carry graduate credit only. University of Chicago courses are offered during the summer, fall, winter, and spring quarters.
- Interdisciplinary courses are *italicized*. Disciplines from which the course draws methodology (beyond the department of primary listing) are listed below the course number in *italics*.
- Content descriptions for courses whose titles might not convey area studies or international studies are located under the course title in *italics*.

LANGUAGE ACQUISITION COURSES

** Denotes courses funded in part with USED funds

| University | Course # | # Sections | Title (% content) | Instructor | Term | Hrs/WK | Enrollment 2012-13 | | | 2013-14 | 2014-15 |
|--|------------|------------|----------------------------------|-------------------|------|--------|--------------------|---|---|---------|---------|
| | | | | | | | UG | G | | | |
| LATIN AMERICAN STUDIES INDIGENOUS LANGUAGES | | | | | | | | | | | |
| UC | LACS 27901 | 1 | Modern Spoken Yucatec Maya 1 ** | Lucy, J. | F | 3 | 0 | 0 | 0 | x | X* |
| UC | LACS 27902 | 1 | Modern Spoken Yucatec Maya 2 ** | Lucy, J. | W | 3 | 0 | 0 | 0 | x | X* |
| UC | LACS 27903 | 1 | Modern Spoken Yucatec Maya 3 ** | Lucy, J. | Sp | 3 | 0 | 0 | 0 | x | X* |
| UC | LACS 32501 | 1 | Elementary Haitian Kreyol I ** | Esperance, J. | F | 3 | 2 | 4 | 4 | x | X* |
| UC | LACS 32502 | 1 | Elementary Haitian Kreyol II ** | Esperance, J. | W | 3 | 2 | 4 | 4 | x | X* |
| UC | LACS 32503 | 1 | Elementary Haitian Kreyol III ** | Esperance, J. | Sp | 3 | 2 | 4 | 4 | x | X* |
| UC | LACS 34512 | 1 | Intermediate Haitian Kreyol I ** | Balan-Gaubert, W. | F | 3 | 0 | 1 | 1 | x | X* |

| | | | | | | | | |
|------------------|---|------------------------------------|-------------------|------|---|---|----|----|
| LACS UC 34513 | 1 | Intermediate Haitian Kreyol II ** | Balan-Gaubert, W. | W | 3 | 0 | 1 | X* |
| LACS UC 34514 | 1 | Intermediate Haitian Kreyol III ** | Balan-Gaubert, W. | Sp | 3 | 0 | 1 | X* |
| LACS UC 30201 | 1 | Intensive Beginner's Aymara-1 ** | Huanca, M. | Su | 3 | 0 | 2 | X* |
| LACS UC 30202 | 1 | Intensive Beginner's Aymara-2 ** | Huanca, M. | Su | 3 | 0 | 2 | X* |
| LACS UC 30203 | 1 | Intensive Intermediate Aymara-1 ** | Huanca, M. | Su | 3 | 0 | 1 | X* |
| LAST UI 445 | 1 | Native Latin American Languages | Soto | F,Sp | 4 | 3 | 15 | X |

PORTUGUESE

| | | | | | | | | |
|------------------|---|--------------------------------|-----------------------|----|---|----|----|---|
| PORT UC 10100 | 1 | Elementary Portuguese-1 | Lima, A. | F | 3 | 15 | 3 | X |
| PORT UC 10200 | 1 | Elementary Portuguese-2 | Lima, A. | W | 3 | 13 | 3 | X |
| PORT UC 10300 | 1 | Elementary Portuguese-3 | De Souza, I. | Sp | 3 | 10 | 2 | X |
| PORT UC 12200 | 2 | Portuguese For Spanish Speaker | Lima, A.; McClean, A. | Sp | 3 | 26 | 10 | X |
| PORT UI 191 | 1 | Freshman Honors Tutorial | Tosta | F | 1 | 0 | 0 | X |
| PORT UI 200 | 2 | Advanced Grammar | Goebel/Senna | F | 3 | 8 | 5 | X |

| | | | | | | | | | | |
|----|------------|---|--------------------------------|------------------------|-------|---|----|----|---|---|
| UC | PORT 20100 | 1 | Intermediate Portuguese | Lima, A. | F | 3 | 17 | 1 | | |
| UC | PORT 21500 | 1 | Estilística/Lingua Portuguesa | Lima, A. | Sp | 3 | 14 | 0 | x | x |
| UC | PORT 29700 | 1 | Readings in Special Topics | Lima, A. | Sp | 3 | 0 | 1 | x | x |
| UC | PORT 30200 | 1 | Advanced Portuguese | Lima, A. | W | 3 | 18 | 0 | x | x |
| UI | PORT 320 | 1 | Readings in Portuguese | Senna | SP | 3 | 7 | 3 | x | x |
| UI | PORT 320 | 1 | Readings in Portuguese | Senna | SP | 3 | 0 | 0 | x | x |
| UI | PORT 400 | 2 | Intensive Beginning Portuguese | Goebel/Senna | F, SP | 3 | 67 | 17 | x | x |
| UI | PORT 401 | 2 | Intermediate Portuguese | Goebel/Senna | F, SP | 3 | 47 | 8 | x | x |
| UI | PORT 404 | 2 | Luso-Brazilian Culture | Senna/Tosta | F, SP | 4 | 35 | 7 | x | x |
| UI | PORT 404 | 2 | Luso-Brazilian Culture | Senna/Tosta | SP | 2 | 23 | 4 | x | x |
| UI | PORT 406 | 2 | Brazilian Film | Senna/Tosta | F | 3 | 4 | 3 | x | x |
| UC | PORT 42100 | 1 | Reading And Research | Lima, A. ; McClean, A. | W | 3 | 0 | 1 | x | x |

SPANISH

| | | | | | | | | | | |
|----|------------|----|--------------------------------|---|--------------|---|-----|----|---|---|
| UC | SPAN 10100 | 4 | Beginning Elementary Spanish-1 | Faculty | F, W | 3 | 78 | 5 | x | x |
| UC | SPAN 10200 | 10 | Beginning Elementary Spanish-2 | Faculty | F, W, | 3 | 159 | 7 | x | x |
| UI | SPAN 103 | 1 | Intermediate Spanish | Waters | F, Sp, Su | 4 | 704 | 10 | x | x |
| UC | SPAN 10300 | 13 | Beginning Elementary Spanish 3 | Faculty | F, W, | 3 | 209 | 4 | x | x |
| UI | SPAN 122 | 1 | Intensive Elementary Spanish | Waters | F, Sp, Su | 4 | 351 | 9 | x | x |
| UI | SPAN 122 | 1 | Intensive Elementary Spanish | Waters | F, Sp, Su | 4 | 204 | 7 | x | x |
| UI | SPAN 141 | 1 | Intro to Spanish Grammar | Carollo | F, Sp, Su | 4 | 490 | 7 | x | x |
| UI | SPAN 142 | 1 | Spanish in the Professions | Carollo | F, Sp | 4 | 237 | 0 | x | x |
| UC | SPAN 15001 | 1 | Spanish in Barcelona | Nemiroff, J. ; Fernandez De La Reguera, T. | W | 3 | 25 | 0 | x | x |
| UC | SPAN 15002 | 1 | Spanish in Oaxaca | Anzzolin, K. | W | 3 | 22 | 0 | x | x |
| UI | SPAN 200 | 1 | Readings in Hispanic Texts | Henshaw | F, Sp, Su | 3 | 298 | 2 | x | x |

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|----|------------|----|--|-----------------------------|----------------|-----|---|---|---|
| UC | SPAN 20100 | 9 | Language, History, Culture 1 | Faculty | F, W, 3 | 116 | 2 | x | x |
| UC | SPAN 20102 | 1 | Language, History, and Culture for Heritage Speakers I | Lozada Cerna, M. | F 3 | 4 | 1 | x | x |
| UI | SPAN 202 | 1 | Spanish for Business | Abbott | F 3 | 12 | 0 | x | x |
| UC | SPAN 20200 | 9 | Language, History, Culture 2 | Faculty | F, W, 3 | 131 | 2 | x | x |
| UC | SPAN 20202 | 1 | Language, History, and Culture for Heritage Speakers II | Lozada Cerna, M. | W 3 | 6 | 1 | x | x |
| UC | SPAN 20300 | 10 | Language, History, and Culture 3 | Faculty | F, W, 3 | 145 | 0 | x | x |
| UC | SPAN 20302 | 1 | Language, History, and Culture for Heritage Speakers III | Lozada Cerna Maria | Sp 3 | 11 | 1 | x | x |
| UI | SPAN 204 | 1 | Practical Review of Spanish | Henshaw | F, Sp, 3 Su | 305 | 2 | x | x |
| UC | SPAN 20400 | 2 | Curso de Redaccion AcadÈmica | Staff | F, Sp 3 | 31 | 2 | x | x |
| UC | SPAN 20403 | 1 | Redaccion Academica en el Cultural De Barcelona | Fernandez De La Reguera, T. | Sp 3 | 23 | 0 | x | x |

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|----|------------|---|---|-----------------------|-----------|---|-----|---|---|---|---|
| UC | SPAN 20500 | 1 | Composicion y conversacion avanzada II | Sedlar, J. | W | 3 | 0 | 0 | 0 | x | x |
| UC | SPAN 20601 | 2 | Discurso Academico | Faculty | W, Sp | 3 | 22 | 1 | x | x | x |
| UC | Span 20602 | 1 | Discurso Academico para Hablantes Nativos | Van Den Hout, L. | Sp | 3 | 7 | 0 | x | x | x |
| UI | SPAN 208 | 2 | Oral Spanish | De Angelo/Henshaw | F, Sp, Su | 3 | 113 | 3 | x | x | x |
| UI | SPAN 228 | 2 | Spanish Composition | Fuentes Peris/Henshaw | F, Sp | 3 | 345 | 0 | x | x | x |
| UI | SPAN 232 | 1 | Spanish in the Community | Abbott | F, Sp | 3 | 55 | 4 | x | x | x |
| UI | SPAN 252 | 1 | Intro to Hispanic Linguistics | Foote | F, Sp | 3 | 140 | 0 | x | x | x |
| UI | SPAN 303 | 1 | The Sounds of Spanish | Staff | F | 3 | 30 | 0 | x | x | x |
| UI | SPAN 305 | 1 | The Structure of Spanish | Staff | F | 3 | 80 | 0 | x | x | x |
| UI | SPAN 310 | 1 | Spanish Literatures I | Martinez-Quiroga | F, SP | 3 | 15 | 0 | x | x | x |
| UI | SPAN 312 | 1 | Spanish Literatures II | Tolliver | F, Sp | 3 | 32 | 0 | x | x | x |

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|----|----------|---|-------------------------------|-----------------|-------|---|----|----|---|---|
| UI | SPAN 314 | 1 | Latin American Literatures I | Melendez | F | 3 | 21 | 0 | x | x |
| UI | SPAN 316 | | Latin American Literatures II | Staff | F, Sp | 3 | 21 | 0 | x | x |
| UI | SPAN 332 | 1 | Spanish and Entrepreneurship | Abbott | SP | 3 | 24 | 0 | x | x |
| UI | SPAN 430 | 1 | Spanish Phonology | Hualde | SP | 4 | 0 | 0 | x | x |
| UI | SPAN 431 | 1 | Spanish Morphology | Escobar | F | 4 | 0 | 15 | | x |
| UI | SPAN 432 | 1 | Spanish Syntax | MacDonald | SP | 4 | 0 | 0 | x | x |
| UI | SPAN 433 | 1 | Spanish Sociolinguistics | Escobar | F | 4 | 0 | 0 | x | x |
| UI | SPAN 461 | 1 | Medieval Spanish Studies | Stoppino | F | 4 | 0 | 5 | | x |
| UI | SPAN 462 | 1 | Early Modern Spanish Studies | Irigoyen Garcia | SP | 4 | 0 | 0 | x | x |
| UI | SPAN 463 | 1 | 18-19thC Spanish Studies | Tolliver | F | 4 | 0 | 0 | | x |
| UI | SPAN 466 | 1 | Colonial Span Amer Studies | Melendez | SP | 4 | 1 | 7 | | x |

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|----|-------------|----|---|----------|--------------|---|----|---|---|---|---|
| UI | SPAN 467 | 1 | 19thC Sp American Studies: Territorial Fiction :19C Latin America | Goldman | F | 4 | 0 | 0 | 0 | x | x |
| UI | SPAN 468 | 1 | 20th-21stC Span Am Studies | Goldman | F | 4 | 0 | 6 | | | x |
| UI | SPAN 477 | 1 | Span Grammar Comm Lang Tchg | Foote | SP | 3 | 12 | 0 | | x | x |
| UI | SPAN 490 | 20 | Advanced Readings in Spanish | Faculty | F, Sp, Su | 0 | 6 | 1 | | x | x |
| UI | SPAN 490 | 1 | Advanced Readings in Spanish: Cult/Civ of Span America | Escobar | F | 3 | 9 | 0 | | | x |
| UI | SPAN 490 | 1 | Advanced Readings in Spanish: The Acquisition of Spanish | Foote | F | 3 | 0 | 0 | | x | x |
| UI | SPAN 491 | 19 | Topics for Honors Students | Faculty | F, Sp | 1 | 3 | 0 | | x | x |
| UI | SPAN 535 | 1 | Sem Spanish-American Lit | Melendez | SP | 4 | 0 | 5 | | x | x |
| UI | SPAN 559 | 1 | Sem Spanish Diachronic Ling | Escobar | SP | 4 | 0 | 3 | | x | x |

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|-----------------------------------|---------------|---|---|-------------------|----|----|------|----|-----|---|
| UI | SPAN 572 | 1 | Theory and Literary Criticism | Ledesma | SP | 4 | 0 | 6 | x | x |
| UI | SPAN 590 | 1 | Topics in Hispanic Studies | Delgado | F | 4 | 0 | 3 | | x |
| UI | SPAN 590 | 1 | Topics in Hispanic Studies: Literature & the World System | Tolliver | F | 4 | 0 | 3 | x | x |
| UI | SPAN 590 | 1 | Topics in Hispanic Studies: The Acquisition of Spanish | Foote | F | 4 | 0 | 0 | x | x |
| UC | SSAD 64400 | 1 | Spanish Language and Culture for Social Workers | Moraga Guerra, V. | Sp | 3 | 0 | 12 | x | x |
| TOTAL LANGUAGE ENROLLMENTS | | | | | | UG | 4810 | G | 239 | |

AREA STUDIES COURSES

*Comp. signifies comprehensive area coverage

| University | Course # Disciplinary methodology | Regional Coverage | Title (% Content) | Instuctor | Term | Hr/Wk | 2012-13 Enroll. | | 2013-2014- 2014 2015 | |
|---------------------------------|--|------------------------------|---|-----------------|--------------|----------|--------------------|----------|-------------------------|----------|
| | | | | | | | UG | G | | |
| African American Studies | | | | | | | | | | |
| UI | AFRO 103 | Caribbean, Brazil | Black Women in the Diaspora (80%) | Wilson | F, Sp | 3 | 43 | 0 | x | x |
| | <i>African Studies, Gender and Women's Studies</i> | | | | | | | | | |
| UI | AFRO 224 | Caribbean, Brazil | Humanist Persp of Afro-Am Exp (80%) | Meghelli | F | 3 | 10 | 0 | x | x |
| | <i>Comparative Literature</i> | | <i>Presents the Afro-centric world view as it was manifested in traditional African society and in the Afro-American slave community. Shows that this world view merged with European notions of art and humanity, as revealed in modern Afro-American and Latin American literature, art, and music.</i> | | | | | | | |
| UI | AFRO 261 | Caribbean, Brazil | Intro to the African Diaspora (80%) | McDuffie | F, Sp | 3 | 21 | 0 | x | x |
| | <i>Anthropology</i> | | | | | | | | | |

| UI | AFRO 560 | Caribbean, Brazil | African Diaspora Seminar (70%) | McDuffie | Sp | 4 | 0 | 6 | x |
|--|----------|--|--|-------------|-------|---|-----|---|---|
| TOTAL ENROLLMENTS AFRICAN AMERICAN STUDIES 74 6 | | | | | | | | | |
| Agriculture and Consumer Economics | | | | | | | | | |
| UI | ACE 210 | Comp. | Environmental Economics (25%) | Ando | F, Sp | 3 | 480 | 0 | x |
| | | <i>Environmental Sciences, Economics, Urban Planning</i> | <i>Economic issues surrounding environmental quality, including: costs and benefits of environmental protection; economics of environmental policies; and economics of international environmental problems. Latin American case studies.</i> | | | | | | |
| UI | ACE 251 | Comp. | The World Food Economy (25%) | Winter-NeF | F | 3 | 138 | 0 | x |
| UI | ACE 255 | Comp. | Econ of US Rural Poverty & Dev (25%) | Allen-Smith | F | 3 | 24 | 0 | x |
| | | | <i>Discusses relationships between farm holders and migrant workers.</i> | | | | | | |
| UI | ACE 411 | Comp. | Environment and Development (25%) | Khanna | Sp | 4 | 32 | 9 | x |
| | | | <i>Relationship between economic development and environmental sustainability through application of cost-benefit analysis and environmental economics. Developing and developed country issues are considered with an emphasis on hands-on applications of project appraisal, social benefit-cost analysis, green accounting, and non-market valuation.</i> | | | | | | |
| UI | ACE 435 | Comp. | Global Agribusiness Management (25%) | Schnitkey | Sp | 3 | 75 | 3 | x |
| UI | ACE 451 | Comp. | Agriculture in Intl Dev (25%) | McNamara | Sp | 3 | 26 | 3 | x |

| UI | ACE 455 | Comp. | Intl Trade in Food and Agr (25%) | Ando | Sp | 3 | 30 | 2 | x |
|---|----------|-----------------|---|------------------------------|--------------|---|-----|---|---|
| TOTAL ENROLLMENTS AGRICULTURE ECONOMICS 805 17 | | | | | | | | | |
| Agriculture, Consumer and Environmental Sciences | | | | | | | | | |
| UI | ACES 298 | Comp. | International Experience (25%) | Blumthal/ Chen/ Kesler | F | 1 | 20 | | x |
| UI | ACES 298 | Caribbean | International Experience: Discovering Sys of Caribbean (100%) | Blumthal/ Simmons | F | 3 | 15 | | x |
| TOTAL ENROLLMENTS AGRICULTURE SCIENCES 35 0 | | | | | | | | | |
| Anthropology | | | | | | | | | |
| UI | ANTH 103 | Brazil | Anthro in a Changing World (33%) | Govindrajan | F, Sp, Su | 3 | 807 | 0 | x |
| | | | <i>Presents the fundamental areas of anthropological analysis through a series of comparative cases that emphasize social and cultural relations in global contexts. Directs attention to the anthropological history of global empires and colonial states.</i> | | | | | | |
| UI | ANTH 105 | Mexico, Peru | World Archaeology (33%) | Bauer | F, Sp, Su | 3 | 272 | 0 | x |
| | | | <i>Using archaeological data, traces our prehistoric heritage and the processes which led to the evolution of agriculture, settled villages, and civilization in many areas of the world. Lectures range from the earliest Homo sapiens to Sumeria, Egypt, Mexico, Peru, and the United States.</i> | | | | | | |

| UI | ANTH 175 | Comp. | Archaeology and Pop Culture (33%) | Silverman Sp | 3 | 0 | 0 | x |
|----|------------|---------------------|---|--------------|---|-----|---|-----|
| | | | <i>Examines the ways in which the ancient past has been interpreted, appropriated, represented, used, and misused for a variety of reasons by political parties, national governments, and religious and ethnic groups living in the present. Peru case study.</i> | | | | | |
| UI | ANTH 182 | Comp. | Latin American Cultures (100%) | Maldonado Sp | 4 | 21 | 0 | x x |
| UI | ANTH 199 | Mexico | Undergraduate Open Seminar: Intro to Anth Democ & Soc Move (33%) | Greenberg Sp | 3 | 4 | 0 | |
| | | | <i>Social Movements. Cases of the Zapatista movement</i> | | | | | |
| UI | ANTH 209 | Peru, Chile, Mexico | Food, Culture, and Society (33%) | Manalansan F | 3 | 275 | 0 | x x |
| | | | <i>Introduces basic anthropological and sociological methods, concepts and approaches to the study of the food. Explores issues including gender roles, religious influences, family relationships, community sharing, nationalist rituals, and global processes in the production, distribution and consumption of food. Film, ethnographies, and other social science studies wUI be examined. Peru, Chile and Mexico</i> | | | | | |
| UC | ANTH 21254 | Comp. | Intsv Study: Pirates (50%) | Dawdy, S. Sp | 3 | 117 | 0 | |
| | | | <i>Compares pirate practices in early modern Caribbean to examples spanning from ancient ship raiders in the Mediterranean to contemporary software "piracy."</i> | | | | | |
| UI | ANTH 224 | Peru | Tourist Cities and Sites (50%) | Silverman F | 3 | 0 | 0 | x x |
| | | | <i>Examination of tourism's social, political, economic, cultural, and physical dimensions from an anthropological perspective. Case of Cusco, Peru</i> | | | | | |

| UI | ANTH 230 | Comp. | Sociocultural Anthropology (33%) | Dominguez | F | 3 | 151 | 0 | x |
|----|-----------------------------------|--|--|-------------------|----|---|-----|---|-----|
| | | | <i>Introduction to the anthropological study of contemporary human societies; emphasis on the comparative study of social organization, interpersonal relations, cultural ecology, and processes of sociocultural change, but also includes some consideration of the method and theory of ethnographic field research.</i> | | | | | | |
| UC | ANTH 23075 | Brazil | Race and Culture in Brazil (100%) | Enriquez, F. | W | 3 | 11 | 0 | |
| | | <i>Comparative Race and Ethnic Studies</i> | | | | | | | |
| UC | ANTH 26315 | Comp. | Politics & Practices of Latin American Historical Archaeology (100%) | Gaitan-Ammann, F. | F | 3 | 0 | 0 | x |
| UC | ANTH 26320 | Comp. | Artifacts of the Spanish Colonies (100%) | Gaitan-Ammann, F. | W | 3 | 0 | 0 | x |
| UC | ANTH 26325 | Comp. | Archaeologies of Slavery in the New World (100%) | Gaitan-Ammann, F. | W | 3 | 0 | 0 | x |
| UI | ANTH 275 | Cuba, Argentina, Brazil | The World of Jewish Sepharad (33%) | Saul | Sp | 3 | 24 | 0 | x x |
| | <i>History, Romance Languages</i> | | <i>Study of the cultural legacy and history of the Sephardic Jews, mostly focusing on the Mediterranean and the thriving communities they established in countries of Muslim governance and in the Balkans, and more recently in America (Brazil, Cuba) The Judeo-Spanish language, which has been preserved until the end of the twentieth century; the press, literature and music are components of this course</i> | | | | | | |

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|---------------|-----------------------|---|------------|----|---|----|----|---|---|---|
| UI ANTH 277 | Comp. | Ancient Cities, Sacred Land (33%) | Pauketat | F | 3 | 0 | 0 | 0 | x | x |
| UI ANTH 278 | Comp. | Climate Change & Civilization (40%) <i>Examination of how climate change impacts society. With the increasing need to understand how climate changes and society intersect at present, it is becoming important that we address critical questions about how lessons from the past inform present needs. Case studies from Latin America are discussed.</i> | Lucero | Sp | 3 | 26 | 0 | 0 | | x |
| UC ANTH 35500 | Comp. | Anthropology Of Development (25%) | Kolata, A. | Sp | 3 | 20 | 11 | | | |
| | Environmental Studies | <i>Applies anthropological understanding to development programs in "underdeveloped" and "developing" societies.</i> | | | | | | | | |
| UI ANTH 376 | Mexico | Aztec Civilization (100%) | DeLucia | Sp | 3 | 0 | 0 | 0 | x | x |
| UI ANTH 399 | Comp. | Special Topics (100%) <i>Bilingual education- Americas</i> | Faculty | F | 3 | 15 | 0 | 0 | | |
| UI ANTH 399 | Comp. | Special Topics: America in the World (25%) <i>Study of the lure and rejection of the U.S. around the world, by drawing on long-standing anthropological approaches to the histories of peoplehood, selfhood, and otherness. Examines the historical, political, cultural, economic, and social context of both anti- and pro-Americanism, in various parts of the globe.</i> | Dominguez | F | 3 | 5 | 0 | 0 | | |
| UI ANTH 399 | Comp. | Special Topics: Animal Ecologies (25%) <i>Sustainability of human and animal relations in the world</i> | Desmond | Sp | 3 | 16 | 0 | 0 | | |
| UI ANTH 399 | Comp. | Special Topics: Gender & Latina/o Migration (50%) | Rosas | F | 3 | 0 | 0 | 0 | x | |

| UI | ANTH 399 | Comp. | Special Topics: Language and Race (33%) | Lo | F | 3 | 0 | 0 | x |
|----|------------|--------------------|---|-------------------|----|---|----|---|---|
| | | | <i>Bilingualism and language rights, includes Spanish.</i> | | | | | | |
| UI | ANTH 399 | Comp. | Special Topics: Language in Real World (33%) | Farnell | Sp | 3 | 18 | 0 | |
| | | | <i>Research of students and minority groups. Latin American case studies.</i> | | | | | | |
| UI | ANTH 399 | Comp. | Special Topics: Violence and Its Alternatives (33%) | Schrag | F | 3 | 0 | 0 | x |
| | | | <i>Social protest examples in the world. Includes case studies of Latin America</i> | | | | | | |
| UI | ANTH 399 | Comp. | Special Topics: Youth and Culture (33%) | Greenberg | F | 3 | 0 | 0 | x |
| | | | <i>Slang, gangs, and music. Examines Latin American case studies.</i> | | | | | | |
| UI | ANTH 459 | Mexico, C. America | The Ancient Maya (100%) | Lucero | F | 3 | 13 | 3 | x |
| UI | ANTH 472 | Mexico | Border Latina, Latino Cultures (50%) | Rosas | F | 4 | 3 | 8 | x |
| | | | <i>Latina/o Studies</i> | | | | | | |
| UC | ANTH 48210 | Comp. | Colonial Ecologies (25%) | Morrison, | Sp | 3 | 0 | 0 | x |
| | | | <i>Explores the ecology of European colonial expansion, concentrating on the production of periphery and the transformation of incorporated societies and environments. Includes Latin America in its case studies.</i> | | | | | | |
| UI | ANTH 499 | Mexico | Topics in Anthropology: Anth of Contemporary Mexico (100%) | Maldonado | Sp | 4 | 0 | 0 | x |
| UI | ANTH 515 | Comp. | Seminar in Anthropology: Culture Contingency and Race (33%) | Rosas/ Roseman | Sp | 2 | 0 | 4 | |

| Classic Civilization | Race construction compared in US and Americas | | TOTAL ENROLLMENTS ANTHROPOLOGY | | 1798 | 26 | |
|----------------------|---|--|--------------------------------|----|------|-------|---|
| Art History | | | | | | | |
| UI ARTH 115 | Comp. | Art in a Global Context (33%) | O'Brien | Sp | 4 | 152 0 | x |
| UC ARTH 16003 | Mesoamerica | Art of Mesoamerica (100%) | Brittenham, C. | F | 3 | 23 3 | x |
| UC ARTH 16413 | Mexico, Guatemala | Maya Art and Architecture (100%) | Brittenham, C. | F | 3 | 0 0 | x |
| UC ARTH 17611 | Comp. | Envisioning the Colonial Metropolis (50%) | Fromont, C. | Sp | 3 | 16 0 | x |
| UC ARTH 23601 | Comp. | Pre-Colombian Art and Architecture in the Modern Imagination (100%) | Lopez, J. | Sp | 3 | 0 0 | x |
| UC ARTH 29503 | Mexico | Mexican Murals (100%) | Brittenham, C. | W | 3 | 0 0 | x |
| UI ARTH 299 | Comp. | Spec Topics in Art History (33%) | Marina | Sp | 3 | 29 0 | |
| | | Latin American graffiti | | | | | |
| UC ARTH 30603 | Mexico | Image and Text in Mexican Codices (100%) | Brittenham, C. | Sp | 3 | 8 5 | x |
| UC ARTH 35011 | Brazil | Africa, America (50%) | Fromont, C. | W | 3 | 4 2 | |
| UC ARTH 41803 | Mesoamerica | The Materiality of Mesoamerican Art (100%) | Brittenham, C. | W | 3 | 0 2 | |
| UC ARTH 42111 | Brazil | Kongo in Theory (50%) | Fromont, C. | W | 3 | 0 6 | |
| | | Explores a range of visual, material, and religious productions from Africa to the Americas and back. Explores African aesthetics, cross-cultural conversion, art & context, diaspora, global art. | | | | | |

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|--------------------------------------|----------|--------|---------------------------------------|---------|----|---|---|---|---|-----------|-----------|
| UI | ARTH 442 | Comp. | Arts of Colonial Latin America (100%) | Vazquez | F | 4 | 0 | 0 | x | x | |
| UI | ARTH 541 | Brazil | Seminar in Modern Art (33%) | Romberg | Sp | 4 | 0 | 0 | x | | |
| | | | <i>Brazilian modernism</i> | | | | | | | | |
| TOTAL ENROLLMENTS ART HISTORY | | | | | | | | | | 80 | 18 |

Atmospheric Sciences

| | | | | | | | | | | |
|----|----------|-------|---------------------------------|-------------|-------|---|-----|---|---|---|
| UI | ATMS 140 | Comp. | Climate and Global Change (50%) | Schlesinger | F, Sp | 3 | 192 | 0 | x | x |
|----|----------|-------|---------------------------------|-------------|-------|---|-----|---|---|---|

TOTAL ENROLLMENTS ATMOSPHERIC SCIENCES 192 0

Business

| | | | | | | | | | | | |
|-----------------------------------|------------|----------------------|---|-------------------|-----------|---|-----|---|---|------------|----------|
| UC | BUSW 33520 | Brazil and Venezuela | The Wealth of Nations (25%) | Hsieh, C. | F | 3 | 0 | 0 | x | | |
| | | | <i>Explores the role of financial markets, labor market regulations, tax policy, and trade policy in understanding a country's growth experience. Brazil and Venezuela.</i> | | | | | | | | |
| UI | BADM 380 | Comp. | International Business | Girndt-Clougherty | F, Sp, Su | 3 | 231 | 0 | x | x | |
| UI | BADM 381 | Comp. | Multinational Management | Yao | F, Sp | 3 | 74 | 0 | x | | |
| UI | BADM 382 | Comp. | International Marketing | Koo | Sp | 3 | 55 | 0 | x | | |
| TOTAL ENROLLMENTS BUSINESS | | | | | | | | | | 360 | 0 |

Cinema and Media Studies

| | | | | | | | | | | |
|----|----------|-------|--|----------|----|---|---|---|---|--|
| UI | MACS 199 | Comp. | Undergraduate Open Seminar: Conflict, Identity and Power (25%) | Katsikas | Sp | 3 | 3 | 0 | x | |
| | | | <i>Examines minority populations in comparison to legal status. Latin American case studies.</i> | | | | | | | |

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|---|------------|---------|--|-----------|--------------|---|-----|---|---|---|--|
| UI | MACS 199 | Bolivia | Undergraduate Open Seminar: Intro to Digital Media (25%) | Potter | F | 0 | 12 | 0 | | | |
| | | | <i>Case Study of Bolivia.</i> | | | | | | | | |
| UI | MACS 320 | Comp. | Popular Culture (25%) | Hay | F, Sp, Su | 3 | 146 | 1 | x | x | |
| | | | <i>Examines the critical literature on mass media entertainment; reviews significant contemporary issues and develops perspectives for understanding popular culture with worldwide comparative approaches. Latin American case studies.</i> | | | | | | | | |
| UI | MACS 351 | Comp. | Social Aspects of Media (25%) | Reisner | F, Sp | 3 | 181 | 0 | x | x | |
| | | | <i>Explores media structures in relation to cultural content and social functions; examines problems of life and society as treated in mass-produced communications. Latin American case studies.</i> | | | | | | | | |
| UC | CMST 36802 | Mexico | Bunuel & Surrealism (50%) | Lastra, J | W | 3 | 15 | 4 | | | |
| | | | <i>Explores works of Luis Bunuel, who worked in Spain, Mexico and France.</i> | | | | | | | | |
| UI | MACS 375 | Comp. | Latina/o Media in the US (50%) | Molina | F | 3 | 0 | 0 | x | | |
| | | | <i>Latina/o Studies</i> | | | | | | | | |
| UI | MACS 377 | Comp. | Global Communications (25%) | Potter | F | 3 | 9 | 0 | | | |
| UI | MACS 389 | Comp. | International Communications (25%) | Staff | Sp | 3 | 34 | 0 | | x | |
| | | | <i>Political Science</i> | | | | | | | | |
| TOTAL ENROLLMENTS CINEMA AND MEDIA STUDIES | | | | | | | 400 | 5 | | | |
| Community Health | | | | | | | | | | | |

| UI | CHLH 415 | Comp. | International Health (25%) | Schwengel | F, Sp | 3 | 110 | 0 | x |
|---|------------|-----------|---|----------------|-------|---|-----|---|---|
| TOTAL ENROLLMENTS COMMUNITY HEALTH 110 0 | | | | | | | | | |
| Comparative Literature | | | | | | | | | |
| UI | CWL 114 | Comp. | Global Consciousness and Lit (50%) | Tierney | Sp | 3 | 167 | 0 | x |
| UI | CWL 202 | Comp. | Literature and Ideas (33%) | Murav | Sp | 3 | 15 | 0 | x |
| | | | <i>Analysis of several important world-views in Western civilization (such as classical, Romantic, modern, and so forth), studied comparatively and in relation to selected figures in Western literature. Latin American case studies.</i> | | | | | | |
| UC | CMLT 23500 | Caribbean | Caribbean Fiction: Self-Understanding and Exoticism (100%) | Desmoreaux, D. | W | 3 | 0 | 0 | x |
| | | | <i>French</i> | | | | | | |
| UI | CWL 241 | Comp. | Lit Europe & the Americas I (50%) | Kaganovsky | F | 3 | 94 | 0 | x |
| UI | CWL 242 | Comp. | Lit Europe and the Americas II (50%) | Rushing | Sp | 3 | 86 | 0 | x |
| UI | CWL 471 | Comp. | International Lit Relations (50%) | Sobol | Sp | 4 | 1 | 1 | x |
| UI | CWL 471 | Brazil | International Lit Relations: Arabs and the New World (50%) | Hassan | F | 3 | 1 | 0 | |
| TOTAL ENROLLMENTS COMPARATIVE LIT. 364 1 | | | | | | | | | |
| Dance | | | | | | | | | |
| UI | DANC 310 | Brazil | World Dance Forms: Capoeira (100%) | Chiaramonte | F, Sp | 1 | 33 | 4 | x |
| TOTAL ENROLLMENTS DANCE 33 4 | | | | | | | | | |
| Economics | | | | | | | | | |
| UI | ECON 420 | Comp. | International Economics (33%) | Baer | F, Sp | 4 | 191 | 2 | x |

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|----|---|-------|--------------------------------------|----------|-------|---|-----|----|---|---|
| UI | ECON 450 | Comp. | Development Economics (33%) | Staff | F, Sp | 4 | 89 | 4 | x | x |
| UI | ECON 452 | Comp. | The Latin American Economies (100%) | Baer | Sp | 4 | 262 | 14 | x | x |
| | <i>Agriculture and Consumer Economics</i> | | | | | | | | | |
| UI | ECON 523 | Comp. | Business International Econ (33%) | Baer | F | 4 | 0 | 66 | x | x |
| UI | ECON 550 | Comp. | Econ of Development and Growth (50%) | Esfahani | Sp | 4 | 0 | 39 | x | x |

TOTAL ENROLLMENTS ECONOMICS 542 125

Education Policy Studies

| | | | | | | | | | | |
|----|---|-------|---|----------|-----------|---|-----|----|---|---|
| UI | EPS 310 | Comp. | Race and Cultural Diversity (50%) | Anderson | F, Sp, Su | 4 | 141 | 0 | x | x |
| | <i>Asian American Studies, African American Studies, Latina/o Studies</i> | | <i>Study of race and cultural diversity from Colonial era to present; the evolution of racial ideology in an ethnically heterogeneous society; the impact of race on the structures and operations of fundamental social institutions; the role of race in contemporary politics and popular culture</i> | | | | | | | |
| UI | EPS 425 | Comp. | Anthropology of Education (25%) | Lo | F, Sp | 2 | 2 | 17 | x | |
| | <i>Anthropology, Educational Psychology</i> | | <i>This seminar considers how sociocultural anthropology has approached the study of education. Readings include ethnographies of schooling as well as works which consider how schooling is implicated in modernist projects of social improvement, the politics of cultural pluralism in nation states, and the spread of neoliberalism. Latin American case studies.</i> | | | | | | | |
| UI | EPS 500 | Comp. | Topics in Educational Policy (25%) | Dixon | F, Sp | 2 | 0 | 36 | x | |
| | | | <i>Bilingual education in Peru</i> | | | | | | | |

| UI | EPS 500 | Comp. | Topics in Educational Policy: History of Work & Ed Policy (25%) | Pak | SP | 4 | 0 | 30 | |
|----|---------|--------|---|-----------------|--------------|----------|----------|-----------|----------|
| | | | <i>Examines use of bilingual education for Latino populations.</i> | | | | | | |
| UI | EPS 590 | Mexico | Advanced Graduate Seminar: Education and Social Justice(50%) <i>Provides an introduction to the social, political, economics and cultural forces shaping communities today. Emphasis on the role of race, class, and gender relations in urban social issues and the processes through which successful community intervention occurs at the local level. Case study: Mexico.</i> | Ginsburg | F | 4 | 0 | 10 | x |
| UI | EPS 590 | Comp. | Advanced Graduate Seminar: Ethnography in Global Context(50%) | Herrera | F | 4 | 0 | 5 | |
| UI | EPS 590 | Comp. | Advanced Graduate Seminar: Global Perspect in Curriculum (33%) | McCarthy | F, Sp | 4 | 0 | 28 | x |
| UI | EPS 590 | Comp. | Advanced Graduate Seminar: Human Rights & Justice in Ed (33%) <i>Human rights survey. Case of Colombia</i> | Dhuion | Sp | 4 | 0 | 16 | |
| UI | EPS 590 | Comp. | Advanced Graduate Seminar: International Higher Education (33%) | Herman | Su | 4 | 0 | 16 | |
| UI | EPS 590 | Comp. | Advanced Graduate Seminar: Readings in Educational Policy (33%) <i>Readings of Brazilian educator and pedagogist, Paolo Freire</i> | Anderson | Su | 4 | 0 | 5 | |
| UI | EPS 590 | Comp. | Advanced Graduate Seminar: Revolutionary Acts I (33%) <i>Revolutions and military coups. Latin American case studies.</i> | Brown | Sp | 4 | 1 | 8 | |

| UI | EPS 590 | Comp. | Advanced Graduate Seminar: Theories of Language in Edu (33%) | DhUion | Sp | 4 | 0 | 0 | x |
|----|---------|-------|---|----------|----|---|---|----|---|
| | | | <i>Examines use of Spanish amongst other languages.</i> | | | | | | |
| UI | EPS 590 | Comp. | Advanced Graduate Seminar: Visualizing Global Context (33%) | McCarthy | F | 4 | 0 | 0 | x |
| | | | <i>Examines graffiti and graffiti culture in various world settings.</i> | | | | | | |
| UI | EPS 590 | Comp. | Advanced Graduate Seminar: Writing Contemporary Childhoods (33%) | Dyson | Sp | 4 | 0 | 0 | x |
| | | | <i>Comparative class on contemporary writers. Examines case studies from South America.</i> | | | | | | |
| UI | EPS 590 | Andes | Advanced Graduate Seminar: Youth & Cit in a Digital Age (33%) | Herrera | F | 4 | 0 | 12 | |
| | | | <i>Cases of Andean countries.</i> | | | | | | |

TOTAL ENROLLMENTS EDUCATION POLICY STUDIES 144 183

French

| UI | FR 479 | Caribbean | Studies in Francophonie (50%) | Talbot | Sp | 4 | 6 | 6 | x |
|----|--------|-----------|--|--------|----|---|---|---|---|
| | | | <i>Studies of various genres, periods, and topics of French literature outside of France, with a different geographical emphasis each term. Regions include black Africa, the Caribbean, Canada, North Africa, the Middle East, and Switzerland.</i> | | | | | | |
| UI | FR 479 | | Studies in Francophonie Lit (50%) | Proulx | F | 3 | 0 | 0 | x |

TOTAL ENROLLMENTS FRENCH 6 6

Geography

| | | | | | | | | | | | |
|------------------------------------|-----------------|--|--|--------------------|--------------|----------|-------------|----------|----------|----------|--|
| UI | GEOG 101 | Comp. | Global Development&Environment (33%) | Bassett | F, Sp | 3 | 527 | 0 | x | x | |
| UI | GEOG 104 | Comp. | Social and Cultural Geography (33%) <i>Introduces the basic concepts of social and cultural geography, and the application of these concepts to a variety of topics;Latin American case studies.</i> | Wilson | F | 4 | 85 | 0 | x | x | |
| UI | GEOG 106 | Comp. | Geographies of Globalization (33%) | Bernazzoli | F, Sp | 3 | 131 | 0 | x | x | |
| | | <i>Earth, Society, and Environment</i> | | | | | | | | | |
| UI | GEOG 110 | Comp. | Geography of Intl Conflicts (33%) | Bernazzoli | F | 3 | 324 | 0 | x | x | |
| | | <i>Global Studies</i> | | | | | | | | | |
| UI | GEOG 204 | Comp. | Cities of the World (40%) | Staff | F, Sp | 3 | 74 | 0 | x | x | |
| UI | GEOG 210 | Comp. | Contemp Social & Env Problems (50%) | Birkenholtz | Sp | 3 | 72 | 0 | x | x | |
| | | <i>Earth, Society, and Environment</i> | <i>Geographic perspectives on contemporary national and international problems. Latin American case studies.</i> | | | | | | | | |
| UI | GEOG 310 | Comp. | Political Geography (33%) <i>Problems and issues surrounding the geographic distribution of political actions and outcomes in the context of globalization. Topics include war and peace, access to natural resources, nationalism, democratization, terrorism, and the politics of identity. Latin American case studies.</i> | Flint | F | 3 | 24 | 0 | x | x | |
| UI | GEOG 410 | Comp. | Geography of Dev and Underdev (50%) | Bassett | F | 4 | 8 | 2 | x | x | |
| TOTAL ENROLLMENTS GEOGRAPHY | | | | | | | 1245 | 2 | | | |
| Gender and Women's Studies | | | | | | | | | | | |

| | | | | | | | | | |
|----|----------------|---------------------------------|--|---------------|----------|----------|----------|----------|----------|
| UI | GWS 380 | Caribbean | Black Women Hist & Cultures (33%) | Barnes | F | 3 | 0 | 0 | x |
| | | <i>African American Studies</i> | <i>Case of caribbean women.</i> | | | | | | |

TOTAL ENROLLMENTS GENDER AND WOMEN'S STUDIES 0 0

| | | | | | | | | | |
|-----------------------|-----------------|--------------|--|----------------------------|------------------|----------|------------|-----------|----------|
| Global Studies | | | | | | | | | |
| UI | GLBL 100 | Comp. | Intro to Global Studies (33%) | Grim-Feinberg/Kohli | F, Sp, Su | 3 | 161 | 0 | x |
| UI | GLBL 100 | Comp. | Intro to Global Studies: Intro to Gbl Stds Crossroads (25%) | Hastings | F | 3 | 0 | 0 | x |
| UI | GLBL 250 | Comp. | Development (33%) | Grim-Feinberg | Sp | 3 | 10 | 0 | x |
| UI | GLBL 392 | Comp. | Intnat'l Diplomacy and Negotiation (25%) | Wedig | Sp | 3 | 50 | 0 | x |
| UI | GLBL 499 | Comp. | Special Topics: Governing the Global Society (25%) | Kolodziej | Sp | 4 | 0 | 10 | |

TOTAL ENROLLMENTS GLOBAL STUDIES 221 10

| | | | | | | | | | |
|----------------|-----------------|--------------|--|-----------------|------------------|----------|------------|----------|----------|
| History | | | | | | | | | |
| UI | HIST 100 | Comp. | Global History (33%) | Rabin | F, Sp, Su | 3 | 403 | 1 | x |
| UI | HIST 105 | Comp. | Latin America to Independence (100%) | Jacobsen | F | 3 | 27 | 0 | x |
| UI | HIST 106 | Comp. | Modern Latin America (100%) | Davila | Sp | 3 | 33 | 0 | x |
| UI | HIST 200 | Comp. | Intro Hist Interpretation (100%): Culture and Counterculture in Latin America | Faculty | F | 3 | 151 | 0 | |

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|----|-------------------|---|---|-----------------|-----------|----------|-----------|----------|-------------|
| UI | HIST 205 | Comp. | LatAm Hist: Primary Accounts (100%) | Jacobsen | F | 3 | 17 | 0 | |
| UC | HIST 26100 | Comp. | The History of Modern Spain circa 1808-1980 (50%) | Tenorio, M. | F | 3 | 0 | 0 | x |
| | | | <i>General introduction to the political, cultural, and social history of Spain from the Napoleonic wars when the French invasion of Spain produced wars of "independence" both in the peninsula and in the Americas, to the 1970s Spanish transition to democracy.</i> | | | | | | |
| UC | HIST 26213 | Mexico | Migrations and the Americas, Conquest to Present (100%) | Lurtz, C. | W | 3 | 11 | 0 | |
| | | <i>Comparative Race and Ethnic Studies</i> | | | | | | | |
| UC | HIST 26409 | Comp. | Revolution, Dictatorship, & Violence in Modern Latin America (100%) | Fischer, B. | Sp | 3 | 0 | 0 | x |
| UC | HIST 26504 | Comp. | Indigenous Politics in Modern Latin America (100%) | Sumner, J. | Sp | 3 | 9 | 0 | |
| UC | HIST 26509 | Comp. | Law and Citizenship in Latin America (100%) | Fischer, B. | W | 3 | 0 | 0 | x |
| UI | HIST 280 | Caribbean | Caribbean Latina/o Migration (100%) | Burgos | F | 3 | 0 | 0 | 46 x |
| | | <i>Latina/o Studies</i> | | | | | | | |
| UI | HIST 281 | Comp. | Constructing Race in America (50%) | Mumford | Sp | 3 | 86 | 0 | x |
| | | <i>Asian American Studies, African American Studies Studies, Latina/o Studies</i> | | | | | | | |
| UI | HIST 305 | Andes | Andean Countries of S America (100%) | Jacobsen | F | 3 | 24 | 0 | |

| | | | | | | | | | |
|----|-------------------|---------------------|--|--------------------|-----------|----------|-----------|-----------|-----------|
| UI | HIST 352 | Comp. | Europe in the World (33%) | | F | 3 | 0 | 0 | 23 |
| | | | <i>Europe in the World; Latin American conquest</i> | | | | | | |
| UC | HIST 36501 | Brazil | Brazil (100%) | Borges, D. | Sp | 3 | 8 | 8 | |
| UC | HIST 36511 | Comp. | Poverty and Citizenship in the Latin American City (25%) | Fischer, B. | Sp | 3 | 0 | 0 | x |
| UI | HIST 369 | Comp. | Spain and Portugal from 1808 (50%) | Jacobsen | Sp | 3 | 10 | 0 | |
| | | | <i>Relations of the Spain and Portugal with their colonies in the Americas</i> | | | | | | |
| UI | HIST 380 | Comp. | US in an Age of Empire (33%) | Hoganson | F | 3 | 27 | 0 | x |
| | | | <i>Study of the imperial dimensions of U.S. history from about 1877 to 1920. Examines labor migrations, missionary endeavors, and consolidation of U.S. power over Native Americans, and growing US political and military assertion in international arena.</i> | | | | | | |
| UC | HIST 38000 | Mexico | US Latinos: Origins/Histories (100%) | Gutierrez, | F | 3 | 15 | 9 | |
| | | | <i>Comparative Race and Ethnic Studies, Gender & Ethnicity Studies, American Culture</i> | | | | | | |
| UC | HIST 39000 | Comp. | Latin American Religions: Old & New (100%) | Borges, D. | F | 3 | 25 | 11 | |
| | | | <i>Religious Studies, History of Christianity, Comparative Race and Ethnicity Studies</i> | | | | | | |
| UI | HIST 396 | Brazil, Cuba | Special Topics: History of "Black Music" (33%) | Hertzman | Sp | 3 | 0 | 0 | x |
| | | | <i>Afro-Brazilian music and race relations</i> | | | | | | |

| UI | HIST 396 | Comp. | Special Topics: Multintl Corp, Global, & Hist (33%) | Bucheli | Sp | 3 | 10 | 0 | | |
|----|------------|----------------------------|--|---------------|-------|---|----|----|---|---|
| UI | HIST 405 | Brazil | History of Brazil from 1808 (100%) | Davila | Sp | 4 | 10 | 3 | x | |
| UI | HIST 406 | Mexico | History of Mexico from 1519 (100%) | Cook | Sp | 4 | 19 | 0 | | x |
| UC | HIST46201 | Comp. | Raza and Race/Miscegenation and Mestizaje (100%) | Tenorio, M. | W | 3 | 0 | 8 | | x |
| UI | HIST 472 | Comp. | Immigrant America (33%) | Fu | Sp | 4 | 9 | 0 | x | |
| | | | <i>History of immigration and immigrant groups in the United States from 1830 to 1980. Covers major waves of immigration and focuses on the diverse cultural heritage, social structure, and political activism of immigrants from Europe, the Americas, and Asia.</i> | | | | | | | |
| UI | HIST 507 | Comp. | Prob in Latin American Hist (100%) | Hertzman | F, Sp | 4 | 0 | 8 | x | x |
| UI | HIST 507 | Comp. | Prob in Latin American Hist: Commodity Chains (100%) | Jacobsen | F | 4 | 0 | 0 | x | |
| UC | HIST 59801 | Comp. | Colloq: Language and History: 19th-Century Logophilia and the Spanish Language in the Americas (50%) | Tenorio, M. | W | 3 | 0 | 3 | | |
| UC | HIST 60002 | Comp. | Colloq: New Approaches to the History of Modern Cities (75%) | Tenorio, M. | W | 3 | 0 | 13 | | |
| | | | <i>Uses case studies of Mexico City, Rio de Janeiro, Barcelona, and Chicago.</i> | | | | | | | |
| UC | HIST 60302 | Mexico | Colloq: Immigration & Assimilation in American Life (100%) | Gutierrez, R. | F | 3 | 0 | 11 | x | |
| | | Gender & Sexuality Studies | <i>Explores the history of immigration in what is now the United States, starting with colonial origins of Spanish (Mexico), French (Mexico), Dutch (Mexico), and English settlements, the importation of African slaves, and the massive waves of immigrants that arrived in the 19th & 20th centuries.</i> | | | | | | | |

Human Rights

| UC | HMRT | Comp. | Race and Nation in Latin America (100%) | Schwartz, W | 3 | 0 | 0 | 0 | x |
|----|------------|---|--|-------------------|---|----|----|---|---|
| | | <i>Comparative Race and Ethnic Studies, History</i> | | | | | | | |
| UC | HMRT 21815 | Mexico | Latino Politics in the U.S. (100%) | Sandoval, C. Sp | 3 | 0 | 0 | 0 | x |
| | | <i>Comparative Race and Ethnic Studies, Political Science</i> | | | | | | | |
| UC | HMRT 21901 | C. America | Rights of the Living/Rites for the Dead (50%) | Marshall, W | 3 | 18 | 0 | 0 | |
| | | <i>Anthropology</i> | | | | | | | |
| UC | HMRT 21902 | Comp. | Human Rights Activism in Recent Latin American History (100%) | Kelly, P. Sp | 3 | 21 | 0 | 0 | |
| | | <i>History</i> | | | | | | | |
| UC | HMRT 21903 | Comp. | Women, Work and Political Representation at the Margins (25%) | Harrington, J. Sp | 3 | 18 | 0 | 0 | |
| | | <i>Political Science, Gender & Sexuality Studies</i> | <i>Includes case studies from the United States, Europe, Latin America, Asia, and Africa. Discusses care labor, paid household domestic work, street vending, and various forms of sex work.</i> | | | | | | |
| UC | HMRT 34701 | Central America, Mexico | Human Rights: Alien & Citizen (50%) | Gzesh, S. F | 3 | 38 | 16 | x | x |
| | | <i>Law school</i> | <i>Studies concepts of citizenship and statelessness, as well as the human rights of refugees and migratory workers. Utilizes case studies from Mexico and Central America.</i> | | | | | | |

Human and Community Development

| | | | | | | | | |
|------------|-------|---|--------|----|---|---|---|---|
| UI HCD 571 | Comp. | Gender Relations & International Dev (50%) | Sugrue | Sp | 4 | 0 | 9 | x |
| UI HCD 595 | Comp. | Seminar: Transdiscipln Approach to Food&Fam (25%) | Fiese | F | 1 | 0 | 2 | |
| | | <i>Discussion and evaluation of current literature on selected topics in human and community development. Country: Brazil</i> | | | | | | |

TOTAL ENROLLMENTS HUMAN & COMMUNITY DEVELOPMENT 0 11

Human Development and Family Studies

| | | | | | | | | |
|-------------|--------|---|-----------|----|---|-----|---|---|
| UI HDFS 220 | Comp. | Families in Global Perspective (25%) | Raffaelli | Sp | 3 | 146 | 1 | x |
| | | <i>Anthropology</i> | | | | | | |
| UI HDFS 499 | Brazil | Seminar: Brazilian Families Study Tour (100%) | Raffaelli | Sp | 4 | 0 | 1 | |

TOTAL ENROLLMENTS HUMAN DEVELOPMENT & FAMILY 146 2

Integrative Biology

| | | | | | | | | |
|-----------|-----------|--|--------------------|---|---|-----|---|---|
| UI IB 203 | Caribbean | Ecology (25%) | Augsburger/Morphew | F | 4 | 178 | 0 | x |
| | | <i>The links between evolution and ecology, population dynamics, community structure and function, and ecosystem function on local and global scales. Focus on the Caribbean</i> | | | | | | |

Labor and Employment Relations

| | | | | | | | | | |
|------------|-------|--|-------------------------------|-------|---|----|----|---|---|
| UI LER 200 | Comp. | Globalization and Workers (33%) | Ashby/Fa uke/Schia vone | Sp | 3 | 20 | 2 | x | x |
| UI LER 300 | Comp. | Workers, Unions, and Politics (33%) | Ashby/Br uno/Fauk e | Sp | 3 | 10 | 0 | x | |
| | | <i>This course explores political power, political participation, and political change from a broad historical and cross-cultural perspective, but always focusing on a view of politics from the bottom up. The course analyzes the political economy of labor, and the labor movement's political influence in politics. Latin American case studies</i> | | | | | | | |
| UI LER 595 | Comp. | Managing Diversity Globally (33%) | Kramer | F, SP | 4 | 0 | 39 | x | |

Landscape Architecture

| | | | | | | | | | |
|-----------|-------|---|----------|---|---|----|---|---|--|
| UI LA 370 | Comp. | Environmental Sustainability (50%) | Sullivan | F | 3 | 82 | 5 | x | |
| | | <i>Explores the challenges of creating a sustainable world. Latin American case studies</i> | | | | | | | |

| Latin American Studies | | | | | | | | | | |
|-------------------------------|--|--------|---|--------------------------|----------|------------|----------|----------|----------|----------|
| UC | LACS 16700 | Comp. | Latin American Art (100%) | Granados, R. W | 3 | 0 | 0 | 0 | X | X |
| | <i>Art History</i> | | | | | | | | | |
| UI | LAST 170 | | Introduction to Latin America (100%) | F, Sp, Su | 3 | 469 | 0 | 0 | X | X |
| UC | LACS 20213 | Comp. | Human Rights & the Environment in Latin America (100%) | Morris, M. Sp | 3 | 24 | 0 | 0 | | |
| | <i>Human Rights, Anthropology, Comparative Race and Ethnic Studies, Laws, Letters & Society, International Studies</i> | | | | | | | | | |
| UC | LACS 21811 | Mexico | Latino Social Movements in the 20th Century (100%) | Balandran, M. Sp | 3 | 0 | 0 | 0 | X | |
| | <i>Human Rights, History, Comparative Race & Ethnic Studies</i> | | | | | | | | | |
| UC | LACS 22014 | Comp. | Art and Politics in 20th-Century Latin America (100%) | Anagnost, A. Sp | 3 | 16 | 0 | 0 | | |
| | <i>Art History</i> | | | | | | | | | |
| UC | LACS 24250 | Comp. | A Visual History of the Latin American Woman (100%) | Granados, R. Sp | 3 | 0 | 0 | 0 | X | X |
| | <i>Music</i> | | | | | | | | | |
| UC | LACS 26101 | Cuba | Cuba in Socialism and in Diaspora (100%) | Goncalves, J.F. W | 3 | 19 | 1 | 1 | | |
| | <i>History, Anthropology</i> | | | | | | | | | |

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|----|------------|--|---|-------------------|---|----|---|---|
| UC | LACS 26514 | Comp. | Social Rights & the New Social Democracies in Latin America (100%) | Morton, G. Sp | 3 | 0 | 0 | x |
| | | Public Policy, Human Rights, Anthropology | | | | | | |
| UC | LACS 28643 | Caribbean | Race in Latin American and Caribbean Thought (100%) | Goncalves, J.F. F | 3 | 13 | 0 | |
| | | Comparative Race and Ethnic Studies, History, Anthropology | | | | | | |
| UC | LACS 29801 | Comp. | BA Colloquium: Latin American Studies (100%) | Ramos, J.L F | 3 | 2 | 0 | x |
| UC | LACS 33914 | Brazil | Music and Social Justice; Emerging Approaches in Applied Music Research (50%) | Araujo, S. Sp | 3 | 0 | 0 | x |
| | | Music | Addresses emerging experiments in the way academics and non-academic subjects collaborate in joint music research initiatives to produce knowledge and actions which may be relevant to the reversal of patterns of social injustice, violence, and exclusion. Specific case studies include Brazil and other Latin American countries. | | | | | |
| UC | LACS 34130 | Brazil | The Production of the Artist (50%) | Basbaum, F | 3 | 0 | 0 | x |
| | | Department of Visual Arts | Examines what constitutes the image of the contemporary artist, the history of dematerialization in art practice from the 1960s, and the globalization that emerged in the 1980s. Case studies include Brazil. | | | | | |

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|----|---|---------------|---|------------------------------|-----------|----------|-----------|-----------|----------|----------|----------|
| UC | LACS 34600 | Comp. | Intro To Latin American Civ-1 (100%) | Borges, D | F | 3 | 61 | 3 | X | X | X |
| | <i>Anthropology, Comparative Race & Ethnic Studies, History</i> | | | | | | | | | | |
| UC | LACS 34700 | Comp. | Intro To Latin American Civ-2 (100%) | Tenorio, M. | W | 3 | 62 | 4 | X | X | X |
| | <i>Anthropology, Comparative Race & Ethnic Studies, History</i> | | | | | | | | | | |
| UC | LACS 34800 | Comp. | Intro To Latin American Civ-3 (100%) | Borges Dain | Sp | 3 | 54 | 1 | X | X | X |
| | <i>Anthropology, Comparative Race & Ethnic Studies, History</i> | | | | | | | | | | |
| UC | LACS 35201 | Comp. | Critical Perspectives in Latin American Cultural Heritage (100%) | Granados, R. | W | 3 | 0 | 0 | X | | |
| | <i>Art History</i> | | | | | | | | | | |
| UC | LACS 38001 | Mexico | Theories and Histories of Mexican Cultures (100%) | Dominguez Michael, C. | F | 3 | 0 | 0 | X | | |
| | <i>Romance Languages & Literatures, History</i> | | | | | | | | | | |
| UC | LACS 38612 | Comp. | Nations and Nationalism (100%) | Goncalves, J.F. | W | 3 | 1 | 20 | | | |
| | <i>Anthropology, History</i> | | <i>The course examines theoretical, historical, and anthropological accounts of nationalism. Case studies include Cuba & Brazil amongst others.</i> | | | | | | | | |

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|----|--|--------|--|------------------------|-----------|---|---|----|---|
| UC | LACS 38937 | Peru | The Oracles of the Ancient Andean World (100%) | Curatola, M. | Sp | 3 | 7 | 3 | |
| | <i>Anthropology</i> | | | | | | | | |
| UC | LACS 39116 | Comp. | Colonial Spanish American Theatre (100%) | Rodriguez Garrido, J. | Sp | 3 | 5 | 5 | |
| | <i>Comparative Literature, Spanish</i> | | | | | | | | |
| UC | LACS 39452 | Brazil | Music and Nationalism in Twentieth-Century Portugal (25%) | Castelo Branco, S. | Sp | 3 | 0 | 7 | |
| | <i>Music</i> | | | | | | | | |
| UC | LACS 39618 | Comp. | State Formation, Natural Resources & Property Relations (100%) | Azuela de la Cueva, A. | Sp | 3 | 3 | 15 | |
| | <i>History</i> <i>Addresses the relationship between property relations and processes of state formation in context of conflicts over the access to land and other natural resources and their use by different social actors. Case studies include Mexico, amongst others.</i> | | | | | | | | |
| UC | LACS 39800 | Mexico | La historia de las ideas en America Latina, Siglo XX (100%) | Dominguez, C. | Sp | 3 | 0 | 0 | x |
| | <i>History, Romance Languages & Literatures</i> | | | | | | | | |
| UC | LACS 40501 | Comp. | M.A. Proseminar: Latin American Studies (100%) | Goncalves, J.F. | F | 3 | 0 | 7 | x |
| UI | LAST 490 | Comp. | Individual Study(100%) | Faculty | F, Sp, Su | 4 | 4 | 3 | x |
| | <i>Undergraduate paper in Latin American studies</i> | | | | | | | | |

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|-------------|--------|--|----------------------|--------------|---|---|---|---|
| UI LAST 490 | Brazil | Individual Study: Historical Sociology of Brazil(100%) | Guimaraes | Sp | 4 | 0 | 0 | x |
| UI LAST 550 | Comp. | Interdisc Seminar Latin Am St(100%) | Canache/ Jacobsen | F | 4 | 0 | 3 | x |
| UI LAST 599 | Comp. | Thesis Research(100%) | Faculty | F, Sp, Su | 4 | 0 | 3 | x |

TOTAL ENROLLMENTS LATIN AMERICAN STUDIES 740 75

Latino/Latina Studies

| | | | | | | | | |
|------------|--------|---|---------------------|-------|---|----|---|---|
| UI LLS 220 | Mexico | Mexican & Latin Am Migration (100%) | Viruell- Fuentes | F, Sp | 3 | 19 | 0 | x |
| | | | | | | | | |
| | | | | | | | | |
| UI LLS 240 | Comp. | Latina/o Cultural Expressions (50%) | Jaime | F | 3 | 0 | 0 | x |
| | | | | | | | | |
| | | | | | | | | |
| UI LLS 242 | Comp. | Intro to Latina/o Literature (50%) | Coyoca | F | 3 | 45 | 0 | x |
| | | | | | | | | |
| | | | | | | | | |
| UI LLS 279 | Mexico | Mexican-American History (50%) | Loza | Sp | 3 | 36 | 0 | |
| | | | | | | | | |
| | | | | | | | | |
| UI LLS 320 | Comp. | Gender & Latina/o Migration (50%) | Rosas | F, Sp | 3 | 12 | 0 | x |
| | | | | | | | | |
| | | | | | | | | |
| UI LLS 396 | Comp. | Adv Topics Latina/o Studies: Cultural Studies Americas II (50%) | Romero | Sp | 3 | 6 | 0 | x |

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|----|---------|---|--|-----------------|----|---|----|---|---|
| UI | LLS 396 | Comp. | Adv Topics Latina/o Studies: Oral History (50%) | Loza | F | 3 | 2 | 0 | |
| UI | LLS 396 | Comp. | Adv Topics Latina/o Studies: Puerto Ricans in the Diaspora (50%) | Velazquez | F | 3 | 24 | 1 | |
| UI | LLS 473 | Comp. | Immigration, Health & Society (50%) | Viruell-Fuentes | Sp | 4 | 19 | 7 | x |
| | | <i>Community Health, Sociology, Social Work</i> | <i>Conceptualizations of race and ethnicity, immigrant-adaptation theories, discrimination, place, and the intersections of race, ethnicity, poverty, immigration and health</i> | | | | | | |

TOTAL ENROLLMENTS LATINO/LATINA STUDIES 163 8

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|------------------------------|------------|-------|--|--------------|----------|----------|----------|-----------|---|
| Law | | | | | | | | | |
| UI | LAW 656 | Comp. | International Law (33%) | Boyle | F | 4 | 0 | 0 | x |
| UI | LAW 657 | Comp. | International Human Rights Law (33%) | Boyle | Sp | 4 | 0 | 0 | x |
| UC | LAWS 67913 | Comp. | International Human Rights Clinic (25%) | Kalantry, S. | F, W, Sp | 3 | 0 | 14 | x |
| UI | LAW 795 | Comp. | Adv Topics in Criminal Law: International Criminal Law (33%) | Keenan | Sp | 4 | 0 | 10 | |
| UI | LAW 796 | Comp. | Comparative Law Topics: Am Law in Glob Context LLMs (33%) | Soares De | Sp | 4 | 0 | 22 | |
| UI | LAW 796 | Comp. | Comparative Law Topics: Globalization (33%) | Keenan | Sp | 4 | 0 | 0 | x |
| UI | LAW 796 | Comp. | Comparative Law Topics: Int'l Trade Negotiations (25%) | Asquith | F | 3 | 0 | 11 | x |
| TOTAL ENROLLMENTS LAW | | | | | | 0 | 0 | 57 | |

Library Sciences

| | | | | | | | | | | |
|---|------------|-----------|--|--------------|-------|------------|----------|---|---|---|
| UI | LIS 490 | Bolivia | Advanced Topics Info Studies: Social Media & Global Change (33%) | Bruce | Sp | 3 | 0 | 6 | | |
| | | | <i>Use of media in Bolivia</i> | | | | | | | |
| TOTAL ENROLLMENTS LIBRARY SCIENCES | | | | | | 0 | 6 | | | |
| Linguistics | | | | | | | | | | |
| UI | LING 111 | Comp. | Language in Globalization (25%) | Bhatt | F, Sp | 3 | 180 | 0 | x | |
| TOTAL ENROLLMENTS LINGUISTICS | | | | | | 180 | 0 | | | |
| Medicine | | | | | | | | | | |
| UC | MEDC 30009 | Comp. | Global Public Health | Callender,B. | Sp | 1 | 0 | 8 | x | x |
| TOTAL ENROLLMENTS MEDICINE | | | | | | 0 | 8 | | | |
| Music | | | | | | | | | | |
| UI | MUS 110 | Comp. | Introd Art Mus: Intl Perspect (50%) | Silvers | F | 2 | 108 | 0 | x | x |
| UI | MUS 133 | Comp. | Introduction to World Music (50%) | Gordon/Solis | F, Sp | 3 | 768 | 0 | x | x |
| UC | MUSI 21812 | Caribbean | Music, Diaspora, and the Black Atlantic (100%) | Faber, W. | Sp | 3 | 0 | 0 | x | |
| | | | <i>Comparative Race and Ethnic Studies</i> | | | | | | | |
| UC | MUSI 23413 | Comp. | Music of Latin America | Gough, D. | F | 3 | 0 | 0 | x | |

| | | | | | | | | |
|------------|---------------|---------------------------------------|-----------------|---|---|----|---|--|
| UI MUS 252 | Peru, Bolivia | Ethnomusicology Perf Ensembles)100%) | Asnawa/Buchanan | F | 1 | 18 | 0 | |
| | | <i>Andean Ensemble</i> | | | | | | |

TOTAL ENROLLMENTS MUSIC 894 0

Political Science

| | | | | | | | | |
|---------------|----------------|---|---------------|-----------|---|-----|---|---|
| UI PS 180 | Comp. | IntroPolitics of Globalization (25%) | Staff | Sp | 3 | 25 | 0 | x |
| UC PLSC 22200 | Comp. | Introduction to Political Economy of Development (50%) | Simpser, A | Sp | 3 | 80 | 0 | |
| | | <i>Explores the question: "Why is life in some countries and regions 'better' than others?" Examines topics such as poverty, inequality, corruption, gender, and development, health, the rule of law, microcredit, and remittances. Latin American countries used as case studies.</i> | | | | | | |
| UI PS 240 | Comp. | Intro to Comp Politics (25%) | Cheibub | F, Su | 3 | 189 | 0 | x |
| UI PS 241 | Comp. | Comp Politics in Dev Nations (33%) | Winters | F | 3 | 154 | 0 | x |
| UC PLSC 24901 | Mexico | Trade, Development and Poverty in Mexico (100%) | Broughton, C. | W | 3 | 0 | 0 | x |
| UC PLSC 25102 | Comp. | The Politics of Blackness in the Americas (100%) | Paschel, T. | Sp | 3 | 28 | 0 | |
| | | <i>Comparative Race and Ethnic Studies</i> | | | | | | |
| UI PS 280 | Comp. | Intro to Intl Relations (25%) | Vasquez | F, Sp, Su | 3 | 506 | 1 | x |
| UC PLSC 29500 | Mexico, Brazil | Drugs, Guns, and Money: The Politics of Criminal Conflict | Lessing, B. | Sp | 3 | 0 | 0 | x |

| | | | | | | | | | |
|----|--------|-------|--|-------------|------|---|----|---|---|
| UI | PS 300 | Comp. | Special Topics: Democracy and Peace (25%) | Miller | Sp | 3 | 26 | 0 | |
| | | | <i>Truth Comissions in Latin America</i> | | | | | | |
| UI | PS 300 | Comp. | Special Topics: Human Rights (33%) | Malekafzali | F | 3 | 15 | 0 | |
| | | | <i>Examines and compares human rights in contemporary Global North and Global South with special focus on the relationship between poverty and democracy. Specific case studies include Chile.</i> | | | | | | |
| UI | PS 300 | Comp. | Special Topics: Pol of Intl Treaties (25%) | Dai | Sp | 3 | 0 | 0 | x |
| UI | PS 300 | Comp. | Special Topics: Pol of Racial Ethnic Diversity (25%) | Wong | F | 3 | 19 | 0 | |
| UI | PS 300 | Comp. | Special Topics: Terrorism (25%) | Weir | F,Sp | 3 | 27 | 0 | x |
| | | | <i>Investigates the definition(s) of terrorism, its historical use and evolution, the motivations of various types of groups that employ or have employed this tactic, different forms of terrorism, variation in state responses to terrorism (or; where and when terrorism successfully results in concessions), and the effectiveness of a range of counterterrorism strategies and tactics. Latin American case studies.</i> | | | | | | |
| UI | PS 353 | Comp. | Gov & Pol of Latin America (100%) | Canache | F | 3 | 21 | 0 | x |
| UI | PS 355 | Comp. | Democratization | Cheibub | F | 3 | 22 | 0 | x |
| | | | <i>Examines the global process of democratization, with special attention to gains and failures in selected areas since 1974. Southern Cone</i> | | | | | | |

| UC | PLSC 36201 | Comp. | Race, Ethnicity and Politics in Comparative Perspective (75%) | Paschel, T. F | 3 | 0 | 15 | x | x |
|----|------------|-------|--|-----------------|---|---|----|---|---|
| | | | <i>Provides a comparative approach to understanding the relationship between race, inequality, and politics. It focuses primarily on examples from Latin America & the United States, in particular, Cuba, Brazil, Colombia, and the United States.</i> | | | | | | |
| UC | PLSC 41101 | Comp. | Democracy & the Politics of Wealth Redistribution (50%) | Albertus, M. F | 3 | 0 | 0 | | |
| | | | <i>Analyzes the mechanisms through which individual and group preferences can be translated into pro-poor policies, and the role elites play in influencing a government's capacity or incentives to redistribute wealth. Utilization of Latin American in case studies.</i> | | | | | | |
| UC | PLSC 44612 | Comp. | Political Regimes and Transitions (25%) | Albertus, M. Sp | 3 | 0 | 0 | x | |
| | | | <i>Explores what political and economic factors explain regime transitions. Examines various Latin American countries as case studies.</i> | | | | | | |
| UC | PLSC 44201 | Comp. | Political Economy of Corruption and Development (50%) | Simpser, A. W | 3 | 0 | 11 | x | |
| | | | <i>Examines consequences of corruption for socio-economic development, the causes of corruption, and the ways in which corruption has varied over time within a country or state. Utilizes Mexico as a case study.</i> | | | | | | |
| UC | PLSC 44902 | Comp. | Undemocratic Elections (75%) | Simpser, A. Sp | 3 | 1 | 4 | | |
| | | | <i>Examines cases of election fraud and manipulation. Case studies include Mexico and Argentina amongst others.</i> | | | | | | |

| | | | | | | | | | |
|-----------|--|---|---------|---|---|---|----|---|---|
| UI PS 549 | | Topics in Comparative Politics: Elects, Parties & Govts in Democracies | Cheibub | F | 4 | 1 | 12 | x | x |
| | | <i>Utilizes case studies from Latin American countries.</i> | | | | | | | |
| UI PS 549 | | Topics in Comparative Politics: Latin American Seminar | Canache | F | 4 | 0 | 6 | | |

TOTAL ENROLLMENTS POLITICAL SCIENCE 1114 49

Portuguese (literary & cultural studies)

| | | | | | | | | | |
|---------------|--|---|-------------|----|---|----|---|---|---|
| UI PORT 199 | Brazil | Undergraduate Open Seminar: Intro. to Brazilian Studies (100%) | Cairus/Ser | F | 3 | 0 | 0 | x | |
| UC PORT 26502 | Brazil | Brazilian Literature and Cinema (100%) | Melo, A. | F | 3 | 0 | 0 | x | |
| UC PORT 27000 | Brazil | Lusophone Postcolonial Studies (100%) | Melo, A. | F | 3 | 0 | 0 | x | |
| UI PORT 334 | Brazil | Brazilian Women's Lit Trans (100%) | Senna/Tosta | F | 3 | 7 | 0 | | |
| | <i>Gender & Women's Studies</i> | | | | | | | | |
| UC PORT 37100 | Brazil | Intro to Brazilian Culture: Essay, Fiction, Cinema and Music (100%) | Melo, A. | Sp | 3 | 12 | 2 | | |
| | <i>Comparative Race and Ethnic Studies</i> | | | | | | | | |
| UC PORT 38000 | Brazil | Brazil and the Global South (100%) | Melo, A. | w | 3 | 7 | 1 | | |
| UC PORT 42101 | Brazil | Brazilian & Latin Amer. Essay (100%) | Melo, A. | Sp | 3 | 2 | 3 | | |
| UI PORT 595 | Brazil | Special Topics Port & Braz Lit (100%) | Senna/Tosta | F | 1 | 0 | 3 | x | x |

TOTAL ENROLLMENTS PORTUGUESE 28 9

| Public Policy Studies | | Education Policy in an International Context (25%) | Mayer, S. | F | 3 | 0 | 23 | x | x |
|------------------------------|-------|--|------------------|----------|----------|----------|-----------|----------|----------|
| UC PPHA 31510 | Comp. | <i>This course covers policy issues related to primary and secondary education in developed, middle-development and developing countries. Latin American case studies.</i> | | | | | | | |

TOTAL ENROLLMENTS PUBLIC POLICY STUDIES 0 23

| Religious Studies | | Religion and Politics in a Secular Age (25%) | Hartikainen, E. | Sp | 3 | 0 | 0 | x | |
|--------------------------|--|--|------------------------|-----------|----------|----------|----------|----------|----------|
| UC AASR 38010 | Guatemala | <i>Examines how contemporary religious political projects engage with, respond to, and occasionally reconfigure secular ideals and frameworks for political engagement in a variety of contemporary contexts from Latin America to the Middle East, to Europe, Africa, and South Asia.</i> | | | | | | | |
| UC RLST 24913 | Peru | Marginalized Theories (25%) | Elgendy, T. | Sp | 3 | 0 | 0 | x | |
| | <i>Comparative Race and Ethnic Studies</i> | <i>Examines texts from 20th century authors who represent paradigms of "marginalized" theories, " of class, race, and gender. Authors includenotable Peruvian who examined theologies and their interactions with indigenous communities of Latin America.</i> | | | | | | | |
| UC THEO 40500 | Comp. | Black Theology: First Generation (25%) | Hopkins, D. | W | 3 | 0 | 0 | x | x |
| | | <i>Examines contemporary black theology (1966-present). Examines various practices from the caribbean region.</i> | | | | | | | |

| | | | | | | | | | |
|----|------------|-------|--|----------------|---|---|---|---|---|
| UC | THEO 40600 | Comp. | Black Theology: Second Generation (25%) | Hopkins, D. Sp | 3 | 0 | 0 | x | x |
| | | | <i>Examines rise of second generation of black theologians from 1980. Case studies of various caribbean religious practices.</i> | | | | | | |

TOTAL ENROLLMENTS RELIGIOUS STUDIES 0 0

| | | | | | | | | | |
|------------------------|------------|-------|---|---------------|---|---|----|---|---|
| Social Services | | | | | | | | | |
| UC | SSAD 47622 | Comp. | Community Development in International Perspective | Chaskin, R. W | 3 | 0 | 17 | x | x |

TOTAL ENROLLMENTS SOCIAL SERVICES 0 17

| | | | | | | | | | |
|------------------|---------|-------|---|-----------------|-------|---|-----|---|---|
| Sociology | | | | | | | | | |
| UI | SOC 160 | Comp. | Global Ineq and Social Change (25%) | Holtzclaw-Stone | F | 3 | 146 | 0 | x |
| UI | SOC 225 | Comp. | Race and Ethnicity (25%) | Chapa | F | 3 | 28 | 0 | x |
| | | | <i>Sociological and social-psychological analysis of minority groups; illustrative material drawn from representative racial, ethnic, and status groups. Latin American case studies.</i> | | | | | | |
| UI | SOC 227 | Comp. | Latina/Latinos in Contemp US (50%) | Staff | F | 3 | 16 | 0 | |
| | | | <i>Latina/o Studies</i> | | | | | | |
| UI | SOC 261 | Comp. | Gender Transnatl Perspective (33%) | Staff | F, Sp | 3 | 41 | 0 | x |
| | | | <i>Gender & Women's Studies</i> | | | | | | |
| UI | SOC 364 | Comp. | Impacts of Globalization (33%) | Dill | Sp | 3 | 59 | 0 | |

| | | | | | | | | | |
|----|---|--------|---|--------|-------|---|----|----|---|
| UI | SOC 367 | Comp. | Globalization Dynamics Debates (33%) | Schulz | F, Sp | 3 | 17 | 0 | x |
| UI | SOC 447 | Comp. | Environmental Sociology (33%) | Gille | F | 4 | 16 | 3 | x |
| | <i>Environmental Studies, Rural Sociology</i> | | <i>Examination of historical and modern consequences of environmental alteration and pollution and resource limitations on human populations in the context of various social change theories. Case studies from Latin America.</i> | | | | | | |
| UI | SOC 470 | Mexico | Social Movements (50%) | Schulz | F, Sp | 4 | 39 | 4 | x |
| | | | <i>Origins and development of groups in promoting and resisting change, resource mobilization, strategies and tactics, individual and social consequences. Zapatista movement</i> | | | | | | |
| UI | SOC 565 | | Megacities of Global South (50%) | Bayat | F, Sp | 4 | 0 | 12 | x |

TOTAL ENROLLMENTS SOCIOLOGY 362 19

Spanish (literary & cultural studies)

| | | | | | | | | | |
|----|------------|-------|---|---------------------|-------|---|----|---|---|
| UC | SPAN 21100 | Comp. | Las Regiones Del Espanol (100%) | Van Den Hout, L. | Sp, W | 3 | 33 | 0 | x |
| UC | SPAN 21500 | Comp. | Introduccion Al Analisis Literario (100%) | Santana, M. | F | 3 | 26 | 0 | x |
| UC | SPAN 21703 | Comp. | Literatura Hispanica: Textos Clasicos (100%) | Aramburu, D. | F | 3 | 16 | 1 | x |
| UC | SPAN 21903 | Comp. | Literatura Hispanica: Textos Hispanoamericanos (100%) | Anzzolin, K. | Sp | 3 | 22 | 0 | x |
| UC | SPAN 22003 | Comp. | Lit. Hispanica: Textos Hispanoamericanos, Del Moder. al Presente (100%) | Lugo-Ortiz, A. | W | 3 | 20 | 0 | x |
| UC | SPAN 22816 | Comp. | Queer Latino Studies: Theory in the Flesh (100%) | Coronado, R. | F | 3 | 8 | 0 | |
| UC | SPAN 23013 | Cuba | Historia y memoria en las literaturas de la diaspورا cubana (100%) | Leving Jacobson, J. | Sp | 3 | 20 | 0 | |

| | | | | | | | | | | |
|----|------------|--------|--|------------------------------|-----------|---|-----|----|---|---|
| UC | SPAN 24013 | Mexico | The Mexican Revolution through its Lit, Visual Culture and Film (100%) | Anzzolin, K. | W | 3 | 0 | 0 | x | |
| UI | SPAN 250 | Comp. | Intro to Literary Analysis (100%) <i>An introduction to literary analysis and interpretation. Emphasis will be placed upon close reading and critical analysis of texts representing different genres and periods in Spain and Spanish America.</i> | Goldman/ Martinez-Quiroga | F, Sp | 3 | 76 | 0 | x | x |
| UI | SPAN 254 | Comp. | Intro to Cultural Analysis (100%) <i>Introduction to the analysis of culture as concept, practice and representation, including consideration of the debates that the idea of culture has provoked in different contexts. Provides analytical and methodological tools to discuss a full range of cultural forms. Special emphasis on issues of culture and representation, as well as on the notion of cultural difference(s). The theoretical and critical texts studies will represent diverse geographical and cultural locations. Examples and discussion will emphasize cultural issues in the context of Spain, Latin America and U.S. Latinas/os.</i> | Irigoyen Garcia | F, Sp, Su | 3 | 173 | 0 | x | x |
| UI | SPAN 307 | Comp. | Bilingualism (100%) <i>Introduction to the fundamental issues in the study of bilingualism as an individual and social phenomenon, with special emphasis on Spanish bilingual communities in the United States, Spain and Latin America</i> | Bowles | Sp | 3 | 77 | 0 | x | x |
| UC | SPAN 31700 | Comp. | La novela historica del presente (100%) | Santana, M. | W | 3 | 0 | 13 | | |
| UC | SPAN 31900 | Comp. | Esteticas de la No-Vida en las Literaturas Hispanoamericanas (100%) | Lugo-Ortiz, A. | Sp | 3 | 0 | 9 | | |

| UI | SPAN 320 | Comp. | Spanish Cultural Studies II (100%) | Fuentes Peris | F, Sp | 3 | 99 | 0 | x | x |
|----|--|-----------|---|----------------|-------|---|----|----|---|---|
| | | | <i>Critical analysis of selected historical events, artistic production, debates, symbols and values representative of Spanish cultures in the modern and contemporary periods. Particular emphasis on the relationship between cultural practices and national identities, as well as on contextualized analysis of different types of cultural phenomena.</i> | | | | | | | |
| UI | SPAN 324 | Comp. | Cultural Studies Americas I: Visual Cult Colonial Span Amer (100%) | Melendez | F, Sp | 3 | 15 | 0 | x | x |
| UI | SPAN 326 | Comp. | Cultural Studies Americas II (100%) | Romero | F, Sp | 3 | 71 | 0 | x | x |
| UI | SPAN 326 | Comp. | Cultural Studies Americas II: Fiction Cinema in Latin Amer. (100%) | Ledesma | F | 3 | 0 | 0 | x | x |
| UI | SPAN 326 | Comp. | Cultural Studies Americas II: Social Movements in Latin Amer (100%) | Staff | F | 3 | 0 | 0 | x | x |
| UC | SPAN 35312 | Mexico | Sor Juana Ines de la Cruz: Broche de oro del Barroco hispanico (100%) | Tenorio, M.L. | F | 3 | 7 | 8 | x | |
| UC | SPAN 35800 | Comp. | Modernidad, literatura y cultura visual en Hispanoamerica (100%) | Gandolfi, L. | Sp | 3 | 0 | 0 | x | x |
| UC | SPAN 37401 | Caribbean | Literaturas Del Caribe Hispanico en el siglo XX (100%) | Lugo-Ortiz, A. | W | 3 | 13 | 8 | | |
| UC | SPAN 38800 | Comp. | Estudio de lit. y culturas ibericas y latinoamericanas | Lugo-Ortiz, A. | Sp | 3 | 0 | 0 | x | |
| UC | SPAN 39100 | Mexico | Objetos materiales en la produccion literal y cultural de Mexico | Gandolfi, L. | W | 3 | 0 | 0 | x | x |
| UI | SPAN 435 | Comp. | Intro Romance Ling (100%) | Hualde | Sp | 3 | 5 | 10 | | x |
| | <i>French, Italian, Linguistics, Portuguese, Romance Languages</i> | | <i>Comparative and historical analysis of the Romance languages</i> | | | | | | | |

| | | | | | | | | |
|---------------|--------|---|--------------|--------------|---|---|----|---|
| UC SPAN 46303 | Comp. | Postcolonial Americas (100%) | Coronado, R. | F | 3 | 0 | 12 | |
| UI SPAN 557 | Andes | Sem Romance Ling (100%) <i>Spanish- Quechua acquisition</i> | Escobar | Sp | 4 | 0 | 10 | x |
| UI SPAN 595 | Mexico | Special Topics in Spanish (100%) <i>Mexican immigrants in Illinois</i> | Faculty | F, Sp, Su | 4 | 0 | 21 | x |
| UI SPAN 599 | Brazil | Thesis Research (100%) <i>Brazilian crime literature</i> | Faculty | F, Sp, Su | 0 | 0 | 39 | x |

TOTAL ENROLLMENTS SPANISH 681 131

Urban Planning

| | | | | | | | | | |
|-----------|--------|---|----------|-------|---|-----|----|---|---|
| UI UP 101 | Comp. | Introduction to City Planning (33%) <i>Provides an introduction to urban and regional planning by examining the history of urbanization, the evolution of planning thought and practice, and contemporary issues and planning approaches. Case studies Latin America</i> | Novak | F | 3 | 194 | 0 | x | x |
| UI UP 185 | Comp. | Cities in a Global Perspective (33%) | MirafTAB | Sp | 3 | 42 | 0 | x | x |
| UI UP 260 | Mexico | Social Inequality and Planning (33%) <i>Provides an introduction to the social, political, economics and cultural forces shaping communities today. Emphasis on the role of race, class, and gender relations in urban social issues. Case of Mexico</i> | Salo | F, Sp | 3 | 79 | 0 | x | x |
| UI UP 423 | Comp. | Intro International Planning (33%) | MirafTAB | F | 4 | 29 | 10 | x | x |

| | | | | | | | | | | | |
|---|--------|-------|---|----------|----|---|---|---|---|--------|-----|
| UI | UP 494 | Comp. | Special Topics in Planning: Planning Without Growth (33%) | Greenlee | F | 4 | 0 | 0 | 0 | x | x |
| | | | <i>Examines case of Costa Rican Tourism</i> | | | | | | | | |
| UI | UP 521 | Comp. | International Planning Seminar (33%) | MirafTAB | Sp | 4 | 0 | 0 | 0 | x | x |
| TOTAL ENROLLMENTS URBAN PLANNING | | | | | | | | | | 344 | 10 |
| TOTAL ENROLLMENTS ALL AREA STUDIES COURSES | | | | | | | | | | UG | G |
| | | | | | | | | | | 12,340 | 963 |

Appendix 4

Performance Measure Form

Performance Measure Form: Mission-Aligned Goals and Project-Specific Measures

| Goal 1: Increase the quality and quantity of instruction in LCTL and priority languages at UI and UC and across the nation. | | | | | | | | |
|--|--|-----------------|-----------|-------------|----------------------|----|----|----|
| Performance Measures | Activities | Data/Indicators | Frequency | Data Source | Baseline and Targets | | | |
| | | | | | BL | T1 | T2 | T3 |
| A) Increase the number of students reaching high levels of Portuguese proficiency combined with Brazil area knowledge by at least 10%. | <ul style="list-style-type: none"> A.1. Increase enrollments in new summer and AY courses and institutes. A.2. Expand faculty with at least two new hires. A.3. Create new degree tracks and study abroad opportunities. A.4. Add at least two social science or professional school courses with 25% or more Brazilian content. | | | | | | | |
| B) Increase the number of students reaching advanced levels of Quechua, Yucatec Maya, and Haitian Kreyol proficiency by 5%. | <ul style="list-style-type: none"> B.1. Add advanced level courses in Kreyol. B. 2. Pilot at least one new shared course. B.3. Evaluate student proficiency in new courses. | | | | | | | |
| C) Increase audience for newly created pedagogical materials by 10%. | <ul style="list-style-type: none"> C.1. Disseminate course materials and online Mesoamerican archives. C.2. Train LCTL instructors in proficiency testing methods. C.3. Develop and test new proficiency assessment tools, share with other institutions. | | | | | | | |

Goal 2: Increase and enhance the internationalization of curriculum at MSIs, community colleges, and K-12 schools.

| Performance Measures | Activities | Data/Indicators | Frequency | Data Source | Baseline and Targets | | | | |
|--|--|-----------------|-----------|-------------|----------------------|----|----|----|----|
| | | | | | BL | T1 | T2 | T3 | T4 |
| A) Increase number of MSI and CC partner institutions who have LAS language and/or area studies training by 10%. | A.1. Run internationalization workshops for MSI and CC faculty. A.2. Constitute syllabus review committee to identify courses with internationalization potential. A.3. Work with MSI and faculty on course design. A.4. Support foreign language instructors with performance based assessment training. | | | | | | | | |
| B) Increase model curriculum units and courses for community college and four-year college level by 10%. | B.1. Conduct international studies workshops for regional community college instructors. B.2. Share best practices course design syllabi and modules. B.3. Build networks of LAS faculty. B.4. Develop service-learning courses with local community colleges. | | | | | | | | |
| C) Increase the numbers of K-12 teachers with LAS training from UI and UC by 5%. | C.1. Hold workshops for K-12 teachers and partner with targeted K-12 teacher training programs. C.2. Cooperate with cultural organizations on specialized K-12 outreach. C.3. Develop targeted curricular modules in partnership with K-12 educators. | | | | | | | | |

Goal 3: Produce knowledge and disseminate cutting-edge research through outreach to institutions and the public.

| Performance Measures | Activities | Data/Indicators | Frequency | Data Source | Baseline and Targets | | | | |
|--|---|-----------------|-----------|-------------|----------------------|----|----|----|----|
| | | | | | BL | T1 | T2 | T3 | T4 |
| A) Increase faculty numbers and depth of area commitment at UI and UC. | A.1. Hire at least 2 new area studies faculty on each campus. A.2. Support faculty research, course development, and continued training. A.3. Organize new collaborative research workshops and projects. | | | | | | | | |
| B) Expand access to libraries and increase usage of university resources by 10% by building print and online collections and cooperating to share materials. | B.1. Support library acquisitions. B.2. Develop and enhance special collections and digital archives. B.3. Disseminate research with new working papers series. | | | | | | | | |
| C) Increase numbers of general and targeted audiences reached by public engagement programming by 10%. | C.1. Hold public lecture series with advanced scholars. C.2. Disseminate lectures and workshops through podcasts and videos. C.3. Organize specialized workshops for targeted public audiences. | | | | | | | | |

Appendix 5

Letters of Support

- 1: Phyllis M Wise, Chancellor; Ilesanmi Adesida, Vice Chancellor for Academic Affairs and Provost
University of Illinois at Urbana-Champaign.....[unnumbered]
- 2: Jean-Philippe Mathy, Professor and Director,
School of Literatures, Cultures and Linguistics.....F-3
- 3: Jonathan Keiser, Executive Director of Academic Development
City Colleges of ChicagoF-5

UNIVERSITY OF ILLINOIS
AT URBANA-CHAMPAIGN

Office of the Chancellor
Swanlund Administration Building
601 East John Street
Champaign, IL 61820



June 27, 2014

Dr. Lenore Yaffee Garcia
Acting Senior Director
International and Foreign Language Education
U.S. Department of Education
400 Maryland Avenue SW
Washington, DC 20202

Dear Dr. Garcia,

Re: Title VI CLACS Letter of Support

We are writing to express our fullest support for the Center for Latin American and Caribbean Studies (CLACS) application for Title VI funding and status as a National Resource Center (NRC) from the U.S. Department of Education.

CLACS's efforts to internationalize education, research, and public engagement are central to one of the most important goals of this institution, namely to strengthen the University of Illinois at Urbana-Champaign as a pre-eminent public research university with a land-grant mission and global impact. We recognize the many valuable contributions made by our Area Studies Centers in support of internationalizing our curricula, providing research support for our globally active faculty, strengthening important partnerships with educational institutions abroad, and for their comprehensive outreach and public engagement to the state of Illinois and the Midwest, which help link our constituents to the world.

We are especially glad to see strong cross-campus collaboration among our NRCs with Illinois' colleges, such as the Colleges of Education and Liberal Arts and Sciences, as well as with our professional schools. We also recognize the value National Resource Centers provide in training globally competent students in areas of national need, including vitally important language training in less commonly taught languages. At Illinois, we are proud of our longstanding institutional support for these areas, and we value our strong legacy of language and area studies instruction and recognize these as central to our institution.

NRCs provide one of the most comprehensive opportunities for international public engagement and outreach offered by our institution. CLACS's proposed activities fully align with our campus' core strategic goals in this area, as outlined in the recent Strategic Plan for 2013-17.

Dr. Lenore Yaffee Garcia

June 27, 2014

Page 2

We are very glad to note the ways in which CLACS's curricular and outreach activities emphasize campus diversity and inclusion initiatives, which are both central to the Title VI funding program objectives, and hallmarks of the University of Illinois at Urbana-Champaign.

CLACS is a campus leader in fulfilling the international strategic mission of this university and this proposal is evidence of its forward looking, global viewpoint. We believe that to succeed as an institution, we must integrate the international dimension in all facets of our campus and to do this will require cross-cutting, interdisciplinary international initiatives and programs like this Title VI NRC. Please allow us to express our fullest support for this proposal and confirm the value Illinois places on area and language studies and our commitment to helping CLACS realize the full potential of any funding granted.

Sincerely,



Phyllis M. Wise
Chancellor



Ilesanmi Adesida
Vice Chancellor for Academic Affairs and Provost

UNIVERSITY OF ILLINOIS
AT URBANA - CHAMPAIGN

School of Literatures, Cultures and Linguistics
Office of the Director
4088 Foreign Languages Building, MC-171
707 South Mathews Avenue
Urbana, IL 61801-3675
USA

June 18, 2014

U.S. Department of Education
Office of Postsecondary Education
International and Foreign Language Education
1990 K Street, N.W.
Washington, DC 20006

RE: Title VI NRC/FLAS Applications

On behalf of the School of Literatures, Cultures, and Linguistics (SLCL) at the University of Illinois, I would like to express my full support for the Title VI NRC/FLAS applications from our international and area studies centers.

SLCL is home to the university's foreign language instruction programs, and in cooperation with the international and area studies centers and the College of Education, is tasked with preparing the next generation of foreign language experts and educators. Title VI funding has been vital to our language instruction program, allowing us to offer more than 30 languages in addition to French, German and Spanish.

Over the next four years SLCL and Illinois area centers will collaborate on several new LCTL initiatives, including a Business and LCTL Symposium, a LCTL workshop series, and a Language Program Management Certificate, available to K-12 and post-secondary language teachers and pre-service teachers.

A new initiative will promote the development of proficiency assessment capacity across all FLAS languages at Illinois, investing in faculty and instructor capacity to conduct Oral Proficiency Interviews (OPI) and the development of instruments for testing listening, reading, and writing proficiency in priority languages over the coming four years. Together SLCL and area centers will fund numerous professional development activities for our language faculty, including ACTFL workshops for instructors wishing to pursue certification as OPI testers.

SLCL plans to hire a tenure line faculty member specialized in language assessment by 2015. This new hire will work on teaching and development in language assessment/testing standards for LCTLs and teach courses in Linguistics.

The above activities represent a significant investment in the professional development of language staff and will result in the creation of many new instruments, a major expansion of institutional capacity in proficiency testing across the language skills, and the further integration of proficiency assessment into the language curricula.

Sincerely,

A handwritten signature in black ink, reading "Jean-Philippe Mathy". The signature is written in a cursive style with a large initial "J" and a long, sweeping underline.

Jean-Philippe Mathy, Professor and Director



9 June 2014

U.S. Department of Education
International and Foreign Language Education
National Resource Centers
1990 K Street, N.W., Suite 6083
Washington, DC 20006

Dear NRC/FLAS Application Reviewers,

I am writing on behalf of the City Colleges of Chicago (CCC) to enthusiastically support the proposals submitted for funding as National Resource Centers for Foreign Language and Area Studies by the following University of Chicago area centers: the Center for East Asian Studies (CEAS), the Center for East European and Russian/Eurasian Studies (CEERES), the Center for Latin American Studies (CLAS); the Center for Middle Eastern Studies (CMES), and the South Asia Language and Area Center (SALAC).

The City Colleges of Chicago represents the largest community college district in Illinois. Included in our district are one Hispanic Serving Institution (Wilbur Wright College) and three Predominantly Black Institutions (Malcolm X, Kennedy-King, and Olive-Harvey Colleges), as recognized by the U.S. Department of Education. Our faculty and staff work with an exceptionally diverse population of students to give them access to resources which will prepare them to succeed in the workforce or in the pursuit of higher education. We are looking forward to partnering with the area centers at the University of Chicago to develop a schedule of activities, to take place over the next four years, which will bring international content and cultural understanding to our faculty and students. The collaborative programming, which will be planned and developed with input from our administrators, humanities faculty, and world language instructors, may include professional development activities to assist our faculty in adding international content to their courses; train them in best practices in teaching foreign languages and assessing student proficiency; and provide them with additional cultural and historical knowledge to increase their understanding of the student populations we serve.

The City Colleges of Chicago looks forward to this collaboration and the robust programming and resources that the area centers at The University of Chicago can provide to our faculty and students.

Sincerely,

Jonathan Keiser, Ph.D.
Executive Director of Academic Development
City Colleges of Chicago

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*

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.

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: University of Illinois, Urbana-Champaign. Center for Latin American and Caribbean Studies

**The Board of Trustees of the
University of Illinois**

Name/Title of Authorized Representative (Printed): **Walter K. Knorr, Comptroller**

Title: **Walter K. Knorr, Comptroller**

Telephone: **217-333-2187**

Signature: *Walter K. Knorr*

E-mail: **GCOAward@uillinois.edu**

Date: **6/27/14**

Information to Meet §602(e) Statutory Requirements

1: Diverse Perspectives in Funded Activities

The UI-UC consortium reflects the longstanding commitments of our home institutions to vigorous scholarly inquiry of the highest ethical standards. As a land grant institution, founded in 1867, the University of Illinois at Urbana-Champaign takes as its mission service to the state and the nation through excellence and innovation in teaching, research, and public engagement, and we link that excellence to the diversity of the faculty, staff, students, and the public we serve. From its inception in 1892, the University of Chicago has been committed to open, rigorous, and intense inquiry with a shared understanding that this must be the defining feature of the University. Together we recognize that our most important contributions to discovery, education, and society rest on our focus, the power of our ideas, and the openness of our environment to the development and testing of these ideas.

Our consortium's programming on Latin America develops interdisciplinary knowledge to promote a multifaceted understanding of this dynamic region. As a complex and sometimes turbulent place, with deep economic, social, and political ties to the United States, Latin America matters to our students and our communities. We strive to produce and disseminate knowledge of the region reflecting a diversity of perspectives, fostering informed and open debate, and we are committed to training teachers whose expertise in Latin American language and area studies prepares them to do the same.

In addition to a core value of interdisciplinary study in our degree-granting programs, consortium programming activities are consistently planned with broadly diverse perspectives in mind. Invited speakers hail from a range of professions and institutions (government, NGOs, and community organizations), and even those within the academy represent various disciplines and schools of thought. Key events such as our Lecture and Briefing Series feature lively, engaging, and probing debates on the nature of the topic at hand, reflecting the consortium's commitment to free expression of a diversity of ideas.

Our proposal promises the extension of this fundamental commitment, most notably in our efforts to expand area studies through engagement with professional schools and Minority-Serving Institutions. These schools both on and off our campuses have initiated robust efforts to internationalize their curricula and prepare their graduates to work in a professional environment in which global and regional competence is required. We expect these collaborations and connections to foster new interdisciplinary perspectives for faculty and students in both the schools with which we work as well as the disciplines that have classically informed Latin American Studies on our campuses. A similar invigoration of the diversity of viewpoints in our programs will come from programming designed to more fully engage area studies teaching and research with scholarship based in the fields of international security.

Each of our centers is a collaborative, cross-campus venture serving students and faculty and promoting programming in a broad range of fields. Our governance structures enhance this as our Executive and Steering Committees and our fellowship selection committees are designed to ensure broad cross campus representation and participation in the activities of our centers.

2: Areas of National Need

The activities of the UI-UC consortium, including the training of teachers and specialists in the languages and societies of Latin America and the public dissemination of information about the region, **directly address areas of national need** as defined in the Title VI RFP, and consultations by the Secretary of Education with federal agency heads. We address these areas of need by forming professionals with language skills and contextual knowledge needed to communicate and understand issues affecting the relationship between the United States and Latin America. We encourage service addressing areas of national need in government, education, business, and nonprofit sectors, through career advising, outreach activities, and interdisciplinary and interprofessional programming in our curriculum and public events to expose students to a wide range of career paths applying expertise in the region. The strong NRC infrastructure on our campuses, our effective teacher training and public outreach programs, and our vibrant cross-campus linkages multiply our impact in training specialists to meet areas of national need.

Robust programming in priority LCTLs and Spanish produces a growing supply of specialists with knowledge of these key languages. In the last grant cycle, FLAS students came from eight different departments and professional schools, enabling the training of professionals who combine area knowledge with other specialized skills relevant to national needs. Our rigorous area studies training directly addresses the U.S. Department of Agriculture's stated need for a "broad understanding of Spanish and Western Hemisphere cultures [that] are critical to the success of U.S. agriculture" (FY2014). The Departments of Defense, Health and Human Services, Justice, Labor, and Transportation similarly note that training in Spanish and Portuguese and in the societies of Latin America is critical for the development of specialists in those fields.

Our non-language curricula provide students with a multifaceted understanding of the Latin American context informed by a diversity of points of view. Some courses include visits to the region, which helps familiarize future teachers, business people, and academics with everyday life in Latin America. Our placement record indicates that our students are well prepared to undertake service that addresses areas of national need at institutions of higher education, in the non-profit sector in institutions such as the MacArthur Foundation, and in government agencies and transnational companies. Career workshops place current students in contact with these alumni facilitating similar career paths.

Through public events organized with professional schools, we address the need for scholars to learn how to talk to policy makers rather than just other academics. These forums encourage an active dialogue between the university community, visiting experts, and the general public. Consortium initiatives such as the UI JACS programs directly address these areas of national need, help shape new career paths for current students, and inform the public by sharing our specializations in Latin America studies. Newsletters and web-based materials expand the reach of our centers, disseminating important information about Latin America with broad and lasting public impact.