

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 # P015A140142 P015B140142

Univ of Pittsburgh



University of Pittsburgh

University Center for International Studies
Center for Latin American Studies

4200 Wesley W. Posvar Hall
230 South Bouquet Street
Pittsburgh, PA 15260
412-648-7392
Fax: 412-648-7392
clas@pitt.edu
www.ucis.pitt.edu/clas

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 Avenue, SW
Washington, D.C. 20202-4260

To Whom It May Concern:

Enclosed you will find the original and three copies of the application/proposal for NRC/FLAS Title VI funding for the period August 2014 to August 2018 from the University of Pittsburgh, Center for Latin American Studies.

If you have any questions, please do not hesitate to contact me at 412-648-7398 or by email at smorgens@pitt.edu

Sincerely,

A handwritten signature in blue ink, appearing to read "Scott J. Morgenstern".

Scott J. Morgenstern, Ph.D.
Associate Professor of Political Science
Director, Center for Latin American Studies

Enclosure

Cc: Kate Maloney,
Program Officer

APPLICATION FOR FEDERAL ASSISTANCE
NATIONAL RESOURCE CENTER
AND
FOREIGN LANGUAGE AND AREA STUDIES FELLOWSHIPS

FEDERAL GRANTOR AGENCY: U.S. Department of Education
Application Control Center
Attention: CFDA Number 84.015A/84015B
LBJ Basement Level 1
400 Maryland Avenue, SW
Washington, DC 20202-4260

APPLICANT: UNIVERSITY OF PITTSBURGH
Center for Latin American Studies
University Center for International Studies
4200 Wesley W. Posvar Hall
Pittsburgh, PA 15260

NAME OF PROJECT: National Resource Center and Foreign
Language and Area Studies Fellowships
84.015A/B Application
OMB No. 1840-0807

LENGTH OF PROJECT: August 15, 2014 to August 14, 2018

AMOUNT REQUESTED: \$2,529,501.32 [Year 1 \$620,319.65]

DATE OF APPLICATION: June 30, 2014

PROJECT DIRECTOR:



Scott J. Morgenstern, Director
Center for Latin American Studies
4208 Wesley W. Posvar Hall
University of Pittsburgh
(412) 648-7391

ENDORSEMENTS:



Lawrence F. Feick, Director
University Center for International Studies
Senior Director of International Programs
4408 Wesley W. Posvar Hall
University of Pittsburgh
(412) 648-7374

ENDORSEMENTS (CONTINUED):



61814

Christina Crawford, Associate Director
Office of Research

Office of Research
123 University Place
University of Pittsburgh
(412) 624-7400



N. John Cooper, Dean
Dietrich School of Arts and Sciences
917 Cathedral of Learning
University of Pittsburgh
(412) 624-1164

Application for Federal Assistance SF-424*** 1. Type of Submission:**

- Preapplication
 Application
 Changed/Corrected Application

*** 2. Type of Application:**

- New
 Continuation
 Revision

*** If Revision, select appropriate letter(s):**

*** Other (Specify):**

*** 3. Date Received:**

4. Applicant Identifier:

5a. Federal Entity Identifier:

5b. Federal Award Identifier:

State Use Only:**6. Date Received by State:**

7. State Application Identifier:

8. APPLICANT INFORMATION:*** a. Legal Name:**

*** b. Employer/Taxpayer Identification Number (EIN/TIN):**

*** c. Organizational DUNS:**

d. Address:*** Street1:**

Street2:

*** City:**

County/Parish:

*** State:**

Province:

*** Country:**

*** Zip / Postal Code:**

e. Organizational Unit:**Department Name:**

Division Name:

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

*** First Name:**

Middle Name:

*** Last Name:**

Suffix:

Title:

Organizational Affiliation:

*** Telephone Number:**

Fax Number:

*** Email:**

Application for Federal Assistance SF-424

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

X: Other (specify)

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

*** Other (specify):**

Private, non-profit, state-rela

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

Department of Education

11. Catalog of Federal Domestic Assistance Number:

84.015A/84.015B

CFDA Title:

National Resource Center and Foreign Language and Area Studies Fellowships

*** 12. Funding Opportunity Number:**

053014-001 / 053014-002

*** Title:**

National Resource Center and Foreign Language and Area Studies Fellowships

13. Competition Identification Number:

N/A

Title:

N/A

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

Add Attachment

Delete Attachment

View Attachment

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

National Resource Center and Foreign Language and Area Studies Fellowships

Attach supporting documents as specified in agency instructions.

Add Attachments

Delete Attachments

View Attachments

Application for Federal Assistance SF-424

16. Congressional Districts Of:

* a. Applicant

* b. Program/Project

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

Add Attachment

Delete Attachment

View Attachment

17. Proposed Project:

* a. Start Date:

* b. End Date:

18. Estimated Funding (\$):

* a. Federal	<input type="text" value="620,319.65"/>
* 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="620,319.65"/>

*** 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

Add Attachment

Delete Attachment

View Attachment

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: **Christine Crawford, Associate Director**

* Last Name: **Office of Research**

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 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 All Programs are exempt

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.



University of Pittsburgh

*University Center for International Studies
Center for Latin American Studies*

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<http://www.ucis.pitt.edu/clas>

To: Office of Research

From: Scott Morgenstern, SMDirector, Center for Latin American Studies

RE: Program Planning and Budget Justification for NRC Application to the U. S. Department of Education

Date: June 30, 2014

Program Planning and Budget Justification for NRC Application Center for Latin American Studies – University of Pittsburgh

Title VI funds have been used to build, maintain, and enhance the excellence of CLAS. The present plan requests funds to support future activities and programs that will continue to contribute to the overall excellence of CLAS—specifically programs that support students and faculty—over the long term; and funds to support new initiatives that respond to important current issues and national needs. Individual budget figures listed here are only for the first year that the activity occurs. For further details on the timing of each activity, please refer to Appendix I – Detailed Budget

Over the past four years, CLAS has maintained and enhanced the strength of Latin American Studies (LAS) in the historic core disciplines of the social sciences and the humanities with programs focusing on *Globalization and Health in Latin America and the Caribbean*—a theme reflecting major issues of current significance for U.S. policy in the region. Faculty from a number of programs and schools and diverse points of view participated in conferences, symposia and workshops on this theme. At the same time, CLAS has enhanced and increased its national and international impact through a number of initiatives—including expanded programs abroad; a connected, engaged network of alumni around the globe; and the enhanced reach of its online resources, such as collaborative offerings of distance learning Kichwa language classes and the publication of the interactive web site *Panoramas: foro de comentario latinoamericano*. CLAS has initiated a major expansion of its offerings and expertise in Brazilian studies, supporting the addition of a popular Portuguese minor and additional Portuguese language classes in the Department of Hispanic Languages and Literatures. CLAS encouraged the hiring of faculty who specialize in LAC, supported the teaching of courses on the region, strengthened the expansion of the library collection, secured funding for student and faculty research and student scholarships/fellowships. Through its highly effective outreach program, CLAS launched its exemplary “Portuguese: Language of the Future!” program—designed to teach Portuguese to local K-12 teachers with the goal of introducing Portuguese into the modern

languages high school curricula. CLAS also provided a wide variety of outreach activities to K-16 students, the business community, and the general public

PROGRAM CORE THEME: Over the next four-year NRC cycle, CLAS will organize a significant percentage of its support of scholarship and enrichment of its programming through seminars, conferences, and lectures around the core theme of “Leading From the South”—which reflects LAC’s emergence as a locus of originality, cultural and social innovation, and hemispheric leadership. NRC funds (**\$7,500**) are requested to support a major cross-disciplinary conference (Years 1 and 3) that focuses on the theme *Leading from the South*. Center staff will coordinate the conferences in consultation with social sciences and humanities faculty. External funding will also be sought, as well as in-kind contributions from the University. The conferences will be supplemented by related academic events, including: the “*Leading from the South* Lunch Discussion Series” which features invited scholars—some participating via video from Latin America—leading discussions about current events and academic themes aimed at encouraging cross-disciplinary participation; a special section in CLAS’ *Panoramas* website to promote interdisciplinary research and discussion on the theme; and lectures, workshops, and symposia that will focus on the theme. In addition, teacher training and other outreach activities will be conducted in order to bring the theme to the K-16 community and the general population.

•**TEACHER-TRAINING/FACULTY DEVELOPMENT:** CLAS requests **\$2,000** (4 events at \$500 each) to continue its longstanding tradition of offering teacher development workshops and classes for local K-12 educators and college/university instructors. The workshops are interdisciplinary, address current issues across world areas, present strategies and technological training for adding international content to existing courses, and identify teaching resources to assist in the process. Funding is requested to cover the costs of the workshop/seminars, and especially outreach to schools and teachers who have not previously attended CLAS programs. Another important aspect of CLAS’s outreach has been its exemplary “Portuguese: Language of the Future!” program—designed to teach Portuguese to local K-12 teachers with the goal of introducing Portuguese into the modern languages high school curricula. We seek funding to continue Portuguese language training for two cohorts of teachers throughout the academic year and a summer intensive class (**\$10,161.20**). We also seek (**\$3,000**) for a course buyout for a selected teacher who will offer one Portuguese class per semester at a Pittsburgh public high school. Finally, to insure that our language faculty stay current on language pedagogy, CLAS requests **\$2,250** (\$750 for three faculty per year) to subsidize attendance at ACTFL or other language assessment workshops and meetings.

•**FACULTY DEVELOPMENT/CAMPUS INTERNATIONALIZATION FOR MINORITY-SERVING INSTITUTIONS:** This budget item reflects CLAS’s acknowledgement of the importance of DE’s stated priority regarding collaborative activities with Minority-Serving Institutions (MSI) and community colleges. CLAS has already begun the process of collaborating with Central State University (a Historically Black University in neighboring Ohio) and Harrisburg Area Community College (a Title III- eligible institution) by meeting with senior administration and faculty to gauge interest in Latin American studies at the institutions. In March 2014, CLAS hosted a faculty member from each of these institutions to attend a two-day conference at Pitt. To continue and expand these partnerships, CLAS requests **\$10,000** (\$2,500 each for four activities per year) for faculty development seminars and workshops on Latin American issues both on the Pitt campus and on the partners’ campuses. Enrichment activities for MSI faculty will vary according to the particular needs of the partner institution, but the intent is that they be interdisciplinary, address current issues across world areas, and allow faculty to incorporate international content to existing courses. We also request **\$5,000** to help MSI faculty attend conferences and symposia on LAC studies (especially those that take place at Pitt) as well as support for undergraduate language study and study abroad by MSI students in Pitt-sponsored programs in Latin America. In addition, CLAS will collaborate with the other UCIS international studies centers to provide faculty development and assistance with campus internationalization to the Community College of Beaver County. The request is made for **\$1,500** to help to provide

faculty development seminars on the Beaver campus and at Pitt, as well as to defray costs for CCBC students who study abroad on Pitt or other programs.

•**OTHER OUTREACH:** CLAS requests **\$3,000** to support approximately $\frac{1}{3}$ of the cost of the Latin American and Caribbean Festival—the largest community-serving celebration of Latin American and Latino culture in the region; **\$2,000** to continue to cosponsor its popular Latin American film series which will focus on various themes of *Leading from the South*; **\$3,000** for partial support of CLAS’ multiple discussion groups, seminars, and lecture series, which will also be coordinated around the core theme; and **\$16,000** for one of two and Panoramas website coordinators. All of these outreach activities are designed to engage both the academic community and the general public. As an example, our new "Politics and Performance" series invites the community to watch films or performances with political themes and then participate in faculty-led discussions.

•**LEAST/LESS COMMONLY TAUGHT LANGUAGES (LEAST/LESSCTLs):**

Portuguese: CLAS requests **\$6,250** to further enhance the Portuguese language training program by covering one-half of the costs of hosting a Brazilian Fulbright Foreign Language Teaching Assistant (FLTA), who will teach Portuguese, conduct weekly conversation groups, and organize other activities featuring elements of Brazilian culture. CLAS successfully hosted FLTAs in academic years 2012-13 and 2013-14. One-half of the costs will be funded by the University’s School of Arts & Sciences.

Kichwa: Over the next four years, Pitt will collaborate with universities across the U.S. on its innovative distance learning initiative, whereby Kichwa is taught in real time through Pitt videoconferencing technology by a tenured professor from Arizona State University (who is also director of the Andes and Amazon Field School in Ecuador). Kichwa (Ecuadorian, Colombian, and northern Peruvian Quechua) is a USDE priority (least commonly taught) language spoken by 2.5 million people in three Andean countries and is the language of political movements in these countries. CLAS requests **\$25,000** for the instructor’s salary to cover four 3-credit classes per year. Students from the University of Utah are currently taking the Pitt-provided Kichwa instruction for credit at their university, and Brigham Young University and Arizona State University plan to have students enrolled beginning in 2014-15. Consistent with our mission as a national resource center, CLAS will provide the opportunity for other universities to collaborate in the program at no cost. Students of Kichwa also may attend the summer language-training “Pitt in Ecuador” program that takes place at the well-established Amazon and the Andes Field School in Napo Province, Ecuador. These programs will enhance the opportunities for students to utilize FLASFs for the study of a least-commonly-taught language and will increase the number of Kichwa language specialists with first-hand community experience.

Haitian Creole: Reflecting the growing importance of and need for specialists working on contemporary issues in Haiti, CLAS requests **\$3,000** to support an introductory class in Haitian Creole for AY 2014-15. Funding allotments will increase over the next four years as more advanced levels are added. The cost will be shared with the School of Arts and Sciences.

•**AREA STUDIES COURSES:** CLAS seeks support for three area studies courses at a cost of **\$16,625.32** (\$5,508.44/course for instructors’ salaries/fringe). (1) “Latin America and the Caribbean” is CLAS’ introductory/interdisciplinary undergraduate core course that also serves to recruit students into LAC Studies. (2) “Latin American Social and Public Policy” is the core course for the Latin American Social and Public Policy graduate certificate. (3) “Latin American Sociology” is offered to fill a gap in LAC Studies content courses in the Department of Sociology. In order to enhance the overall teaching of Brazilian Studies at the University of Pittsburgh and to develop and implement a certificate in Brazilian Studies and move towards a major in Portuguese, CLAS was awarded a Lectureship in Brazilian Society and Culture from the Brazilian government. The Lecturer will teach two Brazilian area studies courses per year. The Brazilian government will cover c. 63% of the costs, and the Center and the University will pay the remaining costs. CLAS requests **\$9,600** (approximately 18.5% of costs) in support of the Lectureship.

- COMPREHENSIVE EVALUATION:** Based on the importance of academic program evaluation to both the Center’s mission and to the USDE IRIS reporting system, CLAS is requesting funds for a two-pronged evaluation plan: **\$3,000** to engage the services of an external evaluator to assess all aspects of the Center in AY 2015-16; and **\$3,000** to support the training of Pitt faculty members who will use Oral Proficiency Interviews (OPI) to assess CLAS-supported languages: Spanish, Portuguese, Kichwa, and (eventually) Haitian Creole.
- LIBRARY:** To support the continued development and accessibility of Latin American Library resources, CLAS requests **\$2,500** for library acquisitions and **\$2,500** to fund acquisition travel by the Latin American librarian to the region.
- TRAVEL:** CLAS requests **\$5,000** (10 trips @ \$500 each) to continue to subsidize its faculty’s attendance at professional meetings to disseminate the results of their research to national and international audiences. These funds subsidize departmental support, and encourage faculty to participate in CLAS events and contribute to its news/blog site (Panoramas). An additional **\$3,000** is requested to allow CLAS staff and faculty travel to Title VI meetings/workshops.
- PROGRAM/ADMINISTRATIVE SUPPORT:** For personnel directly working on the administration of the NRC grant, CLAS requests **partial** salary/fringe benefit support for the grant administrator/coordinator of teacher training and outreach (**\$14,450 salary + \$5,259.80 fringe**), the program-technology administrator (**\$17,250 salary + \$6,279 fringe**), the outreach administrative assistant (**\$12,1700 salary + \$4,429 fringe**), and the FLASF coordinator (**\$9,600 salary + \$3,494 fringe**). (Support as percentage of total salary is detailed in the proposed line item budget, Appendix I.)
- OFFICE SUPPLIES/OPERATING EXPENSES:** CLAS requests **\$15,000** as a contribution toward supplies and operating expenses for the NRC/FLAS programs primarily related to costs for new technology projects, networking fees, printing of newsletters and annual and other reports, telephone, fax, and postage.
- FOREIGN LANGUAGE AND AREA STUDIES FELLOWSHIPS (FLASFS):** FLASFs enable CLAS to recruit the best graduate students. The Center has **consistently and fully adhered to FLASF priorities in awarding the fellowships**. CLAS requests funding for the following FLAS Fellowships: **9** graduate students/academic year (**\$297,000**), **7** graduate students/summer (**\$52,500**), and **3** undergraduates/summer (**\$22,500**).
- COST EFFECTIVENESS:** Pitt and CLAS have used NRC funds effectively to share costs, leverage additional institutional support and to launch innovative programs that are subsequently incorporated into other departments’ operating budgets. Over the most recent NRC grant cycle, CLAS was very successful in leveraging NRC Portuguese language-training and LAC area studies course support into permanent, University-funded courses. Support for “Portuguese for Spanish Speakers” and “Advanced Level Portuguese” (both funded in the past by the NRC grant) are currently funded by the Department of Hispanic Languages and Literatures. A course on “Amazonia” in anthropology and “Latin American Music” in music are now funded by those departments, and the success of the previously NRC-funded “Latin American Art” course contributed to the hiring of a tenure-track Latin Americanist faculty member in the Department of History of Art and Architecture. The proposed budget, request accounts for only about 15% of the total operating budgeting of the Center—using a figure that does not include teaching faculty and library personnel salary/fringe or teaching assistantships/fellowships awarded to CLAS doctoral students and administered by departments. The staff salaries/fringe benefits requested from USDE will account for approximately 12% of the total salaries/fringes for the 7.8 FTE staff members. This sum represents less than 30% of the requested NRC funding. The director's salary is supported solely by Pitt funds. Overall, as the impact data show, CLAS effectively uses Title VI funding to further its mission and is extremely careful in expending these funds according to USDE guidelines.

•**DEVELOPMENT PLAN—EFFECTIVE USE OF RESOURCES AND LONG-TERM IMPACT ON TRAINING PROGRAMS:** At the completion of the requested NRC grant, CLAS will have: (1) enhanced understanding of Latin American issues among faculty and students of Minority

Serving Institutions through its partnerships with HACC, Central State, and CCBC; (2) increased the study of Least/LessCTLs (through the continuation and expansion of the distance-learning program in Kichwa; continued support of Portuguese-language training, and the introduction of Haitian Creole); (3) enriched LAS course content and increased the number of LAS courses (by subsidizing faculty travel and research and offering curriculum development grants); (4) continued to provide teacher-training/faculty development, and curriculum development (including the introduction of Portuguese as a world language) for K-12 public/private schools, community colleges, and college/university educators and enhanced teacher-training through new cooperative arrangements; (5) increased the quantity and quality of the Latin American Library Collection; (6) increased the scope and accuracy of certificate student language proficiency evaluation by internalizing the OPI process through faculty training and certification; (7) contributed to new knowledge on the region by supporting scholarly endeavors on its core theme; (8) continued to assess its programs according to its comprehensive evaluation plan, including adapting existing assessment tools and realizing an external evaluation; and (9) continued to make the best use of FLAS Fellowship funding by adhering to USDE priorities and cooperating with Latin American programs across the nation.

As documented throughout this proposal, the fundamental long-term impact of the proposed activities on all students in the academic disciplines and professions at Pitt will be to improve substantially CLAS' ability to provide high quality Latin American-focused language and area studies training programs in order to produce U.S. citizens with advanced proficiency in the least- and less-commonly taught languages (and Spanish), along with a profound interdisciplinary understanding of the societies where those languages are spoken.

**Center for Latin American Studies
University of Pittsburgh
(2014-15, 2015-16, 2016-17, 2017-18) NRC Budget Spring 2014**

	Priority Addressed	2014-15	2015-16	2016-17	2017-18	Pg. Ref
A. PERSONNEL						
1. Administrative						
NRC Grant Administrator/Coordinator of Teacher Training and Outreach		\$14,450.00	\$14,883.50	\$15,330.01	\$15,789.91	p. 32
25% salary		\$5,259.80	\$5,417.59	\$5,580.12	\$5,747.53	
36.40 % fringe						
Program/Technology Administrator						
Technology support related to website, workshops, and conferences;						
assistant administrator for FLAS and library sharing fellowships;						
coordinator for professional meetings, travel and international exchanges		\$17,250.00	\$17,767.50	\$18,300.53	\$18,849.54	p. 32
40% salary		\$6,279.00	\$6,467.37	\$6,661.39	\$6,861.23	
36.40 % fringe						
Administrative Assistant						
Data collection/entry related to workshops and NRC/FLASF reporting and outreach programs		\$12,170.00	\$12,535.10	\$12,911.15	\$13,298.49	p. 32
40% salary		\$4,429.88	\$4,562.78	\$4,699.66	\$4,840.65	
36.40 % fringe						
FLASF Coordinator		\$9,600.00	\$9,888.00	\$10,184.64	\$10,490.18	p. 32
17% Salary		\$3,494.40	\$3,599.23	\$3,707.21	\$3,818.43	
36.40 % fringe		\$72,933.08	\$75,121.07	\$77,374.71	\$79,695.96	
Subtotal - Administrative						
2. Language and Area Studies Courses						
Kichwa						
4 (3-credit) courses		\$25,206.00	\$25,962.18	\$26,741.05	\$27,543.28	p. 30
Course Instructor Salary						
Haitian Creole		\$3,000.00	\$4,000.00	\$5,000.00	\$5,000.00	p. 30
2 (3-credit) courses & 2 (4-credit) courses		\$6,250.00	\$6,437.50	\$6,630.63	\$6,829.54	p. 30
Cost shared with School of Arts & Sciences		\$4,120.00	\$4,243.60	\$4,370.91	\$4,502.04	p. 31
Foreign Language Teaching Assistant in Portuguese		\$1,388.44	\$1,430.09	\$1,473.00	\$1,517.19	
50% Stipend/cost shared with School of Arts & Sciences						
"Latin America and the Caribbean", 3-credit course						
Faculty Instructor Salary		\$4,120.00	\$4,243.60	\$4,370.91	\$4,502.04	p. 31
33.7% fringe		\$1,388.44	\$1,430.09	\$1,473.00	\$1,517.19	
"LASPP Capstone Course", 3-credits		\$4,120.00	\$4,243.60	\$4,370.91	\$4,502.04	p. 31
Faculty Instructor Salary		\$1,388.44	\$1,430.09	\$1,473.00	\$1,517.19	
33.7% fringe						

"Latin American Sociology", 3-credits						
Faculty Instructor Salary	\$4,120.00	\$4,243.60	\$4,370.91	\$4,502.04	p. 31	
33.7% fringe	\$1,388.44	\$1,430.09	\$1,473.00	\$1,517.19		
Lecturer in Brazilian Culture and Society						
50% Stipend/cost shared with School of Arts & Sciences	\$9,600.00	\$9,888.00	\$10,184.64	\$10,490.18	p. 31	
Subtotal for Language and Area Studies Courses	\$60,581.32	\$63,308.75	\$66,088.05	\$67,920.69		
A. PERSONNEL SUBTOTAL	\$133,514.40	\$138,429.82	\$143,462.76	\$147,616.65		
B. TRAVEL						
1. Domestic Travel						
Faculty travel to Professional Meetings						
10 travel grants @ \$500 each	\$5,000.00	\$5,500.00	\$6,000.00	\$6,500.00	p. 31	
CLAS Staff Travel to Title VI Meetings/Workshops						
3 trips/year @ \$1,000 each	\$3,000.00	\$3,000.00	\$3,000.00	\$3,000.00	p. 31	
Subtotal - Domestic Travel	\$8,000.00	\$8,500.00	\$9,000.00	\$9,500.00		
2. Foreign Travel						
Latin American Library Acquisition Trip						
Librarian's travel to Latin America.	\$2,500.00	\$2,500.00	\$2,500.00	\$2,500.00	p. 31	
Subtotal - Foreign Travel	\$2,500.00	\$2,500.00	\$2,500.00	\$2,500.00		
B. TRAVEL SUBTOTAL	\$10,500.00	\$11,000.00	\$11,500.00	\$12,000.00		
C. SUPPLIES						
Library Acquisitions						
Office Supplies	\$2,500.00	\$2,500.00	\$2,500.00	\$2,500.00	p. 31	
Cost for operating expenses for NRC/FLASAF programs, technology projects, networking fees, use of telephone, fax, photocopies, postage, and printing.						
Subtotal - International Conference	\$15,000.00	\$15,000.00	\$15,000.00	\$15,000.00	p. 32	
C. SUPPLIES SUBTOTAL	\$17,500.00	\$17,500.00	\$17,500.00	\$17,500.00		
D. OTHER (TEACHER TRAINING & OUTREACH)						
1. International Conference						
To cover costs to hold an international conference and other academic events on the theme of "Leading from the South"						
Subtotal - International Conference	\$7,500.00	\$7,500.00	\$7,500.00	\$7,500.00	p. 28	
2. Teacher Training						
Teacher Training/Professional Development for K-12 educators						
•To cover professional services for lecturers/presenters & travel (costs shared with the the School of Education, UCIS area studies centers, and the Pennsylvania Department of Education).						
4 teacher training workshops per academic year @ \$500 each	\$2,000.00	\$2,000.00	\$2,000.00	\$2,000.00	p. 28	
• Instructor for "Port Language of Future"						
\$2,000/term Fall and Spring; \$3,600 summer intensive fringe @ 33.7%	\$7,600.00	\$7,828.00	\$8,062.84	\$8,304.73	p. 28	
•Course Buyout for K-12 teacher for Portuguese class Salary	\$2,561.20	\$2,638.04	\$2,717.18	\$2,798.69		
Subtotal - Teacher Training	\$3,000.00	\$3,090.00	\$3,182.70	\$3,278.18	p. 28	
ACTFL (American Council on the Teaching of Foreign Languages)						

conference/training for language faculty and graduate students, support for three @ \$750 each

Teacher Training/Faculty Development with Minority-Serving institutions and community colleges in Pennsylvania and Ohio

Themes will be interdisciplinary and designed to assist the colleges in internationalizing their curriculum.

- Faculty development seminars and workshops
- Conference participation and travel
- Community College collaboration with UCIS area centers

Subtotal - Teacher Training/Faculty Development

2. Community Outreach

Latin American and Caribbean Festival

Film Series: rental of films as a regular part of CLAS outreach.

Lecture Series - professional service and travel expenses for guest speakers, 6 guest speakers @ \$500 each

Panoramas Coordinator (2 1/2 terms) stipend (800 hrs. @ \$20/hr.)

Subtotal - Community Outreach

3. Evaluation

Spanish, Portuguese, and Kichwa evaluation and assessment External Evaluation

Subtotal - Evaluation

D. OTHER (TEACHER TRAINING/OUTREACH) SUBTOTAL

E. TOTAL DIRECT COSTS

F. 8% INDIRECT COSTS

TOTAL FUNDS

Note: Project Director Scott Morgenstern will manage the grant and take part in some of these grant activities as part of his regular responsibilities as Director of the Center for Latin American Studies. Compensation for time normally spent on Center administration within the term of appointment is deemed to be included within the Director's regular organizational salary.

\$2,250.00	\$2,300.00	\$2,350.00	\$2,400.00	p. 29
\$10,000.00	\$10,300.00	\$10,609.00	\$10,927.27	p. 29
\$5,000.00	\$5,150.00	\$5,304.50	\$5,463.64	p. 29
\$1,500.00	\$1,545.00	\$1,591.35	\$1,639.09	p. 29
\$33,911.20	\$34,851.04	\$35,817.57	\$36,811.60	
\$3,000.00	\$3,000.00	\$3,000.00	\$3,000.00	
\$2,000.00	\$2,000.00	\$2,000.00	\$2,000.00	p. 29
\$3,000.00	\$3,000.00	\$3,500.00	\$3,500.00	p. 29
\$16,000.00	\$16,480.00	\$16,974.40	\$17,483.63	p. 29
\$24,000.00	\$24,480.00	\$25,474.40	\$25,983.63	
\$3,000.00	\$3,000.00	\$3,000.00	\$3,000.00	p. 31
\$0.00	\$3,000.00	\$0.00	\$0.00	p. 31
\$3,000.00	\$6,000.00	\$3,000.00	\$3,000.00	
\$68,411.20	\$72,831.04	\$71,791.97	\$75,295.23	
\$229,925.60	\$239,760.86	\$244,254.73	\$250,411.88	
\$18,394.05	\$19,180.87	\$19,540.38	\$20,032.95	
\$248,319.65	\$258,941.73	\$263,795.11	\$270,444.83	



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

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

Name of Institution/Organization
University of Pittsburgh / Center 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	109,886.00	114,092.58	118,395.38	121,797.24		464,171.20
2. Fringe Benefits	23,628.40	24,337.24	25,067.38	25,819.41		98,852.43
3. Travel	10,500.00	11,000.00	11,500.00	12,000.00		45,000.00
4. Equipment						
5. Supplies	17,500.00	17,500.00	17,500.00	17,500.00		70,000.00
6. Contractual						
7. Construction						
8. Other	68,411.20	72,831.04	71,791.97	73,295.23		286,329.44
9. Total Direct Costs (lines 1-8)	229,925.60	239,760.86	244,254.73	250,411.88		964,329.44
10. Indirect Costs*	18,394.05	18,540.38	19,540.38	20,032.95		77,148.25
11. Training Stipends	372,000.00	372,000.00	372,000.00	372,000.00		1,488,000.00
12. Total Costs (lines 9-11)	620,319.65	630,941.73	635,795.11	642,444.83		2,529,501.32

*** 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? X Yes No
 Period Covered by the Indirect Cost Rate Agreement: From: 07 / 01 / 2014 To: 06 / 30 / 2015 (mm/dd/yyyy)
 Approving Federal agency: ED X Other (please specify): DHHS The Indirect Cost Rate is 8 %
- (2) If yes, please provide the following information:
 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 _____ %

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

Africa	<input type="checkbox"/>
Canada	<input type="checkbox"/>
East 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 / Eastern Europe / Eurasia	<input type="checkbox"/>
South Asia	<input type="checkbox"/>
Southeast Asia	<input type="checkbox"/>
Western Europe / Europe	<input type="checkbox"/>
Other (specify) _____	<input type="checkbox"/>

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"/>

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

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

Language	Eligible Now? Y/N
Portuguese	Y
Quechua	Y
Quichua	Y
Haitian Creole	Y

**Center for Latin American Studies
University of Pittsburgh
U. S. Department of Education, Title VI (NRC and FLAS)
Section 427 of GEPA**

The University of Pittsburgh, Center for Latin American Studies, does not discriminate on the basis of gender, sexual orientation, race, national origin, color, disability, or age. The Center will assure that recruitment and selection of participants in all programs are in compliance with affirmative action mandates. The ethnic makeup of the targeted region and the inclusion of urban area teachers is expected to yield a high percentage of minority applicants and of applicants who teach largely minority populations. New programs that specifically target Title III institutions and community colleges as well as HBCUs and other MSIs allow CLAS to conduct to reach out to a very diverse pool of participants.

The University of Pittsburgh's Disability Resources and Services Office maximized accessibility in all classrooms, coursework, and services through wheelchair accessible entries and bathroom facilities, Braille signage, and easy access for all students and faculty to assistive listening devices, screen readers, ergonomic modifications, or any other appropriate accommodations. These resources will be available to the K-12 teacher program participants insuring that the project materials have universal accessibility.



University of Pittsburgh

*University Center for International Studies
Center for Latin American Studies*

4200 Wesley W. Posvar Hall
Pittsburgh, Pennsylvania 15260
USA
Phone: 412-648-7392
Fax: 412-648-2199
E-mail: clas@ucis.pitt.edu
<http://www.ucis.pitt.edu/clas>

To: Office of Research, University of Pittsburgh

From: Scott MorgensternSM, Director, Center for Latin American Studies

RE: Program Planning and Budget Justification for FLAS section of NRC Application to the U.S. Department of Education

Date: June 30, 2014

Foreign Language and Area Studies Fellowship Budget Justification Center for Latin American Studies – University of Pittsburgh

•**Foreign Language and Area Studies Fellowships (FLASFs)** (*Excellence-Maintaining and Enhancing*): FLASFs enable CLAS to recruit the best graduate students for its outstanding training programs. The Center has **consistently and fully adhered to FLASF priorities in awarding the fellowships**. CLAS requests funding for the following FLAS Fellowships per year for four years: **9** graduate students/academic year (**\$297,000**), **7** graduate students/summer (**\$52,500**), and **3** undergraduates/summer (**\$22,500**).

Center for Latin American Studies
University of Pittsburgh
2014-18 FLAS Budget

Foreign Language and Area Studies Fellowships

	2014-15	2015-16	2016-17	2017-18	Pg. Ref
Academic Year Fellowships:					
Graduate Student Fellowships					
9 Institutional Payments: Tuition/Fees @ \$18,000 9 Students	\$162,000	\$162,000	\$162,000	\$162,000	p. 32
9 Subsistence Allowance: Stipends @ \$15,000 9 Students at the University of Pittsburgh	\$135,000	\$135,000	\$135,000	\$135,000	p. 32
Subtotal FLASF Program - Tuition/Fees and Stipends per year	\$297,000	\$297,000	\$297,000	\$297,000	
Summer Fellowships:					
Graduate Student Fellowships					
7 Institutional Payments: Tuition/Fees @ \$5,000 7 Students	\$35,000	\$35,000	\$35,000	\$35,000	p. 32
7 Subsistence Allowance: Stipends @ \$2,500 7 Students	\$17,500	\$17,500	\$17,500	\$17,500	p. 32
Undergraduate Student Fellowships					
3 Institutional Payments: Tuition/Fees @ \$5,000 3 Students	\$15,000	\$15,000	\$15,000	\$15,000	p. 32
3 Subsistence Allowance: Stipends @ \$2,500 3 Students	\$7,500	\$7,500	\$7,500	\$7,500	p. 32
Subtotal Support for Summer Fellowships per year	\$75,000	\$75,000	\$75,000	\$75,000	
GRAND TOTAL FUNDS REQUESTED FOR FELLOWSHIPS PER YEAR	\$372,000	\$372,000	\$372,000	\$372,000	

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***

The undergraduate and graduate coursework, academic conferences, and outreach programming sponsored by the Center for Latin American Studies (CLAS) of the University of Pittsburgh present points of view from diverse perspectives and encompass a wide range of views on Latin America and the Caribbean. CLAS academic and outreach programs include perspectives from the social sciences, humanities, and professional schools, and from the varying points of view of recognized experts on culture, language, academics, security issues, etc. CLAS continually strives to have multiple opinions of the issues under consideration represented in its programming. CLAS seeks to provide high-quality, timely programming and support research related to critical world issues. With the Graduate School of Public and International Affairs, the Ridgeway Center for International Security Studies, and visiting representatives of military, government, and non-profit/non-governmental organizations, CLAS provides faculty and students with research opportunities, coursework, career and graduate school preparatory events and scholarship competitions to support a wide range of views on this world region.

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

The Center for Latin American Studies of the University of Pittsburgh, following the U.S. Department of Education's guidelines for support of student proficiency in critical need languages, awarded 63 Foreign Language and Area Fellowships over the past four years —100% for the study of Least/ LessCTLs, with 100% for the study of Portuguese and Quechua (both identified as critical need languages). CLAS in conjunction with the Graduate School of Public and International Affairs provide students with access to career fairs and employment counseling for a wide array of non-profit organizations and federal agencies, including the U.S. Department of Personnel Management, the U.S. State Department, CIA, Department of Homeland Security, Office of Management and Budget, FBI, National Nuclear Security Administration, U.S. Department of Education, Armed Services and other agencies. Through www.gspia.pitt.edu/Alumni/AlumniCareers/tabid/125/Default.aspx and "After Latin American Studies: A Guide to Graduate Study and Employment for Latin Americanists" online resources, CLAS provides its students with current information about graduate study and employment both in the private and public sectors. Further, CLAS undergraduate and graduate certificate programs provide students with academic and career counseling services.

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 Pittsburgh, Center for Latin American Studies

Name/Title of Authorized Representative (Printed): *Cristine Crawford* Associate Director
Office of Research

Title: Director, Office of Research

Telephone: 412-624-7400

Signature:



E-mail: offres@offres.pitt.edu

Date:

6/18/14

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 (Clear Air) Implementation Plans under Section 176(c) of the Clear Air Act of 1955, as amended (42 U.S.C. §7401 et seq.); (g) protection of underground sources of drinking water under the Safe Drinking Water Act of 1974, as amended, (P.L. 93-523); and (h) protection of endangered species under the Endangered Species Act of 1973, as amended, (P.L. 93-205).
12. Will comply with the Wild and Scenic Rivers Act of 1968 (16 U.S.C. §1721 et seq.) related to protecting components or potential components of the national wild and scenic rivers system.
13. Will assist the awarding agency in assuring compliance with Section 106 of the National Historic Preservation Act of 1966, as amended (16 U.S.C. §470), EO 11593 (identification and protection of historic properties), and the Archaeological and Historic Preservation Act of 1974 (16 U.S.C. §469a-1 et seq.).
14. Will comply with P.L. 93-348 regarding the protection of human subjects involved in research, development, and related activities supported by this award of assistance.
15. Will comply with the Laboratory Animal Welfare Act of 1966 (P.L. 89-544, as amended, 7 U.S.C. §2131 et seq.) pertaining to the care, handling, and treatment of warm blooded animals held for research, teaching, or other activities supported by this award of assistance.
16. Will comply with the Lead-Based Paint Poisoning Prevention Act (42 U.S.C. §4801 et seq.) which prohibits the use of lead-based paint in construction or rehabilitation of residence structures.
17. Will cause to be performed the required financial and compliance audits in accordance with the Single Audit Act Amendments of 1996 and OMB Circular No. A-133, AAudits of States, Local Governments, and Non-Profit Organizations.≡
18. Will comply with all applicable requirements of all other Federal laws, executive orders, regulations and policies governing this program.

SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL 	TITLE
APPLICANT ORGANIZATION University of Pittsburgh Christine Crawford, Associate Director Office of Research	DATE SUBMITTED <i>6/18/14</i>

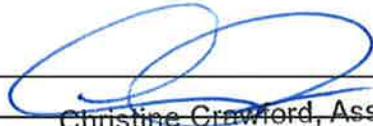
N/A

DISCLOSURE OF LOBBYING ACTIVITIES

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

Approved by OMB
0348-0046

(See reverse for public burden disclosure.)

1. Type of Federal Action: <input type="checkbox"/> a. contract <input type="checkbox"/> b. grant <input type="checkbox"/> c. cooperative agreement <input type="checkbox"/> d. loan <input type="checkbox"/> e. loan guarantee <input type="checkbox"/> f. loan insurance	2. Status of Federal Action: <input type="checkbox"/> a. bid/offer/application <input type="checkbox"/> b. initial award <input type="checkbox"/> c. post-award	3. Report Type: <input type="checkbox"/> a. initial filing <input type="checkbox"/> b. material change For Material Change Only: year _____ quarter _____ date of last report _____
4. Name and Address of Reporting Entity: <input type="checkbox"/> Prime <input type="checkbox"/> Subawardee Tier _____, if known: Congressional District, if known: 4c	5. If Reporting Entity in No. 4 is a Subawardee, Enter Name and Address of Prime: Congressional District, if known:	
6. Federal Department/Agency:	7. Federal Program Name/Description: CFDA Number, if applicable: _____	
8. Federal Action Number, if known:	9. Award Amount, if known: \$	
10. a. Name and Address of Lobbying Registrant <i>(if individual, last name, first name, MI):</i>	b. Individuals Performing Services <i>(including address if different from No. 10a)</i> <i>(last name, first name, MI):</i>	
11. Information requested through this form is authorized by title 31 U.S.C. section 1352. This disclosure of lobbying activities is a material representation of fact upon which reliance was placed by the tier above when this transaction was made or entered into. This disclosure is required pursuant to 31 U.S.C. 1352. This information will be available for public inspection. Any person who fails to file the required disclosure shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.	Signature:  Print Name: <u>Christine Crawford, Associate Director</u> <u>Office of Research</u> Title: _____ Telephone No.: _____ Date: <u>01/8/14</u>	
Federal Use Only:		Authorized for Local Reproduction Standard Form LLL (Rev. 7-97)

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	
University of Pittsburgh	
* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE	
Prefix: <input style="width: 100px;" type="text"/>	* First Name: <input style="width: 150px;" type="text"/> Middle Name: <input style="width: 100px;" type="text"/>
<i>Christine Crawford, Associate Director</i>	
* Last Name: <input style="width: 150px;" type="text"/>	Suffix: <input style="width: 100px;" type="text"/>
Office of Research	
* Title: <input style="width: 150px;" type="text"/>	
Office of Research	
* SIGNATURE: 	* DATE: <input style="width: 100px;" type="text"/>
6/18/14	



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.

Christine Crawford, Associate Director
Office of Research

(Typed or Printed Name)

10/8/14
(Date)

Name or number of ED program under which this certification is being made: _____

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National Resource Center for Latin American Studies, University of Pittsburgh

The Center for Latin American Studies (CLAS) at the University of Pittsburgh (Pitt) is an area studies and language training program within the University Center for International Studies (UCIS). CLAS is a regional, national, and international resource for training, research, and the promotion of knowledge on Latin America and the Caribbean (LAC). Its primary mission is to develop experts on Latin America who will apply their language skills and knowledge of the countries of the region in the fields of government, the professions, or international development. CLAS fulfills this mission by continually expanding and enriching resources on LAC at Pitt in order to offer students multidisciplinary academic training programs of the highest quality. CLAS encourages the hiring of faculty who specialize in LAC, promotes the teaching of courses on the region, supports the continued expansion of the library collection, secures funding for student and faculty research and student scholarships/fellowships, and brings information about LAC to educators, K-12 students, the business community, and the general public through its renowned outreach program. CLAS' academic programs are based on the premise that students should obtain a sound background in a discipline and add value to that work with multi/interdisciplinary competence on the region and proficiency in at least one of its languages. CLAS offers graduate and undergraduate interdisciplinary certificates and an undergraduate related concentration in LAC studies in conjunction with the academic or professional degree. Over 400 students are enrolled in the certificate/related concentration programs.

Courses in Portuguese, Quechua/Kichwa, and Spanish are offered at all levels each year. Area studies course coverage for Latin America is comprehensive and in depth—approximately 260 area studies courses are offered each year in departments and schools throughout the University. Over 115 University of Pittsburgh faculty members are associated with CLAS. Their teaching expertise and research specializations encompass all of the Spanish and Portuguese-speaking countries of LAC and many of the English-speaking countries. The Eduardo Lozano Latin American Library Collection is one of the ten largest Latin American collections in the U.S.—with over 500,000 volumes and 12,600 periodical titles.

CLAS' outreach activities focus on the absolute NRC program priority by: (1) sharing expertise with faculty and students from K-12 schools, other colleges/universities, business professionals, and the general public; (2) enhancing educators' ability to incorporate LAC content into their curricula; and (3) providing opportunities for educators to design curriculum with LAC content. This is accomplished through teacher-training workshops (including an innovative program to introduce Portuguese language training into K-12 schools), research/curriculum development programs at Pitt and in Latin America, library resource sharing fellowships, a school visit program, and K-12 lesson plans on the CLAS internet website for use nationwide. CLAS has a strong commitment to providing enrichment and educational opportunities to institutions that serve minority populations. In 2014, CLAS initiated collaborative activities with Central State College (a Historically Black College in neighboring Ohio) and Title III-eligible institutions Harrisburg Area Community College and the Community College of Beaver County.

Over the next four-year NRC cycle, CLAS will organize a significant percentage of its support of scholarship and enrichment of its programming through seminars, conferences, and lectures around the core theme of "Leading From the South"—which reflects LAC's emergence as a locus of originality, cultural and social innovation, and hemispheric leadership.

List of Acronyms

A&S	Arts and Sciences
ACTFL	American Council on the Teaching of Foreign Languages
ARL	Association of Research Libraries
ASU	Arizona State University
CCBC	Community College of Beaver County
CEAC	Collaborative Evaluation and Assessment Capacity
CIDDE	Center for Instructional Development & Distance Education
CLAS	Center for Latin American Studies
CSU	Central State University
EFC	Expected Family Contribution
EUCE	European Union Center for Excellence
FCPP	FLASFS Competitive Preference Priority
FIELD	Forum on International Education and Leadership Development
FIPSE-CAPES	Fund for the Improvement of Postsecondary Education- Fundação Coordenação de Aperfeiçoamento de Pessoal de Nível Superior
FLASFS	Foreign Language and Area Studies Fellowships
FLTA	Foreign Language Teaching Assistant
FTE	Full Time Equivalent
HACC	Harrisburg Area Community College
HBCU	Historically Black Colleges and Universities
IGERT	Integrative Graduate Education and Research Traineeship
IIE	Institute for International Education
K-12	Kindergarten through high school
LCTL	Less-commonly-taught language
LA	Latin America
LAS	Latin American Studies
LACS	Latin American and Caribbean Studies
LAPOP	Latin American Public Opinion Project
LAPTOC	Latin American Periodicals Tables of Contents
LASPAU	Latin American Scholarship Program of American Universities
LFTS	Leading From the South
MSI	Minority-Serving Institution
NERL	NorthEast Research Libraries
NRC	National Resource Center
OA	Open Access
OASPA	Open Access Scholarly Publishing Association
OPI	Oral Proficiency Interview
PA DE	Pennsylvania Department of Education
PALCI	Pennsylvania Academic Library Consortium, Inc.
Pitt	University of Pittsburgh
PMF	Performance Measure Form
REES	Russian and East European Studies Center
SALALM	Seminar on the Acquisition of Latin American Library Materials
SAO	Study Abroad Office

SPSU	Southern Polytechnic State University
TA/TF	Teaching Assistant/Teaching Fellow
Tri-State Area	Pennsylvania, Ohio, West Virginia
UCIS	University Center for International Studies
ULS	University Library System
USDE	United States Department of Education

TABLES

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•**INTRODUCTION:** The Center for Latin American Studies (CLAS) at the University of Pittsburgh is an area studies and language training program within the University Center for International Studies (UCIS), which also houses programs for Africa, Asia, Europe, Russia and East Europe, and Global Studies. CLAS is a regional, national, and international resource for training, research, and the promotion of knowledge on Latin America and the Caribbean (LAC). Its primary mission is to develop experts on Latin America who will apply their language skills and knowledge of the countries of the region in the fields of government, the professions, or international development. CLAS pursues this mission by continually expanding and enriching resources on LAC at the University of Pittsburgh in order to offer students multidisciplinary academic training programs of the highest quality. The Center 1) encourages the hiring of faculty who specialize in LAC, 2) promotes the teaching of courses on the region, 3) supports the continued expansion of the library collection, 4) secures funding for student and faculty research and collaboration as well as student scholarships/fellowships, and 5) brings information about LAC to K-16 educators and students, the business community, and the general public through its renowned outreach program. Current key resources of CLAS, including \$14 million of University funding, are summarized in Table 1.

Table 1. Summary of Key CLAS Resources and NRC Status Indicators: 2012-13

Faculty, Classes, & Students		Library & Staff		Outreach	
Total Faculty	117	Library Volumes	500,000+	Lecture Series	25
Language	7	Library Staff	4 FTE	Teacher-Training	5
Non-Language	110	Pitt Press Latin	246	Workshops	
Total Courses	264	American Volumes		Conferences and	12
Academic Depts	182	Center Staff	7.8 FTE	Symposia	
Professional Schools	50			Major Cultural Events	7
Languages	32			Persons Impacted by	
Course Enrollments	6,911			Outreach Activities	27,483
Enrollment in Certificate/ Concentration Pro- grams	332				
Financial					
CLAS Endowment Income		\$331,850			
University Financial Support		\$14,011,892			

For five decades, CLAS has been dedicated to the study of Latin America's continuing challenges related to democratization, health, poverty, security, social discourse, and cultural change, among other themes. When over 50 CLAS-affiliated faculty met to discuss these broad issues, a clear consensus emerged that the LAC region is now frequently taking a leading role in intellectual discourses, policy innovation, and directing social changes—and that CLAS activities should acknowledge this shifting role. In recognition of this role change, CLAS will use the theme *Leading from the South* to focus and tie together the multiple issues that motivate the Center's deep commitment to this critical region. While the specific topics are diverse, this theme will help CLAS to focus on LAC-originating efforts to address them, plus the influence that those efforts have beyond any one country's borders. For example, how have Brazilian ideas and policies about poverty been transmitted and applied elsewhere? How have regional trade agreements, or new experiments with state-led capitalism, affected global economics? How can other countries apply lessons learned from efforts in Colombia and Mexico to their efforts in combating gangs and narco-traffickers? How have the experiences of the populations and governments in the Amazon influenced debates about protecting the environment and developing resources? What have the social protests throughout the region implied for the process of building and consolidating democracy? How have genres, styles, and themes evident in Latin America's cultural products influenced artists in the North and elsewhere?

The University of Pittsburgh is well situated to pursue these important topics. Among the existing and new academic strengths that CLAS will bring to bear on the theme of *Leading from the South* are an outstanding group of faculty with expertise in a wide variety of disciplines. Initial discussions suggest that there will be strong collaborations that bring together scholars from the humanities, social sciences, public policy, education, law, business, the health sciences, and the hard sciences to reflect on and learn about changes emanating from LAC. Ties with Latin

American universities are crucial to these efforts, as they will foster interactions and exchanges of personnel, information, and expertise. Technology is an important part of making these connections and *Panoramas*—CLAS' online international forum for scholarly discussion on LAC issues—enables us to collect and disseminate information to an international audience (see below). In addition, state-of-the-art videoconferencing facilities allow us to bring distant experts virtually to the University of Pittsburgh. CLAS will also expand its partnerships internally, working with other area studies centers and with the centers for International Business, Global Health, International Security Studies, and Human Security. In sum, in order for CLAS to build on its long-term commitment and significant contributions to LAC area and language studies, it requests Title VI funding to support its new initiatives around the core theme of *Leading from the South*, which are designed to generate enthusiasm among faculty, attract students to CLAS certificate programs, and create demand for Center outreach programs.

Criterion 1—Commitment to Subject Area

•**INSTITUTIONAL FINANCIAL SUPPORT:** University financial support directly administered by or related to CLAS in 2012-13 totaled over \$14 million (see Table 2, p. 4). For Center operations, this includes administrative staff salaries/fringe benefits that represent nearly 90% of the total salaries/fringes for 7.8 Full Time Equivalent (FTE) administrative staff as well as funding for faculty research, support for conferences, symposia, and lectures, Center management and operating expenses, publications, and outreach. In 2012-13, the outreach program had an impact on over 27,483 individuals in the local region. Pitt financially supports the program by contributing over 75% of the salary for the outreach coordinator (this amount is included in Table 2 section 1a). Approximately 53% of total institutional support is dedicated to teaching staff salaries/fringes. This figure is calculated by taking the percentage of the median University salary for each faculty member (based on rank) that the faculty member devotes to LAC studies in teach-

ing, research, and administration (percentages range from 10 to 100 percent; see Appendix III)

and totaling the percentage salaries/fringes for the 117 faculty members affiliated with CLAS; plus the stipends/fringe for Spanish-language teaching assistants/fellows who teach the basic language courses. On average, CLAS directly supports the training of over 60 graduate and undergraduate students annually with funding from Pitt and other non-USDE sources. This figure

Type of Support	Amount
1. Operation of the Center	627,973
a. Administrative Staff Salaries (497,117)	
b. Faculty Research (45,708)	
c. Conferences/Symposia/Lectures (30,403)	
d. Center Management/Supplies (23,168)	
e. Publications (16,559)	
f. Outreach (15,018)	
2. Teaching Staff Salaries	7,479,015
a. Area Studies (5,538,686)	
b. Languages (653,621)	
c. Language Teaching Assistants/Fellows (1,286,708)	
3. Student Support	5,468,560
a. Fellowships, research and study abroad, student employees, and awards (including institutional contribution to FLAS Fellowships) (968,560)	
b. Teaching assistantships/fellowships awarded to 99 CLAS doctoral students and administered by departments (\$4,500,000)	
4. Latin American Library Collection	384,559
a. Acquisitions (168,000)	
b. Staff Salaries (216,559)	
5. Other: Latin American Studies Association	51,785
TOTAL	\$14,011,892

does not include departmental support through teaching and research assistantships/fellowships that support the majority (99 of 134) of CLAS' doctoral students. Conservatively measured, this additional contribution for stipends/tuition/fees is more than \$4.5 million. Those students also receive support for travel for research and to conferences from many of their departments. As the University-designated premier collection of the library system, the annual Latin American collection acquisition budget is significant and provides for the continued growth and maintenance of this world-renowned collection. Pitt also employs a full-time librarian for the collection as well as three FTE staff. CLAS currently has 18 formal exchange agreements with universities and institutions in 8 LAC countries and maintains close relationships with the Institute for International Education (IIE) and the Academic and Professional Programs for the Americas (LASPAU), both of which coordinate scholarship programs (including Fulbright and the Brazili-

an government's Science without Borders) for LAC students to study at US universities. CLAS helps to support such students who pursue graduate study at Pitt, primarily in the form of tuition scholarships and stipends. For 2012-13, CLAS directly supported 17 such students for a total of \$547,693. CLAS also hosted 10 students from the Brazilian government's Science without Borders program in 2013-4 and expects 54 more of these students to enroll in 2014. Pitt also houses and supports the most important professional association for LAC—the Latin American Studies Association.

•**OTHER INSTITUTIONAL SUPPORT:** The University provides CLAS with a suite of offices, sites for events (e.g., lectures, film series, conferences, concerts, etc.), and technology support that includes multimedia-enabled classrooms, videoconferencing facilities for live interactive classes and lectures as well as server space for the CLAS website. The website contains all of the pertinent information about the Center and serves as the primary venue for disseminating this information locally, nationally, and internationally and is particularly effective for outreach materials. In 2011, the Office of the Provost awarded CLAS a seed grant of \$19,700 to develop *Panoramas*—its online multidisciplinary forum in English, Spanish, and Portuguese for the publication, presentation, and dissemination of scholarly and research-based opinion and debate on Latin America. *Panoramas* currently has over 3,200 unique viewers and 10,000 page hits per month and continues to grow. In May 2013, a University of Pittsburgh delegation, including the Provost, traveled to Brazil to visit corporate and academic partners and meet with alumni to discuss collaborations, student and faculty exchanges and fundraising. In January 2014, a tenured faculty member was appointed as the new CLAS director; the director receives summer support and a two-course reduction from the standard teaching load. This support from the highest administrative levels is additional tangible evidence of the University's strong commitment to Latin American studies.

Criterion 2—Quality of Curriculum Design

•**INSTRUCTIONAL PROGRAM:** In 2012-13, 117 (64 core; 53 related) faculty were affiliated with CLAS. The 64 core faculty in 12 academic disciplines and six professional schools;

SCHOOL OF ARTS & SCIENCES	No. of Core Faculty	No. of Related Faculty	A&S (cont.)	No. of Core Faculty	No. of Related Faculty
Africana Studies	2	0	Neuroscience	0	1
Anthropology	12	1	Political Science	3	2
Biological Science	0	1	Sociology	1	2
Computer Science	0	1	Theatre Arts	1	0
Economics	1	1	PROFESSIONAL SCHOOLS		
English	2	1	Business	2	6
Geology & Plan. Sci.	1	2	Education	1	6
Hispanic Languages & Lit.	17	0	Engineering	1	7
History	5	6	Law	2	0
History of Art & Arch.	1	0	Medicine	0	6
Linguistics	2	0	Public & Inter. Aff.	6	7
Mathematics	0	1	Public Health	3	1
Natural Science & Engin.	0	1	Univ. Library Sys.	1	0
TOTALS				64	53

(see Table 3) were primarily responsible for teaching the 264 Latin American language (32) and area studies (232) courses (enrolling 6,911 students) that were offered in 16 academic disciplines and seven professional schools in 2012-13 (see Table 5, p. 11) **Core** faculty: (1) have appointments in departments or schools of the University of Pittsburgh; (2) are proficient in a language appropriate to their geographical area of expertise in LAC; and (3) regularly teach (within three academic years) a course with at least 25 percent LAC content or annually commit a minimum of 25 percent research time or administrative activities to some aspect of LAC affairs. **Related** faculty have appointments in departments or schools of the University and have resided or worked in LAC. They also must show a continuing commitment to LAC through teaching, research, or field activities. Area studies courses must have at least 25% LAC content, though most of them far exceed this percentage; 118 of the area studies courses had 100% LAC content (see Appendix II). Courses in Spanish and Portuguese are offered at all levels every year, All levels of Quech-

ua/Kichwa are also taught yearly (for the sake of simplicity, throughout this document, these two related languages will be referred to collectively as Quechua/Kichwa) and a course in Haitian Creole will be initiated in 2014-15. CLAS promotes specialized multi/interdisciplinary training on Latin America and the Caribbean as an important component of any academic program.

The Center offers four multi/interdisciplinary certificates (including a specialized certificate in Latin American Social and Public Policy for graduate students and a concentration in Latin American Studies) that are incorporated into the students' academic or professional degrees. By combining language proficiency training and LAC area studies with a degree in a traditional field, students attain expertise in multiple areas and diverse, marketable skills. Further, this approach facilitates supportive relationships between CLAS and Pitt's academic departments/professional schools, enabling the University to recruit the best students and to enrich their students' disciplinary focus with CLAS' cross-disciplinary theme. The hallmark of CLAS' certificate programs is that LAC area studies courses must be taken in at least three different disciplines/professions—thus ensuring multi/interdisciplinary competence and a diversity of perspectives on topics related to the region (see Table 4 for specific requirements).

Table 4. CLAS' Academic Programs and Requirements			
Academic Program	Language Proficiency	Area Courses	Research
Undergraduate Concentration	2 years college-level instruction or equivalent competency	15 credits in LAC area studies courses in at least 3 disciplines	n/a
Undergraduate Certificate	3 years college-level instruction or equivalent competency	21 credits in LAC area studies courses in at least 3 disciplines including professional schools	Minimum six-week approved study abroad program in Latin America and two capstone papers
Graduate Certificate/ Social and Public Policy Certificate	3 years college-level instruction or equivalent competency	18 credits in LAC area studies courses in at least 3 disciplines including professional schools	Research paper that reflects multidisciplinary competence

•**UNDERGRADUATE TRAINING:** In 2012-13, 167 undergraduate students were enrolled in CLAS programs (152 were pursuing the certificate and 15 the concentration.) These CLAS students are

diverse, with majors in over 40 degree programs in the School of Arts and Sciences as well as seven professional schools (business administration, engineering, nursing, health & rehabilitation sciences, information science, pre-pharmacy, and social work). Latin American Studies (LAS)-content courses, ranging from introductory to advanced, enable undergraduates to gain knowledge and build on their understanding of the area. Interdisciplinary undergraduate courses (e.g., “Latin America and the Caribbean,” “Afro-Latin America” and “Literature of the Americas”) provide an introduction to the wide variety of disciplines and perspectives. An academic school visit internship program allows students to gain additional knowledge and experience through the preparation and presentation of lessons on Latin American topics to K-12 students in the region. All undergraduate certificate students are required to study and carry out research in the region (see Table 4). Reflecting increased interest among undergraduates, and offerings by many other institutions, CLAS has initiated the process to offer a major in Latin American and Caribbean Studies (LACS). Curricular design, departmental consultation, advisory committee discussion and approval, benchmarking with other institutions’ LACS majors, and solicitation of feedback have all occurred. To date, all requisite chairs and councils within the School of Arts and Sciences have approved the interdisciplinary major, and CLAS is pursuing the final administrative approvals.

•**GRADUATE TRAINING:** In 2012-13, 165 graduate students (131 doctoral; 34 masters), from 12 academic departments and eight professional schools, were pursuing a multidisciplinary certificate in CLAS. In addition to outstanding faculty, courses, and library resources, graduate students have access to an array of scholarships, fellowships, research grants, travel support, and scholarly contacts in the region. In 2012-13, CLAS funded 70 awards for study, research, and travel to graduate students in its program. Students in almost any graduate program at Pitt can complete a CLAS general certificate or the specialized certificate in Latin American Social and

Public Policy (LASPP). The goal of the LASPP certificate program is to train future leaders, public officials, and analysts capable of designing social and public programs that meet the needs of countries in Latin America and the Caribbean. The requirements for this specialized certificate are similar to those for the general graduate certificate, but with the stipulation that the required area studies courses focus on social and public policy.

•**ACADEMIC AND CAREER ADVISING:** CLAS students work closely with the CLAS advisor as well as their departmental advisor. Advising through CLAS is broader in scope than that provided by a student's department. It provides students with options related to interdisciplinary area studies, as well as resources for cross-cultural development and travel related to their individual academic goals. Advising begins with discussion of the students' goals and continues with course selection, progress reviews, study abroad/research options, and guidance towards career goals. Graduate students are mentored by faculty members affiliated with CLAS who provide guidance in course selection, serve on the committees for the student's master's thesis or doctoral dissertation, and assist with job placement networking. Faculty and staff participate in training workshops and group meetings for advisors at the departmental and school level. Courses on grant/dissertation proposal writing are offered by CLAS faculty in various disciplines. Career advising has always been part of the role of CLAS advising. Announcements of job opportunities and internships are regularly sent to students via email. CLAS encourages students and alumni to take advantage of the full range of resources of Pitt's Career Services.

•**STUDY ABROAD:** In 2012-13, 215 Pitt undergraduate students studied abroad in the LAC region. CLAS collaborates closely with Pitt's Study Abroad Office (SAO) to assist students who are interested in exploring available study abroad options which include Pitt-sponsored Panther Programs (programs developed by faculty from various departments and schools within the University), various third-party Pitt-Recognized programs that allow students to maintain registration at

the University of Pittsburgh, and Exchange Programs (two-way agreements held between the University of Pittsburgh and universities around the world). Overall, Panther Programs account for 55% of the students who study abroad each year, followed by Pitt-Recognized Programs (40%), and Exchange Programs (5%). Currently, there are 13 Panther and Pitt-Recognized programs for nine LAC countries. Eight of these programs focus on professional school students (business, engineering, nursing, public & international affairs, and social work). Pitt's SAO and CLAS continue to develop high quality LAC study abroad programs—including Pitt in Cuba (initiated in 2009), Pitt in Ecuador (initiated in 2012), and Pitt in Brazil (initiated in 2013). New programs in Argentina, Costa Rica and Mexico are in the planning stages. One unique opportunity, administered by the Center is the CLAS Undergraduate Seminar/Field Trip. This program begins with an intensive, semester-long seminar focused on one country and requires that each student design a research project. The seminar is followed by a six-week residence experience in the country where students live with local (non-English speaking) families and carry out their research. With the exception of the cost of tuition and fees for three summer credits, the program is mostly subsidized by CLAS, making it affordable for most students. Twelve to 15 students are selected on a competitive basis to take part in the seminar/field trip each year. Since 1972, 490 undergraduate students have participated in the program in 27 cities in 14 different countries of Latin America. Acknowledging the strength of the Portuguese language and Brazilian Studies programs at Pitt, every three years, the seminar/field trip focuses on Brazil.

All CLAS graduate students undertake research and study in the region. Each year, CLAS awards an average of 20 grants to graduate students for field research. Graduate courses in social work and public and international affairs include travel to Cuba and Mexico as a component of the course. In 2012-13, over 50 Pitt graduate students undertook research and study in 18 LAC countries. Student field research in LAC is facilitated through CLAS' 18 formal institution-

al exchange partners in 8 countries of the region.

Criterion 3—Quality of Non-Language Instructional Program

•**QUALITY AND EXTENT OF COURSE OFFERINGS:** The quality and extent of CLAS’ non-language course offerings is indicated by the 232 area studies courses (with total enrollments of 4,820) that were taught in 16 academic departments and seven professional schools in 2012-13 (Table 5). Country coverage in these courses is broad, as indicated by the geographical foci of the core teaching faculty (Table 6).

•**PROFESSIONAL SCHOOLS:** In 2012-13, 50 LAC area studies courses were offered in seven professional schools, 49 of CLAS’ 117 faculty were in the professional schools (see Table 3, p. 6), and 78 students (56 graduate/22 undergraduate) from business, education, engineering, health and rehabilitation sciences, information science, law, nursing, pharmacy, public and international affairs, and public health were enrolled in CLAS.

Table 5. Numbers of Area Studies Courses by Discipline: 2012-13					
SCHOOL OF ARTS & SCIENCES	No. of Courses	No. w/100% LAC content		No. of Courses	No. w/100% LAC content
Administration of Justice	3	0	Sociology	8	1
Africana Studies	10	5	Theatre Arts	1	0
Anthropology	23	11	Women’s Studies	1	0
Arts & Sci./Study Abroad	21	21	<i>Subtotal Arts & Sciences</i>	<i>182</i>	<i>105</i>
Economics	6	2	PROFESSIONAL SCHOOLS		
English	11	6	Business	5	3
Hispanic Language & Lit.	46	40	Education	9	1
History	24	12	Engineering	7	7
History of Art & Arch.	1	1	Law	1	0
Linguistics	4	0	Nursing	2	0
History of Philosophy	1	0	Public & Inter. Aff.	18	2
Music	6	2	Public Health	8	0
Political Science	13	4	<i>Subtotal Professional</i>	<i>50</i>	<i>13</i>
Religious Studies	3	0	Total	232	118

•**DEPTH OF SPECIALIZED COURSE COVERAGE:** In 2012-13, departments and schools with substantial depth in LAC area studies (non-language) courses were: Hispanic Languages and Literatures (46), History (24), Anthropology (23), and Political Science (13); and for the professional

schools, Public and International Affairs (18), Education (9), and Public Health (8). In general, these departments/schools are also characterized by high numbers of associated faculty (see Table 3, p. 6) and courses with 100% LAC content (Table 5).

•**INTERDISCIPLINARY COURSES:** Interdisciplinary perspectives are at the heart of CLAS' academic program. Many LAC area studies courses are interdisciplinary in nature (e.g., "Afro-Latin America," "Latin America Today," and "Literature of the Americas"), and many are cross-listed in multiple departments (see Appendix II). In addition, CLAS regularly offers two interdisciplinary

courses at the undergraduate level: "Latin America and the Caribbean" and the "Latin American Studies Seminar." Each course is taught by a variety of faculty members from different disciplines/professions, with the faculty member identified as the instructor being the course coordinator as well as a lecturer. CLAS also collaborates in the development of a bi-yearly course with neighboring Carnegie Mellon University called "Brazil To-

day," in which scholars from anthropology, biology, business, ecology, economics, education, engineering, history, and political science have lectured.

•**PEDAGOGICAL TRAINING FOR NON-LANGUAGE INSTRUCTIONAL ASSISTANTS:** Pedagogical training is provided through departmental training programs, courses, and workshops. All teaching assistants/fellows (TAs/TFs) must complete the semester-long course on teaching practicum before they are permitted to teach their own courses. English-language proficiency for non-language TAs/TFs is assessed by oral examination. Evaluations of teaching methods are con-

Country	No.	Country	No.
Argentina	17	Haiti	2
Barbados	2	Honduras	1
Barbuda	1	Jamaica	2
Belize	1	Martinique	2
Bolivia	10	Mexico	28
Brazil	20	Nicaragua	4
Chile	10	Panama	3
Colombia	16	Paraguay	3
Costa Rica	6	Peru	15
Cuba	14	Puerto Rico	9
Dom. Republic	3	St. Lucia	1
Ecuador	15	Trinidad-Tobago	4
Grenada	2	Uruguay	4
Guadeloupe	1	Venezuela	11
Guatemala	6		

Note: Total number of faculty with country expertise exceeds total number of CLAS core faculty (64) since most faculty members have expertise in multiple countries.

ducted throughout the semester by faculty supervisors in the home department and by staff in the Office of Measurement and Evaluation. International TAs/TFs must receive training in cross-cultural dynamics and teaching and pass a screening test prior to being given a teaching assignment. Pitt's Center for Instructional Development and Distance Education offers an array of services to help TAs improve their teaching skills: an orientation for new TAs, publications such as *The TA Handbook: The Teaching Assistant Experience*, individual consultations, a resource room and hands-on workshops on subjects such as: lesson planning, designing teaching portfolios, creating writing assignments, working with small groups, using technology and social media effectively, and dealing with difficult students.

Criterion 4—Language Instruction Program

•**LANGUAGE INSTRUCTION, LANGUAGE LEVELS AND ENROLLMENT:** A full range of language courses—including beginning, intermediate, and advanced levels of Spanish, Portuguese, and Quechua/Kichwa—are offered each academic year. Enrollments for 2012-13 in language courses were: 1,757 in Spanish, 208 in Portuguese, and 31, including students from other universities, in Quechua/Kichwa. An additional 652 students enrolled in literature courses, some of which were taught in Spanish and Portuguese—such as *The Latin American Novel*, *Introduction to Hispanic Literature*, *Survey of Brazilian Literature*, *Latin American Film*, and *20th Century Topics in Latin American Literature and Culture*. *Portuguese for Spanish Speakers*, which was initially supported by NRC funding, is now offered annually and supported by the Department of Hispanic Languages and Literatures. This accelerated course, the equivalent of both Portuguese 1 and 2, concentrates on aspects of the Portuguese language that are challenging for Spanish speakers. It is notable that from 2001 to 2013, total enrollment in Portuguese classes increased over 100%, from 114 to 245.

•**SPANISH:** Approximately 18 Spanish language-training courses (with 118 available sections)

are taught each year. Many literature courses also are taught in Spanish. The CLAS-sponsored Seminar and Field Trip requires students to conduct original research projects exclusively in Spanish or Portuguese in Latin America. In order to meet the needs of professional school students, Spanish courses are offered in business, law, and medicine. Professional translation, accelerated Spanish, and specialized education courses prepare Spanish-language majors for state teaching certification. Language enrollment in the professional schools was 77 in 2012-13.

•**LEAST- AND LESS-COMMONLY TAUGHT LANGUAGES:** In 2012-13, CLAS offered 8 Portuguese (LessCTL) language-training courses (30 sections) with enrollments of 245, and 6 courses in Quechua/Kichwa (LeastCTL) with enrollments of 31. A full range of instructional levels is offered in LCTLs. Summer intensive language-training programs in Portuguese (through Pitt in Brazil) and Quechua/Kichwa (through the Andes and Amazon Field School) are offered for students from Pitt and other universities. The minor in Portuguese and Luso-Brazilian Culture has become an increasingly popular option since its inception in 2006. In 2012, 16 of the 27 Portuguese minor students also graduated with a CLAS certificate. A course in Portuguese for business is offered annually.

•**LANGUAGE FACULTY:** In 2012-13, seven CLAS core faculty members taught Spanish and Portuguese-language training courses. For Spanish, this included 3 associate professors with tenure and 1 full-time lecturer (with a Ph.D). The Department of Hispanic Languages and Literatures is currently conducting interviews for an additional lecturer. Most of the Spanish-language training courses are taught by the more than 25 pedagogically prepared teaching assistants/fellows in the Department of Hispanic Languages and Literature (most of whom are native Spanish speakers). Portuguese-language training courses are taught by a tenured faculty member, a full-time non-tenured faculty member who is a native speaker of Brazilian Portuguese, and a part-time native-speaking instructor. During the past two years, Pitt has hosted a Fulbright Foreign Language

Teaching Assistant (FLTA) to help teach Portuguese and promote Brazilian culture on campus. In 2012-13, Quechua/Kichwa was taught by an instructor who is a doctoral candidate in linguistics and who possesses many years of Amerindian field experience in Latin America. Currently, Quechua/Kichwa is offered via live, interactive videoconference during the academic year by tenured associate professor Tod Swanson (see bio in Appendix III) from Arizona State University (subcontracted by Pitt) and also through the Andes and Amazon Field School (which the Quechua/Kichwa instructor directs) in the summer.

•**LANGUAGE PEDAGOGY TRAINING:** CLAS' language-training faculty and graduate students have an atypically strong exposure to issues of classroom teaching methods. TAs/TFs are required to participate in a one-week intensive orientation that covers specific activities and strategies that illustrate the best pedagogical practices. This is followed by a hands-on workshop in which TAs must demonstrate that they can incorporate these strategies into their teaching. Furthermore, assistants must take teaching methodology courses, be supervised by faculty (including classroom observation and evaluation), and attend bi-weekly assessment meetings.

CLAS regularly supports the participation of its language faculty in training activities and/or meetings and provides professional development for language instructors in the form of seminars, workshops, and travel to conferences. In August 2011, together with the other UCIS regional studies centers, CLAS sponsored a daylong seminar in using authentic materials (e.g., newspapers, TV, internet, etc.) in LCTL classes. In October 2011, CLAS supported one Spanish, one Portuguese, and one Quechua/Kichwa instructor in American Council on the Teaching of Foreign Languages (ACTFL) Oral Proficiency Interview (OPI) training.

•**PERFORMANCE-BASED ASSESSMENT OF LANGUAGE PROFICIENCY:** Certificate students' language proficiency is assessed through traditional classroom evaluation and expert evaluation of capstone projects written in target languages. In addition, in 2012 CLAS began evaluating grad-

uating certificate students in performance-based assessment of Spanish, Portuguese, and Quechua/Kichwa, including oral interviews and task-based assessment conducted at the start and end of the academic year. All CLAS students of Spanish or Portuguese must be functional, advanced-level language speakers in order to complete the certificate. Both the Department of Hispanic Languages and Literatures and the School of Education (based on PA Department of Education standards) require at least an advanced foreign language proficiency level for Spanish majors and pre-service language teachers. Graduate students are currently assessed by oral interviews administered by the coordinators of the Spanish and Portuguese Language programs.

Criterion 5—Strength of Library

•**HOLDINGS:** The Pitt University Library System (ULS) is the 22nd-largest academic library system in North America and the 20th-largest among the public libraries of the Association of American Universities. In fiscal year 2012, the University's 25 libraries and collections surpassed 6.6 million volumes. In addition, they contain more than 5.5 million pieces of microforms and over 279,000 current serials (in print and/or electronic forms). PITTCat+ (www.library.pitt.edu), the University of Pittsburgh's online library catalog, provides access to materials held in all University libraries, as well as to online journals, newspapers, and magazine articles, hundreds of thousands of licensed and freely available e-books, digital images and texts, and currently contains information for more than 9.5 million items. Moreover, ULS provides access to a comprehensive journal and magazine article discovery tool, as well as hundreds of additional general and subject specific databases supporting the research needs of Pitt faculty, staff, and students. The University of Pittsburgh is a member of the Association of Research Libraries and of several library consortia—including PALCI, ARL and NERL—that facilitate cooperative borrowing arrangements.

•**OPEN ACCESS PUBLISHING PROGRAM:** The ULS publishing program has been driven by a

strong and enduring institutional commitment to Open Access to scholarly information. ULS is a major development partner and leader in the governance of the Public Knowledge Project (PKP), a founding member of the Library Publishing Coalition, a signatory to the Compact for OA Publishing Equity, and the first library in North America to join the Open Access Scholarly Publishing Association (OASPA). In 2007, it began its e-journal publishing program and in six years has quickly grown to publish 35 peer-reviewed scholarly research journals with partner organizations in countries around the world. The e-journals on Latin American Studies include: *Bolivian Studies Journal*, *Revista Iberoamericana*, *Catedral Tomada*, and *Biblios: Revista de Bibliotecología y Ciencias de la Información*. ULS' D-Scribe Digital Publishing program contains over 200,000 digital objects in over 100 thematic digital collections including photographs; manuscripts; maps; books; journal articles; electronic theses and dissertations; government documents; and other "gray" literature such as working papers, white papers, and technical reports. Almost all of these materials are offered via Open Access to the global research community. The library is also dedicated to housing and making available archives and other research materials. As an example, in 2013, the library digitized and made available the papers of influential Spanish writer Ramón Gómez de la Serna.

•**EDUARDO LOZANO LATIN AMERICAN LIBRARY COLLECTION:** The Lozano Collection is considered one of the top ten Latin American collections in the United States, with particular strength in Cuban and Bolivian resources. *The Bolivian collection* is considered to be one of the most comprehensive in the world: 15,200 volumes, 148 periodical titles, and 1,200 pamphlets (more than 2,300 of these documents have been preserved on microfilm). *The Cuban collection* is exceptional in books, periodicals, newspapers, microforms, films, and recordings: 8,340 volumes, 520 periodical titles, and 3 newspapers (complete runs and currently received). The total number of hard copy volumes in the Lozano Collection currently exceeds 500,000 (78% in Span-

ish; 9% in Portuguese; and 13% in English and other languages). The total number of hard copy periodical titles in the collection currently exceeds 12,600 (79% in Spanish; 12% in Portuguese; and 9% in English and other languages). The collection acquisition budget for 2012-13 was \$168,000.00. In addition to supporting the research needs of the University, the Lozano Collection—which is the sole Latin American collection in Western Pennsylvania—serves as a local, regional, national and international resource center and clearinghouse for information on Latin America and the Caribbean. In 1990, the Latin American Library Collection was designated as the premier collection of the University Library System.

•**DATABASES FOR LATIN AMERICAN STUDIES:** The library continues strengthening its print and online resources by adding relevant databases including: Digital National Security Archive to Latin America; Handbook of Latin American Studies; Hispanic American Periodicals Index; Latin American Newspapers; Latin American Newsstand; Latin American Periodicals Tables of Contents (LAPTOC); Latin American Public Opinion Project (LAPOP); Latindex; LatinNews; Life and Times of Jorge Luis Borges; Public Life in Contemporary Argentina; and World Scholar: Latin American & the Caribbean.

•**LIBGUIDES FOR LATIN AMERICAN STUDIES:** ULS has implemented a new way to organize and showcase library resources and services available to Pitt faculty and students for research and study on Latin America and the Caribbean. The LibGuides—with titles such as Caribbean Migration and History; Colonial Latin American History; Doing Business in Latin America; Latin American History Capstone; Latin American Resources @ Pitt; Portuguese Empire Spanish Capstone; The Cold War in Latin America; and Transatlantic Slave Trade—are designed to highlight important resources for the study of Latin America and the Caribbean as well as to identify major national and international resources.

•**LAC COLLECTION STAFF AND FINANCIAL SUPPORT:** The Latin American library collection

staff consists of the full-time librarian, 2 half-time librarian catalogers, a half-time paraprofessional (copy cataloger), a half-time library technical assistant in the order services section, 2 part-time personnel in the gift and exchange section, and 3 part-time student-aids. The Latin American collection librarian served as President of the Seminar on the Acquisition of Latin American Library Materials (SALALM) for 2012-2013. With more than 300 personal and institutional members, SALALM has provided the only national and international forum focused exclusively on collection development and services in libraries with Latin American collections.

Criterion 6—Quality of Staff Resources

•**FACULTY:** CLAS faculty exhibit both depth and breadth in their disciplines (see Table 3, p. 6) and in regional coverage of LAC (see Table 6, p. 12). Of the 117 faculty, 49 are full professors, 37 are associate professors, 19 are assistant professors, and 12 are lecturers or instructors—of these, 8 hold endowed chairs, 7 are distinguished professors, 1 is a university professor, 1 is a vice-provost, 1 is an associate dean, and 3 are departmental chairs (see Appendix III for faculty bios). Teaching faculty serve as advisors for CLAS certificate students in the disciplines where the students' are enrolled. The students and faculty advisors also work closely with the CLAS academic advisor in coordinating certificate and disciplinary requirements (see Academic and Career Advising, p. 9).

•**FACULTY AND STAFF PROFESSIONAL DEVELOPMENT:** CLAS provides funding to faculty for: research projects and travel to meetings; curriculum development/course enhancement; conferences/symposia; and hosting lecturers/visiting scholars; in 2012-2013, this support totaled nearly \$95,000. CLAS faculty are also eligible for funding from their departments/schools, UCIS, and the Office of the Provost for similar professional development opportunities. CLAS lends staff support to faculty in the organization of conferences, workshops, and symposia/lectures. The University provides over \$11,000 per year to fund professional development by Center staff, in-

cluding travel to conferences, continuing education workshops and other opportunities and memberships to professional organizations.

•**INTERNAL OVERSIGHT:** The CLAS Advisory Committee, which meets every semester, is the main policy-making body of the Center. The Committee consists of five to six faculty members, an undergraduate and a graduate student, and the CLAS Director and Librarian *ex officio*. Three or four of the faculty members on the Committee are elected at large by the Center's faculty. The two remaining members are appointed by the Director to assure representation of the three main divisions in the faculty (humanities, social sciences, and the natural sciences and professional schools) as well as to maintain a balance of faculty ranks and gender. In order to introduce new members, make important announcements and promote a sense of community, a meeting of the full associated faculty is called each semester as well.

•**EXTERNAL OVERSIGHT:** CLAS' Board of Advisors is composed of seven distinguished individuals, primarily from the local region, representing an array of constituents in business, media, non-profits, academia, and the general public and demonstrating a strong interest in the Latin American region. At least once a semester, the Board meets to review Center goals and activities, and to suggest and recommend strategies to enhance the Center's leadership position as a distinguished institution emphasizing teaching, research, and public service related to Latin America and the Caribbean. The Board of Advisors assists CLAS in working at the local, regional, national, and global levels to foster awareness, facilitate networking, and attract resources to support its mission. The Board of Advisors assists the Provost, the Director of the UCIS, the Board of Visitors of UCIS, and the Director of CLAS in evaluating and improving the Center's educational, research, and public service programs.

•**OVERSIGHT OF GRANT AND FELLOWSHIPS:** Selection committees for all major grant and fellowship competitions administered by CLAS (e.g., FLASFs, Latin American Social and Public

Policy Fellowships, Graduate Student Field Research Grants, and Faculty Research Grants) are composed of at least three CLAS faculty—one from each of the major disciplinary divisions of the Center—with the chairs of the committees being members of the Advisory Committee.

•**CLAS STAFF:** CLAS' administrative and outreach activities are administered by seven full-time staff (director; associate director; assistant director for outreach/NRC coordinator; assistant director for academic affairs/FLASF coordinator; assistant director for Brazilian studies/fellowships/ international linkages; assistant to the director; and outreach/academic affairs assistant) and two part-time (financial administrator—50% time; and financial affairs assistant—30% time) staff members. The Latin American Library Collection is managed by a full-time librarian, plus staff (see p. 19). CLAS Director Scott Morgenstern is a tenured associate professor of political science. Of the other full-time staff, two hold PhDs and have associated faculty appointments (in anthropology and Hispanic languages and literatures), two hold MAs, and two hold BAs. All staff members are native or fluent speakers of Spanish, Portuguese, or both. Three of the staff teach LAC courses, advise students, and serve on thesis/dissertation committees.

•**NONDISCRIMINATORY EMPLOYMENT PRACTICES:** CLAS has a diverse staff: one is African-American, three are Hispanic-American, one is Colombian, and five are women. The University of Pittsburgh prohibits, and will not engage in, discrimination or harassment on the basis of race, color, religion, national origin, ancestry, gender, age, marital status, familial status, sexual orientation, disability, or status as a disabled veteran or a veteran of the Vietnam era. Further, the University will continue to take affirmative steps to support and advance these values consistent with the University's mission. This policy applies to admissions, employment, access to and treatment in University programs and activities. The University is in compliance with federal, state, and/or local laws and regulations. In hiring faculty members, the chairperson or dean assures that recruitment, selection, and advancement procedures are in compliance with affirmative

action regulations. Before an offer is made, the Provost considers whether sufficient attempts have been undertaken to identify qualified historically underrepresented individuals.

Criterion 7—Outreach Activities

Table 7. 2012-13 Outreach Statistics			
	Direct Impact	Indirect Impact*	Total Outreach Impact***
Elementary, Middle, and High School Students	1,635	13,200	14,835
K-12 Teachers and Administrators	220		220
University Students (Pitt and Other)	750		750
Faculty (Pitt and Other)	170		170
Faculty, Students, Business Professionals, & General Public**	8,472		8,472
Newsletter Distribution (CLASicos, Las Noticias)	3,036		3,036
TOTALS	14,283	13,200	27,483
*The 220 participants in teacher-training workshops each interacted with at least 60 different students during the school year (220 x 60 = 13,200).			
**The total of 8,472 includes faculty, students, business professionals, and the general public that participate in workshops and attend the exhibits, festivals, film and lecture series, and conferences open to the public.			
***The numbers do not include unique viewers of the web page and portal <i>Panoramas</i> , the latter of which totaled more than 22,000 in 2012-13.			

•**BACKGROUND:** CLAS conducts an innovative outreach program with significant impact for elementary, secondary, and postsecondary educators, business professionals, and the general public (Table 7). Outreach activities are designed and overseen by an assistant director who holds a PhD in Latin American Literature, has over 20 years of university teaching and administration experience, and has been a member of several regional and national teachers professional development organizations and advisory boards, including the Pittsburgh Teachers Institute and the Yale-New Haven Initiative to Improve Teaching in Public Schools. CLAS' educational outreach activities focus on: (1) sharing expertise with faculty and students from K-12 schools, other colleges/universities, and business professionals and the general public; and (2) enabling educators to incorporate Latin American content into their curricula. These are accomplished through teacher-training/professional development classes, seminars and workshops, curriculum development internships, research/curriculum development programs in Latin America, teacher-

training/library research fellowships, lending libraries of Latin American instructional materials, an on-site and real-time video school visit program, and through the CLAS website where educators have access to K-12 lessons on Latin American developed by teacher-participants in CLAS-sponsored programs. From May 1, 2013 to April 30, 2014, CLAS recorded 12,448 unique visitors (38.9% returning visitors) to its website, viewing 46,430 pages.

•**ELEMENTARY/SECONDARY STUDENTS:** CLAS has been exceptionally effective in directly educating K-12 students about Latin America. In collaboration with other Pitt area studies centers, CLAS hosts the Model United Nations—in which over 30 high schools and more than 450 students participate each year—and an annual “International Connections” event—a daylong series of activities aimed at encouraging interest in languages and international studies among minority high school students. The Center’s signature School Visit Program provides an opportunity for four to six undergraduate interns each year to gain three academic credits by developing and presenting lessons in K-12 schools on topics related to Latin America. In 2012-13, students visited over 16 different schools and 22 K-12 classrooms—approximately 35% of which primarily serve minority populations. Interns provided lessons on topics such as: “Hip-hop Music in Cuba,” “The Quechua/Kichwa Language,” “Futbol in Latin America,” “The Mayan Alphabet,” “Weavings from the Andes,” and “Soccer and Society in Brazil.” In 2012, CLAS began offering these enrichment lessons to distant classrooms using real-time video conference classroom technology. In order to prepare teachers to participate in this interactive virtual school visit and to extend the reach of their own classrooms, CLAS offered a daylong Workshop on Using Distance Media and other internet-based technologies to teach about Latin America. The workshop was attended by 21 K-12 teachers.

•**ELEMENTARY/SECONDARY TEACHERS:** Pennsylvania’s Department of Education has designated CLAS for many years as an Act 48 continuing educational provider. This status allows K-

12 educators in Pennsylvania to receive continuing education credit for attending CLAS-sponsored teacher-training/professional development workshops. Over the past four years, over 20 such workshops were sponsored by CLAS, sometimes with the collaboration of other UCIS centers. Examples of recent workshops include: “Cartoons and Children’s Culture in Cuba,” “Using Skype and Social Media to Teach about Latin America,” and “Art, Technology, and Social Movements: Cultures in Transition.” In summer 2011, CLAS launched its exemplary and innovative “Portuguese: Language of the Future!” program designed to teach Portuguese to local K-12 teachers (mostly from Romance languages fields), with the goal of introducing Portuguese into the modern languages curricula of their schools. Over the past three years, the initiative has offered weekly Portuguese classes during the academic year and a study abroad intensive language experience in summer 2013 in Rio de Janeiro, Brazil. A second cohort of teachers began Portuguese language study in September 2013. Plans are underway with the Pittsburgh Public School district to begin offering the language in one high school by fall 2015. The promotion of Portuguese in the schools affords CLAS the opportunity for a fruitful collaboration with the European Union Center for Excellence (EUCE) at Pitt, which has an interest in Portuguese as a European language, and will be contributing financial support for the program. In addition, CLAS has continued offering low-cost non-credit Portuguese classes to all interested community members. Reaching out to the larger regional community of teachers, in April 2012, CLAS sponsored “Focus Brazil,” a two-day symposium on strategies to extend the reach of Portuguese language and Brazilian studies among K-12 students, university communities, and the general public.

Responding to the need to reach out to pre-service teachers, CLAS, together with the Center for Russian and East European Studies (REES) and the European Union Center for Excellence (EUCE), plans to collaborate on the UCIS Forum on International Education and Leadership Development (FIELD), a series of internationalization initiatives with Pitt’s School of Edu-

cation that will provide important training and educational opportunities for these future teachers (See pp. 47-48 and Appendix V).

•**POSTSECONDARY:** Every other year, CLAS cosponsors (with Pitt's other area studies centers) a faculty development/teacher-training program for local two- and four-year colleges. These programs are interdisciplinary and interregional. Recent programs covered topics such as "Corporate Ethics and Human Rights" and "Materials Development for Less/Least Commonly Taught Languages" and had average enrollments of 25. Other postsecondary outreach includes widely disseminating information (through emails, flyers, a monthly calendar, and on the web) to local colleges and universities about CLAS' conferences, seminars, lectures, and cultural activities—which are free and open to the public. In addition, library research grants have been awarded annually to faculty members from two- and four-year institutions in the U.S. who do not have access to extensive Latin American library resources. Awardees generally reside in Pittsburgh for one month to use the library collection and to establish contacts with CLAS faculty and staff to further their research or to develop courses with Latin American content.

•**OUTREACH TO MINORITY-SERVING, TITLE III AND TITLE V-ELIGIBLE INSTITUTIONS:**

CLAS has a strong commitment to providing enrichment and educational opportunities to institutions that serve minority populations in its region and beyond. In fall 2012, six international studies centers within Pitt's University Center for International Studies (Asian Studies Center, Center for Latin American Studies, European Union Center for Excellence, Global Studies Center, Russian and East European Studies Center, and International Business Center) collaborated with the Nine University and College International Studies Consortium of Georgia/Georgia State University System to offer a faculty development workshop on internationalizing curricula at Southern Polytechnic State University (SPSU) in Marietta, Georgia. This workshop on "Global Economy and Governance" drew over 70 attendees from 15 universities in Georgia—most being Title III

eligible—for a full-day program, followed by speakers from each of the area studies centers digitally broadcast live from the UCIS offices. Pitt partnered with SPSU again in fall 2013 to hold a joint workshop focused on “Incorporating International Perspectives on Energy into the Curriculum.” In addition to these efforts, CLAS also annually cosponsors the thematic workshops organized by the Midwest Institute that are designed for faculty in two-year colleges to develop curriculum modules for course infusion. The theme for 2012-13 was "Human Rights and Cultural Diversity."

In 2014, CLAS launched an initiative to reach out to community colleges and institutions that serve minority students. This effort has resulted in very productive partnerships with Central State University (a Historically Black University in neighboring Ohio) and Title III-eligible institution Harrisburg Area Community College (HACC). In addition, CLAS is working with other UCIS international studies centers to complete a plan for providing faculty development and assistance with curricular internationalization to the Community College of Beaver County (CCBC). CLAS staff has met with senior administrators and faculty at all of these institutions to establish the general parameters of the collaborations and to gauge areas of interest in international studies among their faculty and students (See Appendix V for letters of support). We subsequently prepared a four-year plan of action which includes: faculty development seminars and workshops on Latin American and Latino issues—both on the Pitt campus and on the home campuses; funding to help faculty attend conferences and symposia on LAC studies; and support for undergraduate study abroad in Pitt-sponsored programs in Latin America. To date, CLAS has funded two faculty members; one from HACC and one from Central State to attend the CLAS-sponsored “Theorizing Field Work in the Humanities” Symposium on March 27-29, 2014. In addition, CLAS is providing funding for study abroad during fall 2014 to one Central State, and one HACC student who would not otherwise have been able to afford this opportunity. CLAS

has also allocated funds for faculty from these institutions to attend a major conference on Cuba at Pitt in fall 2014, and is in the process of establishing a fund to allow their students to participate in the CLAS-sponsored “Andes and Amazon Field School” in Ecuador.

•**BUSINESS/MEDIA PROFESSIONALS AND GENERAL PUBLIC:** CLAS conferences, seminars, lectures, films, concerts, and exhibits are not only important complements to the instructional program, but also serve as key components of the outreach program. CLAS continued to sponsor cultural events and performances such as the “Coro Latinoamericano” (Latin American Chorus) and “Huellas Latinas” musical programs, as well as its popular Latin American film series “Amigos del Cine Latinoamericano.” The Center presented its Fifth Annual “Americas in Concert” featuring the Pittsburgh Youth Chamber Orchestra and Brazilian soprano Lilly Abreu, with more than 700 people, mostly community members, attending. In October, CLAS hosted both a community health fair called “Al Servicio de la Comunidad” and a Hispanic heritage celebration featuring two lectures on issues of public health and Latin Americans. Additional annual activities include the Brazil Day Celebration and the Latin American and Caribbean Festival. Held annually since 1979, the latter is the largest community-serving celebration of Latin American and Latino culture in the region—attracting several thousand attendees. It features dozens of musical and dance groups as well as information about community organizations and services. Outreach activities also include internet sources and social media; CLAS maintains a YouTube channel with audio and video recordings of speakers and events. In addition, its LAC web portal *Panoramas* has over 3,200 unique viewers and 10,000 page hits per month.

Criterion 8—Program Planning and Budget

Together with University support, Title VI funds have allowed CLAS to realize its three-part mission to create and sustain high quality, innovative programs that: 1) facilitate the creation of knowledge about Latin America through the support and promotion of scholarship; 2) educate

students about Latin America and train the next generation of Latin Americanist scholars; and 3) extend knowledge about Latin America to the local, regional, national, and international academic communities as well as K-12 educators and the general public. The present budget plan requests funds to support activities and programs that have substantially contributed to the overall excellence of CLAS over the long term as well as funds to support new initiatives that respond to important current issues and national needs. Individual budget figures in the plan are only for the first year of the grant cycle.

•**PROGRAM CORE THEME:** NRC funds (\$7,500) are requested to support a major cross-disciplinary conference (Years 1 and 3) that focuses on the theme *Leading from the South* (see p. 2). Center staff will coordinate the conferences in consultation with social sciences and humanities faculty. External funding will also be sought, as well as in-kind contributions from the University. The conferences will be supplemented by related academic events, including: the “*Leading from the South* Lunch Discussion Series” (which began in Spring 2014) and features invited scholars—some participating via video from Latin America—leading discussions about current events and academic themes aimed at encouraging cross-disciplinary participation; a special section in CLAS’ *Panoramas* website to promote interdisciplinary research and discussion on the theme; and lectures, workshops, and symposia that will focus on the theme. In addition, we have identified training and outreach goals related to the theme, outlined below.

•**TEACHER-TRAINING/FACULTY DEVELOPMENT:** CLAS requests \$2,000 (4 events at \$500 each) to continue its longstanding tradition of offering teacher development workshops and classes for local K-12 educators and college/university instructors. These workshops, some of which will be targeted towards pre-service teachers and coordinated with UCIS and Pitt’s School of Education through the FIELD initiative (see p. 47-48), are interdisciplinary, address current issues across world areas, present strategies and technological training for adding international

content to existing courses, and identify teaching resources to assist in the process. Funding is requested to cover the costs of the workshop/seminars, and especially outreach to schools and teachers who have not previously attended CLAS programs. Another important aspect of CLAS's outreach has been its exemplary "Portuguese: Language of the Future!" program—designed to teach Portuguese to local K-12 teachers with the goal of introducing Portuguese into the modern languages high school curricula. We seek funding to continue Portuguese language training for two cohorts of teachers throughout the academic year and a summer intensive class (\$10,161.20). We also seek (\$3,000) for a course buyout for a selected teacher who will offer one Portuguese class per semester at a Pittsburgh public high school. Finally, to insure that our language faculty stay current on language pedagogy, CLAS requests \$2,250 (\$750 for three faculty per year) to subsidize travel to ACTFL or other language assessment workshops and meetings.

•FACULTY DEVELOPMENT/CAMPUS INTERNATIONALIZATION FOR MINORITY-SERVING INSTITUTIONS: This budget item reflects CLAS's acknowledgement of the importance of DE's competitive preference priority regarding collaborative activities with Minority-Serving Institutions (MSI) and community colleges. CLAS has already begun the process of collaborating with Central State College (a Historically Black College in neighboring Ohio), Harrisburg Area Community College (a Title III- eligible institution) and the Community College of Beaver County, by meeting with senior administration and faculty at the institutions. To continue and expand these partnerships, CLAS requests \$10,000 (\$2,500 each for four activities per year) for faculty development seminars and workshops on Latin American issues both on the Pitt campus and on the home campuses of these partner institutions. Enrichment activities for MSI faculty will vary according to the particular needs of the partner institution, they will all be interdisciplinary, address current issues across world areas, and allow faculty to incorporate international content to existing courses. We also request \$5,000 to be used to help MSI faculty attend conferences and sym-

posia on LAC studies (especially those that take place at Pitt) as well as support for undergraduate language study and study abroad by MSI students in Pitt-sponsored programs in Latin America. In addition, CLAS will collaborate with the other UCIS international studies centers to provide faculty development and assistance with campus internationalization to the Community College of Beaver County. We request **\$1,500** to help to provide faculty development seminars on the Beaver campus and at Pitt, as well as to defray costs for CCBC students who study abroad on Pitt or other programs.

•**OTHER OUTREACH:** CLAS requests **\$3,000** to support partially the Latin American and Caribbean Festival—the largest community-serving celebration of Latin American and Latino culture in the region; **\$2,000** to continue to cosponsor its popular Latin American film series which will focus on various themes of *Leading from the South*; **\$3,000** for partial support of CLAS' multiple discussion groups, seminars, and lecture series, which will also be coordinated around the core theme; and **\$16,000** for one of two Panoramas website coordinators. All of these outreach activities are designed to engage both the academic community and the general public. As an example, our new "Politics and Performance" series invites the community to watch films or performances with political themes and then participate in faculty-led discussions that focus on both artistic and political topics.

•**LEAST/LESS COMMONLY TAUGHT LANGUAGES (LEAST/LESSCTLs):**

Portuguese: CLAS requests **\$6,250** to further enhance the Portuguese language training program by covering one-half of the costs of hosting a Brazilian Fulbright Foreign Language Teaching Assistant (FLTA), who will teach Portuguese, conduct weekly conversation groups, and organize other activities featuring elements of Brazilian culture. CLAS successfully hosted FLTAs in academic years 2012-13 and 2013-14. The other half of the costs will be paid by the University's School of Arts & Sciences.

Quechua/Kichwa: Over the next four years, Pitt will collaborate with universities across the U.S. on its innovative distance learning initiative, whereby Quechua/Kichwa is taught in real time through Pitt videoconferencing technology by a tenured professor from Arizona State University (who is also director of the Andes and Amazon Field School in Ecuador). Quechua/Kichwa is a USDE priority (least commonly taught) language spoken by 2.5 million people in three Andean countries and is the language of political movements in these countries. CLAS requests **\$19,570** for the instructor's salary to cover four 3-credit classes per year. Students from the University of Utah are currently taking the Pitt-provided Quechua/Kichwa instruction for credit at their university, and Brigham Young University and Arizona State University plan to have students enrolled beginning in 2014-15. Consistent with our mission as a national resource center, CLAS will provide the opportunity for other universities to collaborate in the program at no cost. Students of Quechua/Kichwa also may attend the summer language-training "Pitt in Ecuador" program that takes place at the well-established Amazon and the Andes Field School in Napo Province, Ecuador. These programs will enhance the opportunities for students to utilize FLASFs for the study of a least-commonly-taught language and will increase the number of Quechua/Kichwa language specialists with first-hand community experience.

Haitian Creole: Reflecting the growing importance of and need for specialists working on contemporary issues in Haiti, CLAS requests **\$3,000** to support an introductory class in Haitian Creole for AY 2014-15. Funding allotments will increase over the next four years as more advanced levels are added. This cost will be shared with the School of Arts and Sciences.

•**AREA STUDIES COURSES:** CLAS seeks support for three area studies courses at a cost of **\$16,625.32** (\$5,508.44/course for instructors' salaries/fringe). (1) "Latin America and the Caribbean" is CLAS' introductory/interdisciplinary undergraduate core course that also serves to recruit students into LAC Studies. (2) "Latin American Social and Public Policy" is the core

course for the Latin American Social and Public Policy graduate certificate. (3) “Latin American Sociology” is offered to fill a gap in LAC Studies content courses in the Department of Sociology. In order to enhance the overall teaching of Brazilian Studies at the University of Pittsburgh and to develop and implement a certificate in Brazilian Studies and move towards a major in Portuguese, CLAS was awarded a Lectureship in Brazilian Society and Culture from the Brazilian government. The Lecturer will teach two Brazilian area studies courses per year. The Brazilian government will cover about 63% of the costs, and the Center and the University will pay the remaining costs. CLAS requests **\$9,600** (approximately 18.5% of costs) in support of the Lectureship.

•**COMPREHENSIVE EVALUATION:** Based on the importance of assessment and evaluation to both the Center’s mission and to the USDE IRIS reporting system, CLAS is requesting funds for a two-pronged evaluation plan: **\$3,000** to engage the services of an external evaluator to assess all aspects of the Center in AY 2015-16; and **\$3,000** to support internal assessment of certificate students' competency in CLAS certificate-related languages. CLAS will subsidize the training of faculty in ACTFL OPI assessment and engage them to provide both baseline and final assessments of a sample of undergraduate and graduate certificate students in Spanish, Portuguese, Quechua/Kichwa, and (eventually) Haitian Creole.

•**LIBRARY:** To support the continued development and accessibility of Latin American Library resources, CLAS requests **\$2,500** for library acquisitions and **\$2,500** to fund acquisition travel by the Latin American librarian to the region.

•**TRAVEL:** CLAS requests **\$5,000** (10 trips @ \$500 each) to continue to subsidize its faculty’s attendance at professional meetings to disseminate the results of their research to national and international audiences. These funds subsidize departmental support, and encourage faculty to participate in CLAS events and contribute to its news/blog site (Panoramas). An additional

\$3,000 is requested to allow CLAS staff and faculty travel to Title VI meetings/workshops.

•**PROGRAM/ADMINISTRATIVE SUPPORT:** For personnel directly working on the administration of the NRC grant, CLAS requests partial salary/fringe benefit support for the grant administrator/coordinator of teacher training and outreach (**\$14,450 salary + \$5,259.80 fringe**), the program-technology administrator (**\$17,250 salary + \$6,279 fringe**), the outreach administrative assistant (**\$12,1700 salary + \$4,429 fringe**), and the FLASF coordinator (**\$9,600 salary + \$3,494 fringe**). (Support as percentage of total salary is detailed in the proposed line item budget, Appendix I.)

•**OFFICE SUPPLIES/OPERATING EXPENSES:** CLAS requests **\$15,000** as a contribution toward supplies and operating expenses for the NRC/FLAS programs primarily related to costs for new technology projects, networking fees, printing of newsletters and annual and other reports, telephone, fax, and postage.

•**FOREIGN LANGUAGE AND AREA STUDIES FELLOWSHIPS (FLASFs):** FLASFs enable CLAS to recruit the best graduate students. The Center has consistently and fully adhered to FLASF priorities in awarding the fellowships (see pp. 42-44). CLAS requests funding for the following FLAS Fellowships: **9** graduate students/academic year (**\$297,000**), **7** graduate students/summer (**\$52,500**), and **3** undergraduates/summer (**\$22,500**).

•**COST EFFECTIVENESS:** Pitt and CLAS have used NRC funds effectively to share costs, leverage additional institutional support (see Table 2, p. 4), and to launch innovative programs that are subsequently incorporated into other departments' operating budgets. Over the most recent NRC grant cycle, CLAS was very successful in leveraging NRC Portuguese language-training and LAC area studies course support into permanent, University-funded courses. Support for "Portuguese for Spanish Speakers" and "Advanced Level Portuguese" (both funded in the past by the NRC grant) are currently funded by the Department of Hispanic Languages and Literatures. A

course on “Amazonia” in anthropology and “Latin American Music” in music are now funded by those departments, and the success of the previously NRC-funded “Latin American Art” course contributed to the hiring of a tenure-track Latin Americanist faculty member in the Department of History of Art and Architecture. As per the proposed budget, the total Year 1 request accounts for only 15% of the total operating budgeting of the Center—using a figure that does not include teaching faculty and library personnel salary/fringe or teaching assistantships/fellowships awarded to CLAS doctoral students and administered by departments (see Table 2, p. 4). The staff salaries/fringe benefits requested from USDE will account for approximately 12% of the total salaries/fringes for the 7.8 FTE staff members. This sum represents less than 30% of the requested NRC funding. The director's salary and summer support is supported solely by Pitt funds. Overall, as the impact data show (see pp. 33-34), CLAS effectively uses Title VI funding to further its mission and is extremely careful in expending these funds according to USDE guidelines.

•DEVELOPMENT PLAN—EFFECTIVE USE OF RESOURCES AND LONG-TERM IMPACT ON TRAINING PROGRAMS: At the completion of the requested NRC grant, CLAS will have: (1) enhanced understanding of Latin American issues among faculty and students of Minority Serving Institutions through its partnerships with HACC, Central State, and CCBC; (2) increased the study of Least/LessCTLs (through the continuation and expansion of the distance-learning program in Quechua/Kichwa; continued support of Portuguese-language training, and the introduction of Haitian Creole); (3) enriched LAS course content and increased the number of LAS courses (by subsidizing faculty travel and research and offering curriculum development grants); (4) continued to provide teacher-training/faculty development, and curriculum development (including the introduction of Portuguese as a world language) for K-12 public/private schools, community colleges, and college/university educators and enhanced teacher-training through new cooperative arrangements; (5) increased the quantity and quality of the Latin American Library Collection;

(6) increased the scope and accuracy of certificate student language proficiency evaluation by internalizing the OPI process through faculty training and certification; (7) contributed to new knowledge on the region by supporting scholarly endeavors on its core theme; (8) continued to assess its programs according to its comprehensive evaluation plan, including adapting existing assessment tools and realizing an external evaluation; and (9) continued to make the best use of FLAS Fellowship funding by adhering to USDE priorities and cooperating with Latin American programs across the nation. As documented throughout this proposal, the fundamental long-term impact of the proposed activities on all students in the academic disciplines and professions at Pitt will be to improve substantially CLAS' ability to provide high quality Latin American-focused language and area studies training programs in order to produce U.S. citizens with advanced proficiency in the least- and less-commonly taught languages (and Spanish), along with a profound interdisciplinary understanding of the societies where those languages are spoken.

Criteria 9—Impact and Evaluation

•**CLAS IMPACT ON THE UNIVERSITY, THE COMMUNITY, AND THE NATION:** Since its foundation in 1964 as the first international area studies center at the University of Pittsburgh, CLAS has helped to shape and guide the social and intellectual development of the University, the community, and the region. In recent years, CLAS has enhanced and expanded its national and international impact through a number of initiatives—including expanded programs abroad; a connected, engaged network of alumni around the globe; and the enhanced reach of its online resources, such as collaborative offerings of distance learning language classes and the publication of the interactive web site *Panoramas: foro de comentario latinoamericano*. CLAS' activities and programs have a significant impact on the University—with 117 affiliated faculty, 264 LAC-focused courses enrolling 6,911 students, and 332 students in its training programs (56 receiving degrees) in 2012-13. The following examples focus on the impact of CLAS activities and pro-

grams—with generous support of Title VI funding—at the University, local, and national levels:

- (1) Since 2009, the University has hired 28 new faculty whose scholarly work and teaching is either exclusively or significantly focused on Latin American topics, filling in gaps in key areas such as music, theatre, architecture and art history, sociology, and education.
- (2) CLAS has initiated a major expansion of its offerings and expertise in Brazilian studies, supporting the addition of a popular Portuguese minor and additional Portuguese language classes in the Department of Hispanic Languages and Literatures. The Center initiated and provided funding for the Fulbright FLTA program, launched an annual study abroad program in Brazil, and has forged strong ties with the Brazilian consulate, the Ministry of Culture, and the Brazil Scientific Mobility and Brazil Science Without Borders programs. Following a \$3.4 million award of an IGERT (Integrative Graduate Education and Research Traineeship) grant on Brazil to the Mascaro Center for Sustainable Innovation of the School of Engineering, and a subsequent FIPSE-CAPES grant for undergraduate engineering students' to study in Brazil, Pitt's engineering program now features a significant Brazil-oriented focus. With its strong foundation in Brazilian Studies and Portuguese language training, CLAS plans to develop a certificate in Brazilian Studies. The Center was recently awarded a Lectureship (*Leitorado*) in Brazilian Culture and Society by the Brazilian government which will provide another key component of the certificate.
- (3) Since the 1988 opening of the Department of Anthropology's Latin American Archaeology Program, it has become one of the top programs in the U.S. and houses three bilingual publications in the Latin American Archaeology Publications Program: *Memoirs in Latin American Archaeology*, *Latin American Archaeology Reports*, and *Arqueología de México*.
- (4) The Latin American Library Collection was designated as the premier collection of the University Library System in 1990. Since the ULS began its e-journal publishing program in 2007, it has quickly grown to publish 35 peer-reviewed scholarly research journals—including three on Latin American Studies.
- (5) In the past

four years, CLAS has made significant advances in the innovative use of technology. In addition to introducing a redesigned website (with 12,448 unique visitors—38.9% returning visitors—viewing 46,430 pages from May 1, 2013 to April 30, 2014), CLAS has a YouTube channel with audio and video recordings of speakers and events and publishes its rapidly-growing web portal *Panoramas* (currently with over 3,200 unique viewers and 10,000 page hits per month). CLAS also uses technology to collaborate with Arizona State University, the University of Utah, and Brigham Young University to teach Quechua/Kichwa through interactive classroom videoconferencing and has added interactive virtual “visits” to the traditional school visit program to reach remote classrooms.

Table 8. Impact through Placement of Degree Recipients 2009-2013

	Bachelors	Masters	Doctoral
•CONTRIBUTION TO IMPROVED SUPPLY OF SPECIALISTS: The significant contribution of CLAS’ activities and training programs to an improved supply of specialists on Latin			
Pursuing Graduate Study:	31	20	N/A
Employed by U.S. Organizations:			
Higher Education	12	5	31
Elementary/Secondary Education	6	0	0
Federal Government	4	1	1
State/Local Government	4	0	0
U.S. Military	1	0	0
Private Sector/Non Profit	12	9	0
Private Sector/For Profit	26	8	0
Employed by International or Foreign Organizations:			
In the United States	0	4	4
Outside the United States	6	2	2
Unemployed (as of 6 months post degree)	13	3	2
TOTALS	115	52	40

America and the Caribbean is demonstrated by the numbers of students who completed certificates in 2009-2013 as well as through placements of degree recipients. Table 8 displays post-graduation data for 207 students who received CLAS certificates at the bachelors, masters, or doctoral level between 2009-13. It shows that these graduates have continued their studies or found employment in academic, government, private, and military settings and have a substantial impact on human resources in the national and international academic and policy arenas. Specifically, 51 (25%) are pursuing higher levels of studies, 48 (23%) are employed in higher education, 34 (16%) are currently in the for-profit private sector, 18 (9%) work for international or for-

eign organizations, 21 (10%) work in the non-profit sector, and 10 (5%) work for the federal or state governments.

•**EQUAL ACCESS FOR STUDENTS FROM UNDERREPRESENTED GROUPS:** Pitt has a policy of blind student admission which ensures that students are admitted on the basis of academic abilities and not on their ability to pay, or on gender, race, national origin, color, disability, or age. Pitt is committed to efforts to increase enrollment of members of underrepresented groups through emphasized recruitment of minority undergraduate students. The five area studies programs at Pitt conduct an annual outreach program that introduces African-American high school students to the benefits of international/global studies. For information on underrepresented groups on the staff of the Center, see “Quality of Staff Resources” (see pp. 19-21) Pitt’s Disability Resources and Services individually designs and recommends services to enhance the skills and personal development of students with special needs (e.g., exam accommodations, taped textbooks, sign language interpreter/real-time reporting, instructional strategy assistance, adaptive computing and training labs, Braille keyboards/printers, synthesizing computers that vocalize written data, and disability parking and transportation). Pitt’s Study Abroad Office works closely with the Cross-Cultural and Leadership Development Center to include student groups from underrepresented populations (racial minorities and students with disabilities) in study abroad. They pioneered the inclusion of all students in study abroad by producing the video *Making It Happen: Study Abroad for Students with Disabilities*. CLAS faculty also present non-credit courses in the special OSHER Lifelong Learning Institute, where persons at least 50 years old can take special courses as well as audit undergraduate courses at Pitt. Every academic year, the Institute offers 70-80 courses and membership has risen to 1,100 seniors.

Table 9: Internal Evaluation Plan- Summary of Plan and Indicators 2014-2018-- University of Pittsburgh – Center for Latin American Studies (CLAS)			
CLAS Objective 1: Facilitate the creation of new knowledge and understanding about Latin America.			
<i>Goals</i>	<i>Output Measures</i>	<i>Outcome Measures</i>	<i>Instruments</i>
Recruit and maintain an excellent faculty	# of faculty affiliated with CLAS; # of visiting scholars	# of faculty publications & research grants awarded	Data on faculty numbers, faculty survey
Support student & faculty research	# of faculty and students supported by CLAS small grants	# of publications produced by faculty and students	Data on publication
Maintain first-rate library resources	# of volumes in and country & regional coverage	evaluation of the collection, including open access and e-journals	Faculty/student opinion survey, catalogue of acquisitions
Use technology for scholarly research and discussion	# and quality of articles published in <i>Panoramas</i> portal	# of hits to <i>Panoramas</i> ; evaluation of quality of commentary	# of web site hits, opinion surveys
Support conferences & workshops on current LAC topics	# of conferences and workshops supported	Participant evaluation of the quality of event	Participant surveys, publications of conference proceedings
CLAS Objective 2: Educate students in Latin American Studies and train the next generation of experts and scholars.			
<i>Goals</i>	<i>Output Measures</i>	<i>Outcome Measures</i>	<i>Instruments</i>
Provide knowledge on LAC to Pitt students	# of courses with LAC content; enrollment in courses with Latin American content, # of majors and minors	Satisfaction of students enrolled in the CLAS certificates and CLAS-sponsored classes and seminars	Various tools for assessment of student learning; exit surveys; focus groups; # of study abroad students in Latin America
Support student language and Latin American studies training	#of students in language classes and supported by FLAS and other fellowships/grants	Increased enrollment and proficiency in languages and areas studies	Enrollment data; targeted OPI language evaluation, student learning assessment, placement and career data
Enhance training in Less and Least-Commonly-Taught languages of Latin America	#of LCTL students supported by FLAS and other fellowships & grants, # of students enrolled in Portuguese and Quechua/Kichwa, # of students in Pit in Ecuador and Pitt in Brazil Programs	# of enrollments, increased proficiency in Less- and Least-commonly taught languages and use of FLASF	Targeted OPI language assessment of CLAS certificate students for Portuguese and Quechua/Kichwa
Train LAC experts for government, international agencies, academia, business.	# of student completing the certificate and the related concentration	Placement of graduates in targeted areas of service	Placement and career data; alumni survey
CLAS Objective 3: Extend information about Latin America locally, nationally and internationally			
<i>Goals</i>	<i>Output Measures</i>	<i>Outcome Measures</i>	<i>Instruments</i>
Conduct seminars, lectures & conferences	# of seminars and conferences, # of participants	Participant evaluation of the quality of events	Quick participant surveys
Conduct teacher training workshops and seminars	# of programs with a focus on diverse countries and regions of LA, # of attendees	Participant evaluation of experience, # of repeat participants	Teacher evaluation surveys, classroom observations
Conduct a school visit program	# of schools visited and #student participation; # of UG interns	Incorporation of LAS into classroom curricula	Intern surveys, teacher surveys, classroom observations
Conduct faculty development for higher ed faculty	# of college faculty participating, increase in # of participating institutions	Participant evaluation	Participant surveys, monitoring through CLAS calendar and web site
Conduct cultural and educational programs in the community	# and type of programs	Participant evaluation of programming	Quick surveys, # of hits to targeted areas of web site

•**COMPREHENSIVE EVALUATION PLAN:** Continuous assessment and evaluation with the goal of assuring program quality and improvement is a central priority for CLAS. The Center’s evaluation and assessment activities include both internal and external components and are closely tied to its 3-part mission.

INTERNAL EVALUATION: CLAS' current internal evaluation plan, summarized in Table 9 above, includes a diverse range of methods and instruments for collecting and analyzing both qualitative and quantitative data to gauge the impact and quality of its programs. At the end of every academic year, data is reviewed and analyzed for areas of improvement. Language assessment of certificate students is done through targeted OPI (Oral Proficiency Interview)-based evaluation of a sample of graduating certificate students. In 2014-15, CLAS plans to train additional faculty in ACTFL OPI assessment and engage them to provide both baseline and final assessments of a sample of undergraduate and graduate certificate students in Spanish, Portuguese, and Quechua/Kichwa.

Together with the other area studies centers within UCIS, and assisted by independent consultant Martha Riecks (see bio in Appendix III), CLAS has been developing a new outcomes-based evaluation plan using Performance Measurement Forms (PMFs) (see Appendix IV) with specific goal statements and data indicators. Again, PMF are focused around CLAS' 3-part mission, and include projects and goals that will provide measurable outcomes. A uniform evidence-based plan will allow CLAS and the UCIS centers to better share information on the many collaborative activities they sponsor.

•**EXTERNAL EVALUATION:** Every five years, a comprehensive evaluation of CLAS programming is carried out by an external consultant with recognized expertise with Title VI-funded Latin American Studies centers. In 2008-09, Professor Evelyne Huber, PhD (Professor of Political Science, University of North Carolina) concluded that CLAS “simply excels in all aspects of its mission” and made several suggestions “*to make an outstanding program even better.*” Examples of actions taken in response to the assessment report (suggestions in italics) are as follows:

(1) *Expansion of collaboration with professional schools, such as health affairs and social work*— CLAS has initiated and enhanced collaboration with the Swanson School of Engineering

and the Katz Business School on Brazil and Portuguese-focused activities. It also has provided preparation and/or coordination of study abroad experiences to Cuba (for faculty and graduate students from the School of Social Work), Panama (for School of Engineering students) and Honduras (for students of the schools of Medicine and Pharmacy). (2) *Increasing the size of the advisory board to include representatives from all major departments and schools and delegating work to sub-committees*—Since 2008-09, CLAS has added members from the Schools of Public Health, Education, and Business Administration to its Advisory Committee and holds a meeting of the full associated faculty each semester. (3) *Introducing a Language across the Curriculum (LAC) program*—For many years, CLAS supported a “Language Across the Curriculum” program, funding TA positions for Spanish-only discussion sections for Latin American content courses. However, in AY 2011-12, cuts in Title VI funding necessitated the suspension of some parts of the program. We continue, however, to offer multiple opportunities for students to apply their language skills in non-language courses. Courses are taught in Spanish or Portuguese within the Hispanic Languages and Literature department, certificate students must study abroad in a Portuguese or Spanish, or Quechua/Kichwa speaking country, our Field Trip seminar mandates that students conduct research in a Latin American country. Further, several initiatives, including the Brazilian *leitorado* (visiting lecturer in Portuguese) position for AY 2014-15, will help to build the language across the curriculum program. (4) *Enhancing the visibility of CLAS by promoting more publication of conference papers or supporting other forms of publication-oriented collaboration*—In fall 2010, proceedings of the Middle Atlantic Council of Latin American Studies (MACLAS) conference were published, as well as those of the inaugural lectures of the Bolivian Studies meetings. In order to further enhance the visibility of CLAS through such publications, CLAS plans to include publication funding in conference/symposia proposals and, moreover, to implement a small grants program for this purpose. (5) *Working with the admin-*

istration to create a formal status for visiting scholars—CLAS has a “Center Associate” category that allows scholars to have access to library resources and, in some cases, to share space and access to staff and faculty at the Center. CLAS has already begun, and will continue to implement in the next grant cycle, a summer research program for faculty of Title III, HBCUs, and community colleges. (6) *Working with other centers and the administration to adopt a model for allocating lines that gives more leverage to CLAS to promote the hiring of faculty members with Latin American and Caribbean expertise*—CLAS has actively worked with UCIS and departments in recruiting LAS faculty, in part by offering prospective faculty extra funds to support their research on Latin America.

In 2009, as a follow-up to Dr. Huber’s report, UCIS contracted with the *Collaborative for Evaluation and Assessment Capacity (CEAC)*, which conducted a pre/post assessment of student learning and a survey of student opinion of the effectiveness of CLAS programs. Of the 203 CLAS students who responded to at least part of the survey, 95% rated their experience in the CLAS certificate program as “good” or “excellent.” The percentage of respondents who indicated a willingness to pursue a job related to international locations or content and/or foreign languages increased by 7.5% (from 67.5% to 75%) after participating in the CLAS certificate program.

These results were confirmed by a 2011 study conducted by an external evaluation team led by Gibbs Y. Kanyongo, Ph.D. (Associate Professor of Educational Statistics and Research and Co-Director of the Master’s in Program Evaluation at the Duquesne University School of Education). Dr. Kanyongo and his team developed a survey to assess student learning and quality of the UCIS regional studies certificate programs at Pitt. Of the 66 CLAS certificate recipients who responded to the survey, 96% rated their experience in the CLAS certificate program as “good” or “excellent.” In spring 2013, UCIS contracted with the Center for Instructional Devel-

opment & Distance Education (CIDDE) to facilitate a focus group of former students of regional studies certificate programs to gauge the impact of the programs on certificate students' subsequent academic and professional endeavors. The last component of the external evaluation plan is in the initial stages and will bring in an external evaluator to do an overall assessment of CLAS in AY 2015-2016.

Criterion 10—FLASF Selection Process

•**ANNOUNCEMENT/SCHEDULING/PRIORITIES:** Each year, CLAS publicizes a competition announcement for academic year graduate FLASFs that details the purpose of FLASFs, eligibility requirements, USDE competitive priorities, application procedures, selection procedures, and award benefits. FLAS Fellowship information is widely distributed through: (1) the CLAS website, which also provides a listing of all other institutions that offer Latin American FLASFs; (2) various publications—including the CLAS brochure—which are sent to prospective students and given to visitors; (3) announcements each fall to all CLAS faculty, department chairs, and deans; and (4) an email reminder of the February deadline to students, faculty, and administrators.

FLASF Competitive Preference Priorities. CLAS has historically offered fellowships by carefully following all USDE FLASF Priorities, and will adhere to the new guidelines. Specifically, CLAS will comply with FCPP 1, to make every effort to recruit graduate and undergraduate students that demonstrate financial need and show potential for high academic achievement. In accordance with FCPP 2, CLAS will continue to follow USDE guidelines regarding national need for expertise in foreign languages and world regions especially with regard to Portuguese and Quechua/Kichwa. These priorities are clearly articulated in the competition announcements and to the selection committees. They are also reiterated at the selection committee meetings for both academic year and summer FLASFs.

•**APPLICATION:** Students prepare their applications, consisting of: (1) an application, (2) gradu-

ate and undergraduate transcripts, (3) a personal history and study plan (indicating how study of the language/area fits into academic and career objectives), and (4) recommendations from two faculty who are able to endorse the applicant. Students present the fellowship materials to their departments, usually the directors of graduate studies, for consideration. Each department may nominate up to four applicants to be considered for CLAS/ FLASF candidacy. CLAS verifies the applicants' eligibility, assures complete documentation, and verifies institutional language eligibility before presenting them to the committee.

•**SELECTION:** USDE priorities are brought to the attention of the selection committee in a memo that accompanies the applications. A faculty committee, (with representatives from the social sciences, humanities/languages, and professional schools) reviews and ranks applications. Criteria include the applicant's potential for high academic achievement and the relevance of the study plan to the need to study a language critical to the area. Outstanding scholars who meet USDE priorities and who wish to study LCTLs are given special consideration. The FLASF coordinator moderates the meeting as a non-voting member to clarify USDE and CLAS require-

ments. Offers are subsequently made to all eligible award-ees and alternates and copies are sent to the nominating

Table 10. CLAS Academic Year (AY) and Summer (S) FLASF Awards, 2010-11 to 2013-14									
Language	2010-11		2011-12		2012-13		2013-14		Totals
	AY	S	AY	S	AY	S	AY	S	
<i>Quechua/ Kichwa</i>	2	5	2	7	3	7	2	7	35
<i>Portuguese</i>	5	3	5	2	4	1	5	3	28
Totals	7	8	7	9	7	8	7	10	63

departments. The University covers the cost difference between the non-resident tuition and the USDE institutional payments. Further, the University has guaranteed two full fellowships on Latin America for 2014-2015, thus enabling CLAS to immediately offer fellowships to the top applicants.

Summer FLASFs also have a permanent presence on the CLAS website and in its literature. A website announcement is made in December and invitations are sent nationally to

open the annual competition to students in any graduate study program nationwide. Targeted invitations are sent again in January/February to all NRCs as well as to all major Latin American studies programs. All application materials for summer fellowships are sent directly to CLAS where they are verified before convening the summer FLASF selection committee (composed of three faculty—one for Portuguese, one for Quechua/Kichwa and one for Spanish). The procedures for discussion, committee rankings, decisions and notifications are similar to the academic year fellowship awards.

•**ADDRESSING NATIONAL NEEDS AND FLASF LANGUAGE PRIORITIES:** During the past four years, CLAS awarded 63 FLASFs—all for the study of LCTLS. FLASF recipients came from a wide range of disciplines: anthropology, public and international affairs, education, law, political science, archaeology, Hispanic languages, health sciences, history, linguistics, public health, sociology, art history, music, medicine, and biochemistry. CLAS has strong relationships with other NRCs in advertising summer FLASFs, disseminating information, and in particular, sharing and managing any unused funds from other centers to make additional fellowships available nationally. CLAS has awarded additional summer fellowships from the unused funds of other universities every year of this grant cycle.

Criterion 11—Competitive Priorities

CLAS addresses the following USDE priorities for this competition:

•**NRC PROGRAM ABSOLUTE PRIORITY (Teacher Training):** CLAS’ outreach program focuses on K-16 teacher training (see pp. 23-25). Projects that specifically address the NRC Absolute Priority area, and the thematic focus of the center are: “Portuguese: Language of the Future!” which brings Brazilian Portuguese into the modern language curricula in K-12 schools (see p. 24); K-12 teacher-training workshops (see p.24); collaborative teacher training with Title III in-

stitutions and community colleges (see pp. 25-27); the School Visit/Virtual school visit intern program (see p. 23); and NRC collaborative teacher training activities (see p. 25-26).

•NRC COMPETITIVE PREFERENCE PRIORITY 1 (Activities with MSIs or community colleges):

In 2014, CLAS launched an initiative to reach out to community colleges and institutions that serve minority students (see pp. 25-27), resulting in productive partnerships with Central State University (CSU, a Historically Black University in neighboring Ohio), Harrisburg Area Community College (HACC—a Title III-eligible institution), and the Community College of Beaver County (CCBC) (See Appendix V for letters of support). CLAS' four-year plan of action for this initiative includes: faculty development seminars and workshops; funding to help faculty attend conferences and symposia on LAC studies; and support for undergraduate study abroad in Pitt-sponsored programs in Latin America.

•NRC COMPETITIVE PREFERENCE PRIORITY 2 (Collaboration with Schools of Education): CLAS, together with the Center for Russian and East European Studies (REES) and the European Union Center for Excellence (EUCE), plans to collaborate on a series of internationalization initiatives with the School of Education at Pitt that will provide important training and educational opportunities to K-12 and pre-service teachers (See Appendix V for letter of support). Together with teacher education programs at Pitt's regional campuses and other Western Pennsylvania colleges, including Title III schools CLAS, REES and EUCE will establish the UCIS Forum on International Education and Leadership Development (FIELD). The FIELD program will bring together pre-service teachers, current K-12 teachers and administrators, and teacher education faculty for a professional development program aimed at internationalizing K-12 curricula. The Centers will also utilize their resources and expertise to partner with School of Education faculty to develop short-term summer study abroad courses with educational themes for pre-service teachers and provide pre-and post-program cultural workshops to aid in participant

preparation and debriefing. The first two years will consist of a series of faculty-led workshops and seminars focusing on topics and issues affecting various world regions. The third year of the program will provide resources for selected teacher participants to develop internationally focused course syllabi and curriculum units for online dissemination. In the final year of the 2014-18 Title VI grant cycle, it is anticipated that the School of Education will incorporate a new course on internationalization of K-12 schools into its regular curriculum.

While the immediate products of the FIELD program are the internationally focused curriculum units created by participants and the recognition that participating pre-service teachers receive upon completion, these are expected to lead to longer-term outcomes that include increased international and intercultural knowledge on the part of teachers and their students, as they enhance their sense of being part of a global learning community.

•NRC INVITATIONAL PRIORITY (Linkages with overseas institutions of higher education or other educational organizations): CLAS vigorously pursues programs or projects that develop, maintain, or enhance linkages with overseas institutions of higher education or other educational organizations. CLAS currently has 18 formal exchange agreements with universities and institutions in 8 LAC countries and maintains close relationships with the Institute for International Education (IIE) and the Academic and Professional Programs for the Americas (LASPAU), both of which coordinate scholarship programs (including Fulbright and the Brazilian government's Science without Borders) for LAC students to study at US universities. CLAS helps to support these students who study at Pitt, primarily in the form of tuition scholarships and stipends that enable the students to pursue graduate degrees at Pitt. For 2012-13, CLAS directly supported 17 such students for a total of \$547,693. CLAS also hosted 10 Science without Borders students in 2013-14 and is awaiting the arrival of about 54 more of these students (28 undergraduates, 12 graduates, and 14 post-docs) who will begin in fall 2014. This will greatly expand the Center's

linkages with Brazilian institutions and, together with the Foreign Language Teaching Assistant in Portuguese (see p. 15) and the Lectureship in Brazilian Society and Culture (see p. 36), significantly enhance CLAS' development of a Brazilian Studies Certificate.

•**FLASF COMPETITIVE PREFERENCE PRIORITY 1 (Students who demonstrate financial need)**: For the potential award of undergraduate summer FLASFs, CLAS will employ a need-based assessment of applicants' Estimated Family Contribution, Pell eligibility, and individual circumstances—the same mechanism in place by the University Center for International Studies for evaluating study abroad and provost scholarships. In addition to evaluating financial data obtained by the University, CLAS will require a personal statement of financial need to accompany their academic intent. This assessment will be done in conjunction with, but not at the expense of, a student's demonstrated scholarly accomplishment, potential for continued advanced academic accomplishment and suitability for the fellowship.

•**FLASF COMPETITIVE PREFERENCE PRIORITY 2 (Priority languages)**: Over the past four years CLAS awarded 100% of its academic year FLASFs in the priority languages of Portuguese and Quechua/Kichwa. It proposes to continue making all of its academic year fellowships in these Least/Less commonly taught priority languages (see Table 10, p. 44).

Some CLAS activities that address the objective of increasing the nation's capacity in less and least commonly taught languages are: the "Portuguese: Language of the Future!" teacher training program (see p. 24); support for the Portuguese program for Pitt students, such as the FLTA program and support for campus and community events promoting Portuguese and Brazilian studies (see p. 14); support for the distance-learning Ecuadorian Quechua/Kichwa program (see p. 15); and support for the introduction of Haitian Creole in fall 2014.

Another aspect of the program is to support students in the professional schools. Over the past four years, CLAS awarded 21 of its academic year/summer FLASFs to these stu-

dents. Through its conferences, seminars, workshops, and lectures—and collaborative programs with the School of Engineering on Brazil and the Matthew B. Ridgway Center for International Security Studies in the Graduate School of Public and International Affairs—CLAS will continue to increase the quality of fellowship applications for advanced level language study by professional school students.

Appendix I
DETAILED BUDGET
2014-2018

Center for Latin American Studies
University of Pittsburgh



Center for Latin American Studies
University of Pittsburgh
(2014-15, 2015-16, 2016-17, 2017-18) NRC Budget Spring 2014

	Priority Addressed	2014-15	2015-16	2016-17	2017-18	Pg. Ref
A. PERSONNEL						
<i>1. Administrative</i>						
NRC Grant Administrator/Coordinator of Teacher Training and Outreach		\$14,450.00	\$14,883.50	\$15,330.01	\$15,789.91	p. 32
25% salary		\$5,259.80	\$5,417.59	\$5,580.12	\$5,747.53	
36.40 % fringe						
Program/Technology Administrator						
Technology support related to website, workshops, and conferences;						
assistant administrator for FLAS and library sharing fellowships;						
coordinator for professional meetings, travel and international exchanges						
40% salary		\$17,250.00	\$17,767.50	\$18,300.53	\$18,849.54	p. 32
36.40 % fringe		\$6,279.00	\$6,467.37	\$6,661.39	\$6,861.23	
Administrative Assistant						
Data collection/entry related to workshops and NRC/FLASF reporting and outreach programs						
40 % salary		\$12,170.00	\$12,535.10	\$12,911.15	\$13,298.49	p. 32
36.40 % fringe		\$4,429.88	\$4,562.78	\$4,699.66	\$4,840.65	
FLASF Coordinator						
17 % Salary		\$9,600.00	\$9,888.00	\$10,184.64	\$10,490.18	p. 32
36.40 % fringe		\$3,494.40	\$3,599.23	\$3,707.21	\$3,818.43	
Subtotal - Administrative		\$72,933.08	\$75,121.07	\$77,374.71	\$79,695.96	
<i>2. Language and Area Studies Courses</i>						
Kichwa						
4 (3-credit) courses						
Course Instructor Salary		\$25,206.00	\$25,962.18	\$26,741.05	\$27,543.28	p. 30
Haitian Creole						
2 (3-credit) courses & 2 (4-credit) courses						
Cost shared with School of Arts & Sciences		\$3,000.00	\$4,000.00	\$5,000.00	\$5,000.00	p. 30
Foreign Language Teaching Assistant in Portuguese						
50% Stipend/cost shared with School of Arts & Sciences		\$6,250.00	\$6,437.50	\$6,630.63	\$6,829.54	p. 30
"Latin America and the Caribbean," 3-credit course						
Faculty Instructor Salary		\$4,120.00	\$4,243.60	\$4,370.91	\$4,502.04	p. 31
33.7% fringe		\$1,388.44	\$1,430.09	\$1,473.00	\$1,517.19	
"LASPP Capstone Course", 3-credits						
Faculty Instructor Salary		\$4,120.00	\$4,243.60	\$4,370.91	\$4,502.04	p. 31
33.7% fringe		\$1,388.44	\$1,430.09	\$1,473.00	\$1,517.19	

conference/training for language faculty and graduate students, support for three @ \$750 each

Teacher Training/Faculty Development with Minority-Serving institutions and community colleges in Pennsylvania and Ohio Themes will be interdisciplinary and designed to assist the colleges in internationalizing their curriculum.

Absolute Priority and Competitive Priority 1

- Faculty development seminars and workshops
- Conference participation and travel
- Community College collaboration with UCIS area centers

Subtotal - Teacher Training/Faculty Development

2. Community Outreach

Latin American and Caribbean Festival

Film Series: rental of films as a regular part of CLAS outreach.

Lecture Series - professional service and travel expenses

for guest speakers, 6 guest speakers @ \$500 each

Panoramas Coordinator (2 1/2 terms)

stipend (800 hrs. @ \$20/hr.)

Subtotal - Community Outreach

3. Evaluation

Spanish, Portuguese, and Kichwa evaluation and assessment

External Evaluation

Subtotal - Evaluation

D. OTHER (TEACHER TRAINING/OUTREACH) SUBTOTAL

E. TOTAL DIRECT COSTS

F. 8% INDIRECT COSTS

TOTAL FUNDS

\$2,250.00	\$2,300.00	\$2,350.00	\$2,400.00	p. 29
\$10,000.00	\$10,300.00	\$10,609.00	\$10,927.27	p. 29
\$5,000.00	\$5,150.00	\$5,304.50	\$5,463.64	p. 29
\$1,500.00	\$1,545.00	\$1,591.35	\$1,639.09	p. 29
\$33,911.20	\$34,851.04	\$35,817.57	\$36,811.60	
\$3,000.00	\$3,000.00	\$3,000.00	\$3,000.00	
\$2,000.00	\$2,000.00	\$2,000.00	\$2,000.00	p. 29
\$3,000.00	\$3,000.00	\$3,500.00	\$3,500.00	p. 29
\$16,000.00	\$16,480.00	\$16,974.40	\$17,483.63	p. 29
\$24,000.00	\$24,480.00	\$25,474.40	\$25,983.63	
\$3,000.00	\$3,000.00	\$3,000.00	\$3,000.00	p. 31
\$0.00	\$3,000.00	\$0.00	\$0.00	p. 31
\$3,000.00	\$6,000.00	\$3,000.00	\$3,000.00	
\$68,411.20	\$72,831.04	\$71,791.97	\$73,295.23	
\$229,925.60	\$239,760.86	\$244,254.73	\$250,411.88	
\$18,394.05	\$19,180.87	\$19,540.38	\$20,032.95	
\$248,319.65	\$258,941.73	\$263,795.11	\$270,444.83	

**Center for Latin American Studies
University of Pittsburgh
2014-18 FLAS Budget**

Foreign Language and Area Studies Fellowships

	2014-15	2015-16	2016-17	2017-18	Pg. Ref
Academic Year Fellowships:					
Graduate Student Fellowships					
9 Institutional Payments: Tuition/Fees @ \$18,000 9 Students	\$162,000	\$162,000	\$162,000	\$162,000	p. 32
9 Subsistence Allowance: Stipends @ \$15,000 9 Students at the University of Pittsburgh	\$135,000	\$135,000	\$135,000	\$135,000	p. 32
Subtotal FLAS Program - Tuition/Fees and Stipends per year	\$297,000	\$297,000	\$297,000	\$297,000	
Summer Fellowships:					
Graduate Student Fellowships					
7 Institutional Payments: Tuition/Fees @ \$5,000 7 Students	\$35,000	\$35,000	\$35,000	\$35,000	p. 32
7 Subsistence Allowance: Stipends @ \$2,500 7 Students	\$17,500	\$17,500	\$17,500	\$17,500	p. 32
Undergraduate Student Fellowships					
3 Institutional Payments: Tuition/Fees @ \$5,000 3 Students	\$15,000	\$15,000	\$15,000	\$15,000	p. 32
3 Subsistence Allowance: Stipends @ \$2,500 3 Students	\$7,500	\$7,500	\$7,500	\$7,500	p. 32
Subtotal Support for Summer Fellowships per year	\$75,000	\$75,000	\$75,000	\$75,000	
GRAND TOTAL FUNDS REQUESTED FOR FELLOWSHIPS PER YEAR	\$372,000	\$372,000	\$372,000	\$372,000	

Appendix II
COURSE LIST
2014-2018

Center for Latin American Studies
University of Pittsburgh



APPENDIX II - AREA STUDIES COURSE LIST

AFRICANA STUDIES	1
ANTHROPOLOGY	1-2
AREA STUDIES	3
ADMINISTRATION OF JUSTICE.....	3
ECONOMICS.....	3
ENGLISH LITERATURE	4
FILM STUDIES	4
FRENCH	4
HISTORY OF ARTS AND ARCHITECTURE	4
HISTORY OF PHILOSOPHY	4
HISPANIC LANGUAGE AND LITERATURE	5-6
HISTORY	6-7
LINGUISTICS.....	8
MUSIC.....	8
POLITICAL SCIENCE.....	8
PORTUGUESE	9
RELIGION	9
RELIGIOUS STUDIES.....	9
SOCIOLOGY	9
THEATRE	9
WOMEN STUDIES	9
BUSINESS, SCHOOL OF	10
ENGINEERING, SCHOOL OF	10
EDUCATION, SCHOOL OF	10-11
LAW, SCHOOL OF	11
NURSING, SCHOOL OF	11
PUBLIC AND INTERNATIONAL AFFAIRS, GRADUATE SCHOOL OF	11-12
PUBLIC HEALTH, SCHOOL OF.....	12

Appendix II – Area Studies Course List										
Course No.	Course Description	Instructor	Credit Hours	Course Term	UG	G	2012-13 Enrollments Totals		Course Offered	
								2013-14	2014-15	
Course Descriptions (courses in caps have 100% Latin American and/or Caribbean content)										
Africana Studies										
385	CARIBBEAN HISTORY	Wells	3	1-Fall	31	0	31	x	x	
787	Black Consciousness	Blake	3	1-Fall	16	0	16	x	x	
1012	Early 20th Century Black Social Movement	Blake	3	1-Fall	10	0	10	x	x	
1306	World Literature in English: This course serves as an introduction to the literature of the world with an emphasis on literature from Africa & the Caribbean, 25% Latin American content. (Cross listed ENGLIT 1380)	Puri	3	1-Fall	11	0	11	x	x	
1555	AFRO-CARIBBEAN DANCE	Sharif	3	1-Fall	32	0	32	x	x	
385	CARIBBEAN HISTORY	Wells	3	3-Spring	30	0	30	x	x	
684	RACE, CLASS, AND ETHNICITY: CARIBBEAN EXPRESION	Wells	3	3-Spring	11	0	11	x	x	
1309	Women of Africa and African Diaspora: This course is a comparative studies of the complex roles of women of African descent in a cross-cultural perspective. The societies in which these roles will be examined includes western and south Africa, United States, Brazil and the Caribbean including Cuba. 25% Latin American content.	Berrian	3	3-Spring	26	0	26	x	x	
1704	Africana World Literature	Temple	3	3-Spring	15	0	15	x	x	
385	CARIBBEAN HISTORY	Wells	3	4-Summer	8	0	8	x	x	
1349	CONTEMPORARY CARIBBEAN LITERATURE	Temple	3	1-Fall				x	x	
628	AFRO-LATIN AMERICA	Reid	3	1-Fall				x	x	
1306	World Literature in English: This course serves as an introduction to the literature of the world with an emphasis on literature from Africa & the Caribbean, 25% Latin American content. (Cross listed ENGLIT 1380)	Judy	3	4-Summer				x	x	
					190	0	190			
Subtotal Africana Studies										
Anthropology										
536	MESOAMERICA BEFORE CORTEZ	Montmollin	3	1-Fall	199	0	199	x	x	
715	ANTHROPOLOGY OF LATIN AMERICA	Sanabria	3	1-Fall	102	0	102	x	x	
780	Introduction to Cultural Anthropology: This course is designed to introduce students to cultural anthropological methods and concept that are useful for gaining a better understanding of human diversity. 25% Latin American content.	Sanabria	3	1-Fall	301	0	301	x	x	
1325	LATIN AMERICA AND THE CARIBBEAN	Rhodes	3	1-Fall	7	0	7	x	x	
1530	ORIGINS OF CITIES: This course examines the origin and characteristics of urban life. After reviewing the nature of cities in the modern world, attention will focus on prehistoric cities in the Old World & New world. 25% Latin American content.	Bermann	3	1-Fall	23	1	24	x	x	
1748	CULTURES OF SOUTH AMERICA	Nutini	3	1-Fall	20	0	20	x	x	
1757	Social Organization: This is a course on the social institution of primitive, tribal, and folk people throughout the world emphasizing kinship and community organization. 25% Latin American content.	Nutini	3	1-Fall	18	0	18	x	x	
1528	SOUTH AMERICAN ARCHAEOLOGY	Beermann	3	3-Spring	51	2	53	x	x	
1540	SPECIAL TOPICS IN ARCHEOLOGY: PRE-COLUMBIAN ART	Fauman-Fichman	3	3-Spring	3	0	3	x	x	
1540	Special Topics in Archeology: Ancient New World Resistance	Bermann	3	3-Spring	8	0	8	x	x	
1544	Ancient Civilizations (Mesoamerica included) 25% Latin American content	Montmollin	3	3-Spring	51	0	51	x	x	
1737	Special Topics in Cultural Anthropology Politics of Gender & Food: This seminar examines popular sources, films and anthropological and feminist studies of food, gender, and power as we explore the intersection of food and foodways. 25% Latin American content.	Cohen	3	3-Spring	6	0	6	x	x	

Course No.	Course Description	Instructor	Credit Hours	Course Term	2012-13 Enrollments			Course Offered	
					UG	G	Totals	2013-14	2014-15
1748	CULTURES OF SOUTH AMERICA	Nutini	3	3-Spring	20	0	20	x	x
1752	Anthropology of Food	DeWalt	3	3-Spring	49	0	49	x	x
1756	Economic Anthropology	Sanabria	3	3-Spring	14	0	14	x	x
1792	Population and Culture: This seminar centers its attention on the complex interplay between demographic processes and outcomes (such as fertility and population growth, population decline, mortality and migration) on the one hand, and social/cultural evolution an social/cultural forms studied by cultural anthropologist and archeologists. 25% Latin American content.	Sanabria	3	3-Spring	20	0	20	x	x
2513	Selected Archeological Problem: Climate and Culture: This seminar will focus upon the impact of short and long-term climate change on cultural development from the perspective of the archeological record. 25% Latin American content.	Richardson	3	3-Spring	0	2	2	x	x
2735	Economic Anthropology	Sanabria	3	3-Spring	0	4	4		
2537	Special Topics Comparative Archeology	Capriles Flores, Barton	3	3-Spring	0	6	6	x	x
715	ANTHROPOLOGY OF LATIN AMERICA	Sanabria	3	4-Summer	7	0	7	x	x
1711	ETNBIO AMAZONIA RELIGION NATURE	N/A	3	4-Summer	5	0	5	x	x
1712	AMAZONIA ETHNOBOTANY	N/A	3	4-Summer	12	0	12	x	x
1716	Politics and Gender of Food	Cohen	3	4-Summer	4	0	4	x	x
1543	ANCIENT STATES IN THE NEW WORLD (AMERICAS)	Montmollin	3	1-Fall				x	x
1547	Pots and People	Allen	3	1-Fall				x	x
1771	Religion and Culture	Montgomey	3	1-Fall				x	x
2515	SEMINAR: ANDEAN ARCHEOLOGY	Bermann	3	1- Fall				x	x
2588	Archeology Core Course	Bermann	3	3-Spring				x	x
2531	Household Archeology 25% Latin American content.	Bermann	3	1-Fall				x	x
2516	Chieftoms: This seminar will examine ethnographic, ethnographic, ethnohistoric, and specially archaeological evidence concerning the nature of society, polity, economy and ideology of chieftoms in various part of the world. 25% Latin American content.	Drennan	3	3-Spring				x	x
2550	Ethnoarcheology	DeMontmollin	3	3-Spring				x	x
2767	Gender, Class and Reproduction: This course centers attention in the interplay between gender, sexuality, class, and reproductive behavior in diverse socio-cultural context. 25% Latin American content. (Cross listed BCHS 2564)	Sanabria	3	3-Spring				x	x
536	MESOAMERICA BEFORE CORTEZ	Taylor	3	4-Summer				x	x
1751	PEOPLE AND ENVIRONMENT IN AMAZONAS	Frachione	3	4-Summer				x	x
1180	Special Topics in Cultural Anthropology: Politics of Gender & Food: This seminar examines popular sources, films and anthropological and feminist studies of food, gender, and power as we explore the intersection of food and foodways, with themes such as sex and childbirth, identity, ritual and globalization and sustainability. 25% Latin American content.	Cohen	3	4-Summer				x	x
	Subtotal Anthropology				920	15	935		

Course No.	Course Description	Instructor	Credit Hours	Course Term	2012-13 Enrollments			Course Offered		
					UG	G	Totals	2013-14	2014-15	
Area Studies										
20	LATIN AMERICAN AND THE CARIBBEAN	Rhodes	3	1-Fall	15	0	15		x	
1508	STUDY ABROAD BRAZIL	N/A	1-15	1-Fall	1	0	1		x	
1518	STUDY ABROAD COSTA RICA	N/A	1-15	1-Fall	1	0	1		x	
1641	STUDY ABROAD PERU	N/A	1-15	1-Fall	2	0	2		x	
1501	LATIN AMERICAN FIELD TRIP-ARGENTINA	Rhodes	3	3-Spring	12	0	12		x	
1505	STUDY ABROAD - ARGENTINA	N/A	1-15	3-Spring	6	0	6		x	
1508	STUDY ABROAD BRAZIL	N/A	1-15	3-Spring	4	0	4		x	
1512	STUDY ABROAD CHILE	N/A	1-15	3-Spring	5	0	5		x	
1518	STUDY ABROAD COSTA RICA	N/A	1-15	3-Spring	4	0	4		x	
1524	STUDY ABROAD ECUADOR	N/A	1-15	3-Spring	1	0	1		x	
1745	STUDY ABROAD CUBA	N/A	1-15	3-Spring	2	0	2		x	
1647	STUDY ABROAD PERU	N/A	1-15	3-Spring	8	0	8		x	
1501	LATIN AMERICAN FIELD TRIP - ARGENTINA	Rhodes	3	4-Summer	12	0	12		x	
1505	STUDY ABROAD ARGENTINA	N/A	1-15	4-Summer	2	0	2		x	
1512	STUDY ABROAD CHILE	N/A	1-15	4-Summer	1	0	1		x	
1518	STUDY ABROAD COSTA RICA	N/A	1-15	4-Summer	12	0	12		x	
1524	STUDY ABROAD ECUADOR	N/A	1-15	4-Summer	2	0	2		x	
1532	STUDY ABROAD GUATEMALA	N/A	1-15	4-Summer	0	1	1		x	
1641	STUDY ABROAD PERU	N/A	1-15	4-Summer	4	0	4		x	
1705	STUDY ABROAD BRAZIL	N/A	1-15	4-Summer	7	0	7		x	
1757	STUDY ABROAD ECUADOR	N/A	1-15	4-Summer	22	0	22		x	
1900	BRAZIL TODAY	Various	1	3-Spring	123	1	124		x	
Subtotal Area Studies										
Administration of Justice										
1235	Organized Crime	Giunta	3	1-Fall	50	0	50		x	
1236	International Organized Crime: This course looks at the dynamics of organized crime, explains why it develops in particular countries, the various forms it takes and the responses of law enforcement agencies and international institutions. 25% Latin American content.	Clarke	3	1-Fall	45	0	45		x	
1236	International Organized Crime	Gerdes	3	3-Spring	62	0	62		x	
Subtotal Administration of Justice										
Economics										
530	Intro. to Development Economics: An introductory description and analysis of the economic systems of countries commonly referred to as less developed countries. 25% Latin American content.	Maksymenko	3	1-Fall	40	0	40		x	
500	Introduction to International Economics	Maksymenko	3	3-Spring	40	0	40		x	
500	Introduction to International Economics	Maksymenko	3	3-Spring	20	0	20		x	
500	Introduction to International Economics	Maksymenko	3	3-Spring	39	0	39		x	
1610	LATIN AMERICAN AND ECONOMIC DEVELOPMENT	Ripoll	3	3-Spring	26	2	27		x	
1610	LATIN AMERICAN AND ECONOMIC DEVELOPMENT	Ripoll	3	3-Spring	35	1	36		x	
530	Intro. to Develop. Economics: An introductory description and analysis of the economic systems of countries commonly referred to as less developed countries. 25% Latin American content.	Ripoll	3	3-Spring					x	
1500	Intermediate International Trade	Cassing	3	3-Spring					x	
1530	Intermediate Development Economics: This course considers the characteristics of economic growth in the developing countries today, and the determinants of levels of outputs, consumption, capital formation and income distribution. 25% Latin American content.	Gruver	3	3-Spring					x	
Subtotal Economics										
					200	3	203			

Course No.	Course Description	Instructor	Credit Hours	Course Term	2012-13 Enrollments			Course Offered	
					UG	G	Totals	2013-14	2014-15
English Literature									
202	SHORT FICTION IN SPANISH	Bernal	3	1-Fall	4	0	9	x	x
206	HISPANIC LITERATURE IN ENGLISH	Bernal	3	1-Fall	9	0	9	x	x
207	CARIBBEAN LITERATURE AND CULTURES	Puri	3	1-Fall	4	0	4	x	x
573	LITERATURE OF THE AMERICAS	Rogers	3	1-Fall	21	0	21	x	x
573	LITERATURE OF THE AMERICAS	Hayes	3	1-Fall	20	0	20	x	x
1380	World Literature in English: This course serves as an introduction to the literature of the world with an emphasis on literature from Africa & the Caribbean, 25% Latin American content. (Cross listed AFRONA 1306)	Andrade	3	1-Fall	24	0	24	x	x
500	Introduction to Critical Reading	Bove	3	3-Spring	22	0	22	x	x
573	LITERATURE OF THE AMERICAS	Judy	3	3-Spring	26	0	26	x	x
1000	Introduction to Translation Studies	Bove	3	3-Spring	17	1	18	x	x
1382	Prized Books: The Nobel & Other International Awards 25% Latin American content.	Satyavolu	3	3-Spring	31	0	31	x	x
1325	The Modernist Tradition	Judy	3	4-Summer	22	0	22	x	x
450	INTRODUCTION TO HISPANIC LITERATURES	Shuey	3	1-Fall				x	x
1360	Literature and Politics in Anglo-Spanish Encounters	Rogers	3	3-Spring				x	x
2002	Interdisciplinary Methods in Humanities	Puri	3	3-Spring				x	x
	Subtotal English Literature				200	1	201		
Film Studies									
1390	Contemporary Film: This course explores the significant movements in Hollywood, independent, national and global cinemas over the past twenty-five years. 25% Latin American content.	Patterson	3	1-Fall				x	x
1404	Latin American Topics: Modern Mexican Film	Lund	3	4-Summer				x	x
French									
2765	Comparative Francophone Culture: Fictions of Archipelago	Walsh	3	3-Spring				x	x
History of Arts and Architecture									
1106	PRE-COLUMBIAN ART	Fauman-Fichman	3	1-Fall	20	0	20	x	x
2491	Art Since 1945	Josten	3	3-Spring				x	x
30	Introduction to Modern Art	Josten	3	3-Spring				x	x
1490	Art Since 1945	Josten	3	3-Spring				x	x
1010	APPROACHES TO ART HISTORY: MEXICAN MURALISM	Josten	3	1-Fall				x	x
520	SPECIAL TOPIC: LATIN AMERICAN ART	Josten	3	1-Fall				x	x
2502	SPECIAL TOPIC: LATIN AMERICAN ART	Josten	3	1-Fall				x	x
	Subtotal History of Arts and Architecture				20	0	20		
History of Philosophy									
1602	Race: History, Biology, Psychology, Philosophy 25% Latin American content	Machery	3	3-Spring	30	1	31	x	x
	Subtotal History of Philosophy				30	1	31		

Course No.	Course Description	Instructor	Credit Hours	Course Term	2012-13 Enrollments		2013-14		2014-15	
					UG	G	Totals	2013-14	2014-15	
	Hispanic Language and Literature									
50	HISPANIC CIVILIZATION	Alfaro	3	1-Fall	22	0	22		x	x
50	HISPANIC CIVILIZATION	Monasterios	3	1-Fall	25	0	25		x	x
50	HISPANIC CIVILIZATION	Garcia	3	1-Fall	18	0	18		x	x
55	INTRODUCTION TO HISPANIC LITERATURE I	Lund	3	1-Fall	17	0	17		x	x
55	INTRODUCTION TO HISPANIC LITERATURE I	Lund	3	1-Fall	15	0	15		x	x
82	LATIN AMERICA TODAY	Metz, Ramirez	3	1-Fall	33	0	33		x	x
1400	SURVEY OF LATIN AMERICAN LITERATURE	Branche	3	1-Fall	19	0	19		x	x
1403	LATIN AMERICAN NARRATIVE	Duchesne-Winter	3	1-Fall	25	0	25		x	x
1403	LATIN AMERICAN NARRATIVE	Duchesne-Winter3	3	1-Fall	6	0	6		x	x
1404	LATIN AMERICAN TOPICS; PUERTO RICO WITHIN THE CARIBBEAN ARCHIPELAGO	Sotomayor	3	1-Fall	14	0	14		x	x
1406	Latino Literature	Garcia	3	1-Fall	25	0	25		x	x
1410	LATIN AMERICAN TOPICS	Covarrubias	3	1-Fall	4	0	4		x	x
1410	Latin American Topics: Cinema of the Hispanic World	Bernal	3	1-Fall	5	0	5		x	x
1600	SURVEY OF SPANISH LITERATURE	DeJesus Marreros	3	1-Fall	30	0	30		x	x
2422	SPECIAL TOPICS IN CULTURAL ANALYSIS: SEMINARIO DE ESTUDIOS COLONIALES ANDINOS	Lamana	3	1-Fall	1	9	10		x	x
2461	LATIN AMERICAN NOVEL	Duchesne-Winter	3	1-Fall	0	11	11		x	x
2464	LATIN AMERICAN 20TH CENTURY TOPICS QUEERING THE LATIN AMERICAN CANON	Balderston	3	1-Fall	0	14	14		x	x
2465	SEMINAR: 20TH CENTURY TOPICS - AMERICA ON THE PERIPHERY OF CAPITALISM	Lund	3	1-Fall	0	11	11		x	x
2623	Don Quijote	Beverly	3	1-Fall	0	12	12		x	x
50	SPANISH CIVILIZATION	Monasterios	3	1-Fall	20	0	20		x	x
50	SPANISH CIVILIZATION	Alfaro	3	3-Spring	24	0	24		x	x
55	INTRODUCTION TO HISPANIC LITERATURE I	Lund	3	3-Spring	14	0	14		x	x
55	INTRODUCTION TO HISPANIC LITERATURE I	Covarrubias	3	3-Spring	3	0	3		x	x
82	LATIN AMERICAN TODAY	Duchesne-Winter	3	3-Spring	25	0	25		x	x
1400	SURVEY LATIN AMERICAN LITERATURE	Garcia	3	3-Spring	19	0	19		x	x
1403	LATIN AMERICAN NARRATIVE: LATIN AMERICAN AVANT GARDE MOVEMENTS	Balderston	3	3-Spring	25	0	25		x	x
1404	LATIN AMERICAN TOPICS	Beverly	3	3-Spring	2	0	2		x	x
1404	LATIN AMERICAN TOPICS	Perez-cano	3	3-Spring	8	0	8		x	x
1404	LATIN AMERICAN TOPICS	Beverly	3	3-Spring	4	0	4		x	x
1404	LATIN AMERICAN TOPICS	Perez-cano	3	3-Spring	16	0	16		x	x
1405	SEMINAR: LATIN AMERICAN LITERATURE AND CULTURE - ON LOVE AND JUSTICE IN THE CARIBBEAN	Sotomayor	3	3-Spring	18	0	18		x	x
1600	SURVEY SPANISH LITERATURE	Beverly	3	3-Spring	16	0	16		x	x
1705	SEMINAR: HISPANIC LITERATURE AND CULTURE: THE TRAGEDY OF OUR AMERICA	Garcia	3	3-Spring	23	0	23		x	x
1806	CAPSTONE SEMINAR LATIN AMERICAN LITERARY AND CULTURAL TRADITIONS	Monasterios	3	3-Spring	7	0	7		x	x
1950	Spanish Capstone	Covarrubias	3	3-Spring	3	0	3		x	x
2450	CONTEMPORARY LATIN AMERICAN NARRATIVE: CONTEMPORARY BRAZILIAN NARRATIVE	Chamberlain	3	3-Spring	0	13	13		x	x
2452	CONTEMPORARY LATIN AMERICAN FILM	Beverly	3	3-Spring	0	15	15		x	x

Course No.	Course Description	Instructor	Credit Hours	Course Term	2012-13 Enrollments			Course Offered	
					UG	G	Totals	2013-14	2014-15
2464	LATIN AMERICAN 20TH CENTURY TOPICS: A DIALOGUE ON HUMAN RIGHTS- LATIN AMERICAN	Sotomayor	3	3-Spring	0	11	11	x	x
2465	SEMINAR : 20TH CENTURY TOPICS	Balderston	3	3-Spring	0	10	10	x	x
50	SPANISH CIVILIZATION	Lund	3	4-Summer	3	0	3	x	x
1053	LUSO-BRAZILIAN TOPICS	Chamberlain	3	4-Summer	7	1	8	x	x
1400	SURVEY LATIN AMERICAN LITERATURE	Lund	3	4-Summer	6	0	6	x	x
1404	LATIN AMERICAN TOPICS	Sotomayor	3	4-Summer	2	0	2	x	x
1404	LATIN AMERICAN TOPICS: MODERN MEXICAN FILM	Lund	3	4-Summer	2	0	2	x	x
1603	Peninsular Topics	Lund	3	4-Summer	26	0	26	x	x
2464	LATIN AMERICAN TOPICS: MODERN MEXICAN FILM	Lund	3	4-Summer	0	13	13	x	x
1844	CONTEMPORARY LATIN AMERICAN LITERATURE	Fornoff	3	1-Fall				x	x
1890	THE NEW NOVEL IN LATIN AMERICAN: BRAZILIAN LITERATURE IN ENGLISH TRANSLATION	Chamberlain	3	1-Fall				x	x
2224	SPECIAL TOPICS IN CULTURAL ANALYSIS	Branche	3	1-Fall				x	x
2307	METHODS OF TEACHING SPANISH	Donato	3	1-Fall				x	x
2410	Discovery and Conquest	Lamana	3	1-Fall				x	x
2430	MODERNISM	Monasterios	3	1-Fall				x	x
2462	LATIN AMERICAN POETRY: ARGENTINE POETRY, 1910-PRESENT	Balderston	3	1-Fall				x	x
1250	HISPANIC CIVILIZATION	Gonzalo	3	3-Spring				x	x
1260	OVERVIEW OF SPANISH LITERATURE I	Perez-cano	3	3-Spring				x	x
1280	OVERVIEW OF LATIN AMERICAN LITERATURE I	Sotomayor	3	3-Spring				x	x
1303	SEMINAR IN LANGUAGE AND CULTURE	Beverley	3	3-Spring				x	x
1404	LATIN AMERICAN TOPICS: AFRO HISPANIC WRITERS	Branche	3	3-Spring				x	x
1707	AFRICAN PRESENCE LATIN AMERICAN LITERATURE AND CULTURE	Jerome	3	3-Spring				x	x
2444	VANGUARD TOPICS	Balderston	3	3-Spring				x	x
2428	LATIN AMERICAN 19TH TOPICS: ELIGHTENMENT, ABOLITIONISM, LITERATURE IN THE AMERICAS	Branche	3	3-Spring				x	x
2657	19TH CENTURY TOPICS: MACHADO DE ASSIS	Chamberlain	3	3-Spring				x	x
	Subtotal Hispanic Language and Literature				532	120	652		
History									
501	MODERN LATIN AMERICA	Boza Villareal	3	1-Fall	39	0	39	x	x
521	CARIBBEAN HISTORY	Adjave	3	1-Fall	10	0	10	x	x
1017	Globalization and History: This course introduces students to global thinking not by attempting an overview of world history, but analyzing three relatively recent developments; the political upheaval and unrest of 1968,, the global economic crisis of 1973-75, and the end of the cold war after the breakdown of European socialism around 1990. Brazil (for Latin America), China (Asia), Germany (Europe). 25% Latin American content.	Holstein	3	1-Fall	37	0	37	x	x
1580	19TH CENTURY LATIN AMERICA	De La Fuente	3	1-Fall	13	0	13	x	x
2500	LATIN AMERICAN READING	Andrews	3	1-Fall	0	14	14	x	x
2606	Sports, Race and Identity in Translation Context	Ruck	3	1-Fall	0	7	7	x	x
2724	Rethinking the Black Atlantic	Putnam	3	1-Fall	0	20	20	x	x
521	CARIBBEAN HISTORY	Reid	3	3-Spring	9	0	9	x	x
552	HISTORY OF MODERN CENTRAL AMERICA	Boza Villareal	3	3-Spring	29	0	29	x	x
1000	CAPSTONE SEMINAR	De La Fuente	3	3-Spring	5	0	5	x	x

Course No.	Course Description	Instructor	Credit Hours	Course Term	2012-13 Enrollments			Course Offered	
					UG	G	Totals	2013-14	2014-15
1018	Cities in Historical Perspective	Chase	3	3-Spring	38	0	38	x	x
1044	Two Centuries of Democratization: This course is designed to understand 1. why it was in particular historical moments that such waves of social transformation took place; 2. The role of particular social movements in democratization; 3. Ways in which the meaning of democracy has been debated; 4. The role of elites 5. the ways in which democratization processes in some countries have powerfully effected political systems elsewhere. 25% Latin American content. (Cross listed PS 1378, SOC 1325)	Markoff	3	3-Spring	20	0	20	x	x
1051	Catholicism in the New World	Kane	3	3-Spring	10	0	10	x	x
1060	The Global History of Piracy	Warsh	3	3-Spring	40	0	40		
1083	History of Sports: This course surveys the history of sports, focusing primarily on the 20 th century. Major foci include the role that sport played in the black community and in the Caribbean. 25% Latin American content.	Ruck	3	3-Spring	80	0	80	x	x
1144	The Portuguese Empire	Warsh	3	3-Spring	22	1	22	x	x
1522	BRAZIL	Hirsch	3	3-Spring	15	0	15	x	x
1676	Popular Religion America: This course will examine historical patterns of race relations in the U.S., Latin America (Brazil, Cuba), Africa (South Africa), and Asia (India). 25% Latin American content.	Kane	3	3-Spring	8	0	8	x	x
1679	MEXICO	Wrabley	3	3-Spring	33	0	33	x	x
2400	Special Topics: The living and the Dead	Kane	3	3-Spring	0	11	11	x	x
2403	Social Movements	Markoff	3	3-Spring	1	5	5	x	x
500	COLONIAL LATIN AMERICA	Mongey	3	4-Summer	8	0	8	x	x
501	MODERN LATIN AMERICA	Rivero-Valdes	3	4-Summer	15	0	15	x	x
521	CARIBBEAN HISTORY	Wells	3	4-Summer	10	0	10	x	x
502	AFRO-LATIN AMERICAN	Reid	3	1-Fall				x	x
1001	Introductory Seminar	Mongey	3	1-Fall				x	x
2732	Power and Inequality Core Seminar	Putnam	3	1-Fall				x	x
2770	Comparative Slavery and Abolition	Hall	3	1-Fall				x	x
1001	Introductory Seminar	Mongey	3	1-Fall				x	x
2732	Power and Inequality Core Seminar	Putnam	3	1-Fall				x	x
1005	Special Topics: Early Latino History	Mongey	3	3-Spring				x	x
2770	Comparative Slavery and Abolition	Hall	3	3-Spring				x	x
676	Religion In Modern America	Kane	3	3-Spring				x	x
1076	Comparative Slavery	Urmi	3	3-Spring				x	x
1772	Race, Caste Ethnicity in a Global Perspective	Glasco	3	3-Spring				x	x
2042	Sociology of Revolution	Markoff	3	3-Spring				x	x
2515	Violence & Politics of Memory in Latin America	Gotkowitz	3	3-Spring				x	x
2720	Early Atlantic America	Rediker	3	3-Spring				x	x
2739	City as Text	Chase	3	1-Fall				x	x
1019	Cities Historical Perspective	Chase	3	1-Fall				x	x
1586	Latin American Revolutions	Gobot	3	1-Fall				x	x
2043	Social Movements	Markoff	3	1-Fall				x	x
2530	Transnational Labor Americas	Putnam	3	1-Fall				x	x
	Subtotal History				442	58	500		

Course No.	Course Description	Instructor	Credit Hours	Course Term	2012-13 Enrollments			Course Offered	
					UG	G	Totals	2013-14	2014-15
Linguistics									
1253	Pidgin and Creole Languages	Gooden	3	3-Spring	18	0	18	x	x
2253	Pidgin and Creole Languages	Gooden	3	3-Spring	23	0	23	x	x
2578	Phonetics and Phonemics	Ortega Liebaria	3	3-Spring	0	8	8	x	x
2397	Topics in Hispanic Linguistics	Ortega Liebaria	3	3-Spring	0	4	4	x	x
1579	Phonology	Ortega Liebaria	3	3-Spring				x	x
Subtotal Linguistics					41	12	53		
Music									
311	Introduction to World Music: This class is a flexible exploration of music in terms of its cultural, aesthetic, political, and economic dimensions—all concerns of ethnomusicology. Musical genres included, but are not limited to, folk, court, ritual, popular, art/classical and narrative traditions from selected music cultures of the world. 25% Latin American content.	Pinkerton	3	1-Fall	150	0	150	x	x
311	Introduction to World Music	Pinkerton	3	3-Spring	148	0	148	x	x
1332	MUSIC IN LATIN AMERICA	Pinkerton	3	3-Spring	36	0	36	x	x
2042	MUSIC IN LATIN AMERICA	Pinkerton	3	3-Spring	0	1	1	x	x
2621	Seminar in Ethnomusicology	Pinkerton	3	3-Spring	0	7	7	x	x
311	Introduction to World Music	Pinkerton	3	4-Spring	20	0	20	x	x
Subtotal Music					354	8	362		
Political Science									
300	Comparative Politics: This course is an introduction to comparative politics, a field of political science that involves cross-national analysis of political institutions and process. It is designed around the issues of democracy and dictatorship and it emphasizes theoretical and conceptual topics rather than a description of different political systems on a country-by-country basis. 25% Latin American content.	Perez-Liñan	3	1-Fall	225	0	225	x	x
1321	LATIN AMERICAN POLITICS	Morgenstern	3	1-Fall	19	0	19	x	x
1381	CAPSTONE SEMINAR COMPARATIVE POLITICS: PRESIDENTIAL LEADERS IN LATIN AMERICA	Perez-Liñan	3	1-Fall	15	0	15	x	x
1581	Capstone Seminar International Relations	Panayides	3	1-Fall	17	0	17	x	x
1322	LATIN AMERICAN POLITICAL DEVELOPMENT	Castañeda	3	3-Spring	30	0	30	x	x
1324	US-LATIN AMERICAN RELATIONS	Gamso	3	3-Spring	17	0	17	x	x
1361	Comparative Political Party System	Aldorfer	3	3-Spring	22	0	22	x	x
1378	Two Centuries of Democratization	Morgenstern	3	3-Spring	5	0	5	x	x
1381	Capstone Seminar Compare Politics	Perez-Liñan	3	3-Spring	9	1	10	x	x
2380	Social Movements	Markoff	3	3-Spring	0	4	4	x	x
2381	Seminar Political Institutions: This course is designed around the issues of political institutions and political systems on a country by country basis. 25% Latin American content. (Cross listed Public & Intl Affairs 2189)	Ames	3	3-Spring	0	5	5	x	x
2384	Topics in Comparative Politics	Morgenstern	3	3-Spring	0	7	7	x	x
300	Comparative Politics	Carreras	3	4-Summer	8	0	8	x	x
1334	Comparative Politics Through Film	Ames	3	1-Fall				x	x
1541	Politics Global Economic Relations	Ozdemir	3	3-Spring				x	x
2301	Theory & Concepts Comparative Politics	Perez-Liñan	3	3-Spring				x	x
1302	Political Development	Perez-Liñan	3	3-Spring				x	x
1583	Topics in International Relations: The Politics of Oil and Natural Resources	Paler	3	3-Spring				x	x
2321	LATIN AMERICAN POLITICS (Cross listed Public & Intl Affairs 2585)	Morgenstern	3	3-Spring				x	x
2327	Issues in Development Management & Policy	Nelson	3	3-Spring				x	x
2385	Comparative Legislatures	Morgenstern	3	1-Fall				x	x
Subtotal Political Science					367	17	384		

Course No.	Course Description	Instructor	Credit Hours	Course Term	2012-13 Enrollments		Course Offered		
					UG	G	Totals	2013-14	2014-15
1054	Portuguese LUSO-BRAZILIAN TOPICS	Chamberlain	3	3-Spring				x	x
Religion									
2160	Catholicism in the New World	Kane	3	3-Spring	0	1	1	x	x
Subtotal Religion					0	1	1		
Religious Studies									
1372	Catholicism in the New World	Kane	3	3-Spring	4	0	4	x	x
1425	Popular Religion in America	Kane	3	3-Spring	16	0	16	x	x
415	Religion In Modern America	Kane	3	3-Spring				x	x
1720	Religion and Culture	Montgomery	3	1-Fall				x	x
Subtotal Religious Studies					20	0	20		
Sociology									
3398	Topics in Social Movements: Globalization	Smith	3	1-Fall	0	16	16	x	x
1351	SEMINAR IN LATIN AMERICAN SOCIETIES	Hernandez	3	1-Fall	6	1	7	x	x
359	Global Issues United Nations	Smith	3	3-Spring	99	0	99	x	x
1107	Cultural Sociology	Hernandez	3	3-Spring	50	0	50	x	x
1325	Two Centuries of Democratization: This course is designed to understand 1. why it was in particular historical moments that such waves of social transformation took place; 2. The role of particular social movements in democratization; Ways in which the meaning of democracy has been debated; 4. The role of elites 5. the ways in which democratization processes in some countries have powerfully effected political systems elsewhere. 25% Latin American content. (Cross listed HIST 1044, PS 1378)	Hammond	3	3-Spring	5	0	5	x	x
2341	Social Movements	Markoff	3	3-Spring	0	7	7	x	x
317	Global Society	Nuñez	3	3-Spring	30	0	30	x	x
5	Societies	Crage	3	3-Spring	18	0	18	x	x
10	Introduction To Sociology	Lovell	3	3-Spring				x	x
460	Minority Groups	Lovell	3	3-Spring				x	x
438	Sociology of the Family	Hernandez	3	3-Spring				x	x
1500	Capstone Research Practicum: Global Social Change	Smith	3	3-Spring				x	x
2306	Sociology of Revolution	Markoff	3	3-Spring				x	x
2311	Culture and Politics 3: Nations and National Identity	Crage	3	3-Spring				x	x
Subtotal Sociology					208	24	232		
Theatre									
2202	Theories of Theatre and Drama: Labor and Theatre	Jackson-Schebetta	3	3-Spring	0	9	9	x	x
Subtotal Theatre					0	9	9		
Womens Studies									
1180	Politics of Gender and Food	Cohen	3	3-Spring	2	0	2	x	x
Subtotal Womens Studies					2	0	2		

Course No.	Course Description	Instructor	Credit Hours	Course Term	2012-13 Enrollments			Course Offered	
					UG	G	Totals	2013-14	2014-15
1508	Key Issues in International Economics for Managers: This course introduces the broad field of international economics with emphasis on developing a framework for effective management in today's global economy. Key issues and problems are explored in areas of international trade, international investment, and international payments as view from perspective of managers of interprises operating in a cross-border, international environment.	Olson	3	1-Fall	28	0	28	x	x
1508	Key Issues in International Economics for Managers.	Olson	3	3-Spring	17	0	17		
2707	GLOBAL RESEARCH PRACTICUM: LATIN AMERICA	Olson	3	3-Spring	0	30	30	x	x
1946	STUDY ABROAD - BRAZIL	N/A	3	3-Spring	1	0	1	x	x
37	CHILE MCE + 3	N/A	3	4-Summer	5	0	5	x	x
	Subtotal School of Business				51	30	81		
Engineering, School of									
1244	ENGINEERING FIPSE CAPES - BRAZIL	N/A	3	1-Fall	1	3	4	x	x
1244	ENGINEERING FIPSE CAPES - BRAZIL	N/A	3	3-Spring	9	0	9	x	x
23	INTERNATIONAL FIELD PROJECT - CHILE	N/A	3	4-Summer	14	0	14	x	x
1228	EXCHANGE - URUGUAY - MONTEVIDEO	N/A	3	4-Summer	4	0	4	x	x
1256	ENGINEERING IN CUSCO	N/A	3	4-Summer	9	0	9	x	x
1352	SUMMER EDGE: BRAZIL	N/A	3	4-Summer	3	0	3	x	x
1623	ENGINEERING BETTER - ENVIRONMENT - BRAZIL	N/A	3	4-Summer	14	0	14	x	x
	Subtotal Engineering				54	3	57		
Education, School of									
2253	Prin/Pra Foreign Language Testing Assessment: In this course, students become familiar with the most current language testing and assessment principles and procedures through discussion an hands-on practice. 25% Latin American content.	Abdel-Malek	3	1-Fall	0	24	24	x	x
2255	Tchnq/procdr Foreign Lan Tchng Deals: In this course issues are determined by the current concerns and research in the field. 25% Latin American content.	Hendry	3	1-Fall	1	20	21	x	x
2089	SPECIAL TOPICS: LATIN AMERICAN SOCIAL AND PUBLIC POLICY	Delgado	3	1-Fall	1	3	4	x	x
3347	International Organizations in Development Education	Jacob	3	1-Fall	0	14	14	x	x
2252	Introduction to Foreign Language Education: A basic introduction course dealing with the most current issues in foreign language education in elementary, middle and secondary schools. 25% Latin American content.	Abdel-Malek	3	3-Spring	2	0	2	x	x
3207	Education Sector Analysis	Weidman	3	3-Spring	0	4	4	x	x
3343	Comparative Higher Education: This seminar introduces participants to field of comparative and international education. Emphasis is on the comparative analysis of policies and practices that constitute the organization, content, processes of educational systems and institutions. 25% Latin American content.	Jacob	3	3-Spring	0	16	16	x	x
2252	Introduction to Foreign Language Education: A basic introduction course dealing with the most current issues in foreign language education in elementary, middle and secondary schools. 25% Latin American content.	Abdel-Malek	3	3-Spring	0	10	10	x	x

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					UG	G	Totals	2013-14	2014-15
2256	Issues in Foreign Lang. Education: The course deals with current issues in foreign language teaching. Issues are determined by the current concerns and research in the field. 25% Latin American content.	Hendry	3	3-Spring	0	21	21	x	x
2356	Field Methods	Porter	3	1-Fall				x	x
2359	Gender, Education and International Development	Porter	3	1-Fall				x	x
2109	Anthropology of Education	Porter	3	1-Fall				x	x
2104	SPECIAL TOPICS: LATIN AMERICAN SOCIAL AND PUBLIC POLICY	Delgado	3	1-Fall				x	x
	Subtotal School of Education		4		4	112	116		
Law, School of									
5225	Business Transactions: This course analyzes basic international business transactions and the effects of U.S. law, specific foreign law, and treaties on the conduct of the parties involved. 25% Latin American content.	Brand	3	1-Fall	0	48	48	x	x
5232	LEGAL PROCESS IN LATIN AMERICAN	Barker	3	3-Spring				x	x
5880	Immigration Law Clinic	Sheila	3	3-Spring				x	x
5226	International Law	Judes	3	3-Spring				x	x
5880	Immigration Clinic	Velez	3	1-Fall				x	x
	Subtotal School of Law		0		0	48	48		
Nursing, School of									
1829	Contemporary Issues in Cross Cultural Health	Mitchell	3	3-Spring	20	0	20	x	x
2829	Contemporary Issues in Cross Cultural Health	Mitchell	3	3-Spring	2	0	2	x	x
	Subtotal School of Nursing				22	0	22		
Public and Intl Affairs, Graduate School of									
2125	City and Region Theory and Practice	Gonzalez- Rivas	3	1-Fall	0	27	27	x	x
2307	Human Security: This course is a survey of concepts, issues, policies methods and organizations associated with human security. 25% Latin American content.	Saybolt	3	1-Fall	0	29	29	x	x
2390	SPECIAL TOPICS: LATIN AMERICAN SOCIAL AND PUBLIC POLICY	Delgado	3	1-Fall	0	1	1	x	x
2501	Development Policy & Administration: This course Explores the political and values-based of development policies and practices by confronting critical perspectives on major trends and assumptions in development practice. We will emphasize current trends in government, development agency and non-governmental organization and corporate policy and practice. 25% Latin American content.	Picard	3	1-Fall	0	30	30	x	x
2447	DICTATORS, DEMOCRACY IN LATIN AMERICA	Morrison	3	1-Fall	1	6	7	x	x
2429	Drug Policy in Comparative Perspective	Kenney	3	1-Fall	0	2	2	x	x
3014	The Political Economy of Development	Morrison	3	1-Fall	0	7	7	x	x
2096	Capstone Seminar: International Project Planning in Developing Countries	Gonzalez Rivas	3	3-Spring	0	13	13	x	x
2096	Capstone: Understanding and Preventing Extreme Violence	Seybolt	3	3-Spring	0	7	7	x	x
2101	Managing Emergencies and Disasters	Comfort	3	3-Spring	0	18	18	x	x
2189	Seminar Political Institutions (cross listed PS 2381)	Ames	3	3-Spring	0	3	3	x	x
2366	International Organizations	Rizzi	3	3-Spring	0	10	10	x	x
2502	Global Environment	Rabindran	3	3-Spring	0	24	24	x	x
2508	NGO Advocacy in World Politics	Alfredson	3	3-Spring	0	4	4	x	x
2526	Micro politics: NGOs, Development and Civil Society: This course explores the politics of their work and their key relationships, introducing tools and practices used by leading organizations. 25% Latin American content.	Nelson	3	3-Spring	0	17	17	x	x
2553	Global Health	Rabindran	3	3-Spring	0	17	17	x	x
2707	Urbanization and Sustainability Development International Context	Gonzalez Rivas	3	3-Spring	0	3	3	x	x
2355	World War II, Cold War and Its Impact on Developing Nations: This course covers the impact of WWII Cold War on developing nations. 25% Latin American content.	Rizzi	3	4-Summer	1	15	16	x	x

Course No.	Course Description	Instructor	Credit Hours	Course Term	2012-13 Enrollments			Course Offered	
					UG	G	Totals	2013-14	2014-15
2014	Managing Organizations in Development	Morrison	3	1-Fall				x	x
2021	Global Governance	Rudra	3	1-Fall				x	x
2382	Theory & Concepts Comparative Politics	Perez-Liñan	3	1-Fall				x	x
2448	The Political Economy of Development	Morrison	3	1-Fall				x	x
2507	Human Rights: Politics and Practice	Alfredson	3	1-Fall				x	x
2510	Economics of Development	Themudo	3	1-Fall				x	x
2513	Religion and Development	Nelson	3	1-Fall				x	x
2520	Food Security: Agriculture & Rural Development	Nelson	3	1-Fall				x	x
2552	Managing Organizations in Development	Themudo	3	1-Fall				x	x
2449	Humanitarian Intervention	Seybolt	3	3-Spring				x	x
2459	Policy Applications of Game Theory	Morrison	3	3-Spring				x	x
2582	LATIN AMERICAN POLITICS (cross listed PS.2321)	Morgenstern	3	3-Spring				x	x
2730	Community Development and Focus Groups	Terry	3	3-Spring				x	x
	Subtotal School of Public & Int'l Affairs				2	233	235		
	Public Health, School of								
1001	Introduction to Development	Hoffmann	3	1-Fall	24	1	25	x	x
2525	Introduction to Applied Research Methods: This course is to give students a basic understanding of social and behavioral science research principles as well as how these methods are implemented in the field of public health. 25% Latin American content.	Documet	3	1-Fall	0	18	18	x	x
2575	Seminar in Maternal and Child Health	Terry	3	1-Fall	0	13	13	x	x
3023	Geographic Information Systems & Spatial Data Analysis: This course provides a basic understanding of the concepts and techniques of Geographic Information Systems (GIS), 25% Latin American content.	Sharma	3	1-Fall	0	6	6	x	x
2509	Social Behavioral and Public Science: The course content will introduce students to several relevant social and behavioral theories as well as a range of community health assessment and planning models used by public health professionals in both domestic and international venues. 25% Latin American content.	Terry	3	3-Spring	0	76	76	x	x
2525	Introduction to Applied Research: This course is to give students a basic understanding of social and behavioral science research principles as well as how these methods are implemented in the field of public health. 25% Latin American content.	Documet	3	3-Spring	0	20	20	x	x
2599	Public Health: Approach to Women Health	Terry	3	3-Spring	0	15	15	x	x
2509	Social Behavioral and Public Science: The course content will introduce students to several relevant social and behavioral theories as well as a range of community health assessment and planning models used by public health professionals in both domestic and international venues. 25% Latin American content.	Terry	3	4-Summer	0	12	12	x	x
2560	Introduction to Population Problems	Terry	3	1-Fall				x	x
2562	Seminar in Family Planning	Terry	3	1-Fall				x	x
	Subtotal School of Public Health				24	161	185		
	FINAL TOTAL				3963	5677	4820		

APPENDIX II - LANGUAGE COURSE LIST

Spanish..... 1
Portuguese..... 2
Quechua/Kichwa 2

Appendix II – Language Course List Center for Latin American Studies, University of Pittsburgh										2012-2013 Enrollments			Course Offered	Course Offered
Course No.	Course Description	Term Offered	Credit Hours	Instructor	UG	G	Totals	2012-13	2013-14					
	Spanish													
1/41/101/211	Elementary Spanish 1	Fall	3	Evans-Corrales, Covarrubias Contreras, Florez-Estrada, Bernal, Fornoff	271	4	275	x	x					
1/41/211	Elementary Spanish 1	Spring	5	Evans-Corrales, Covarrubias Contreras, Florez-Estrada, Bernal, Fornoff	121	0	121	x	x					
1	Elementary Spanish 1	Summer	5	Evans-Corrales, Covarrubias Contreras, Florez-Estrada, Bernal, Fornoff	18	0	18	x	x					
2/42/112	Elementary Spanish 2	Fall	5	Evans-Corrales, Covarrubias Contreras, Florez-Estrada, Bernal, Fornoff	132	0	132	x	x					
2/42/102/212	Elementary Spanish 2	Spring	5	Evans-Corrales, Covarrubias Contreras, Florez-Estrada, Bernal, Fornoff	180	1	181	x	x					
2	Elementary Spanish 2	Summer	5	Evans-Corrales, Covarrubias Contreras, Florez-Estrada, Bernal, Fornoff	16	0	16	x	x					
3	Elementary Spanish 3	Fall	3	Evans-Corrales, Covarrubias Contreras, Florez-Estrada, Bernal, Fornoff	13	0	13	x	x					
3/203	Intermediate Spanish 3	Fall	3	Alessandra Chiriboga, Koichi Hagimoto, Carolina Gainza	126	4	130	x	x					
3//43	Intermediate Spanish 3	Spring	3	Becky Klink, Monica Canedo	147	1	148	x	x					
43/203	Intermediate Spanish 3	Summer	3	Becky Klink, Monica Canedo	13	0	13	x	x					
4	Intermediate Spanish 4	Fall	3	Martinez	97	1	98	x	x					
4	Intermediate Spanish 4	Spring	3	Martinez, Valle, Ramirez, Hagimoto, Estrada	86	1	87	x	x					
15	Intensive Elementary Spanish	Fall	3	Nemoga,Iturralde,Marguch	56	0	56	x	x					
15.	Intensive Elementary Spanish	Spring	3	Ramirez	32	3	35	x	x					

3/1003	Intermediate Portuguese 3	3-Spring	3	Carvalho, Chamberlain	16	2	18	x	x
3	Intermediate Portuguese 3	4-Summer	3	Carvalho, Chamberlain	1	0	1	x	x
20	Conversation	1-Fall	3	Carvalho, Chamberlain	17	1	18	x	x
1010	Portuguese for Spanish Speakers	1-Fall	3	Carvalho, Chamberlain	6	6	12	x	x
4/1004	Intermediate Portuguese 4	3-Spring	3	Carvalho, Chamberlain	23	4	27	x	x
4	Intermediate Portuguese 4	4-Summer	3	Carvalho, Chamberlain	4	1	5	x	x
25	Grammar and Composition	3-Spring	3	Carvalho, Chamberlain	11	3	14	x	x
	Subtotal Portuguese				208	37	245		

	Quechua and Kichwa								
441	Quechua I	1-Fall	4	DeLoge	6	1	7	x	x
443	Quechua 3	1-Fall	3	DeLoge	1	1	2	x	x
442	Quechua 2	3-Spring	4	DeLoge	5	1	6	x	x
444	Quechua 4	3-Spring	3	DeLoge	1	1	2	x	x
446	Intensive Kichwa Language	4-Summer	3	Swanson	9	0	9	x	x
447	Intensive Kichwa Language	4-Summer	3	Swanson	5	0	5	x	x
	Subtotal Quechua				27	4	31		
	Grand Total Language Enrollments				1,992	99	2,091		

Appendix III
PROFILES FOR PROJECT PERSONNEL
2014-2018

Center for Latin American Studies
University of Pittsburgh



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Introduction

Faculty: Center for Latin American Studies' faculty is classified as either Core or Related based on the following criteria:

Core Faculty are individuals who have faculty appointments in the departments or schools of the University that are affiliated with the Center for Latin American Studies. Core faculty must be proficient in a language appropriate to their geographical area of expertise in Latin America (which includes the Caribbean). Core faculty must also: (1) regularly teach (within three academic years) a course with 25 percent Latin American content; or (2) annually commit a minimum of 25 percent research time or administrative activities to some aspect of Latin American affairs.

Related Faculty are individuals with faculty appointments in departments or schools of the University who have resided or worked in Latin America as visiting professors, researchers, or consultants. Related faculty also must show a continuing 25 percent commitment to Latin America through teaching, research, or field activities.

The Core or Related designation follows the name of the faculty member in the brief vitae section.

Language Competence: In this directory, language competence is shown in terms of the following scale:

- 1 = No practical usable proficiency.
- 2 = Ability to read simple prose with difficulty, follow simple conversation, use the language to get around, but not as a means of exchanging ideas.
- 3 = Ability to read non-technical materials and technical writing in one's field, to understand ordinary native speech, to carry on an exchange of ideas, though haltingly.
- 4 = Fluency, accuracy, and range adequate for all normal professional and social situations.
- 5 = Fluency, accuracy, and range of an educated native user of the language.

Percentage of Time: This designation, which appears in the brief curricula vitae of Core Faculty, indicates the percentage of total work time that each faculty member devotes to teaching, student supervision, research and/or administration related to Latin American Studies.

Project Personnel and Faculty Bios, Center for Latin American Studies, University of Pittsburgh

SCOTT MORGENSTERN
University of Pittsburgh
Department of Political Science
4807 Wesley W. Posvar Hall
Pittsburgh, PA 15260
412-648-7250
smorgens@pitt.edu
<http://www.pitt.edu/~smorgens>

ACADEMIC POSITIONS

Director, Center for Latin American Studies, University of Pittsburgh 2014-present
Associate Professor of Political Science, University of Pittsburgh 2005-present
Assistant Professor of Political Science, Duke University. 1997-2005.
Visiting Professor, Institute for Latin American Studies, University of Salamanca, Spain.
2001-2002.

Assistant Professor, Division of Political Studies, Centro de Investigación y Docencia
Económicas (CIDE). 1996-1997.

Researcher, Universidad de la Republica, Uruguay. 1994-1995.
Teaching Assistant, University of California, San Diego. 1990-1996.

DEVELOPMENT AND CONSULTING EXPERIENCE

USAID, Prime investigator and author for 3 reports (conceptual framework, assessment
tool, and evaluation methodology) about political party assistance programs. Available at:
[http://www.pitt.edu/~politics/faculty/faculty/Morgenstern/morgenstern-
personalwebpage.html](http://www.pitt.edu/~politics/faculty/faculty/Morgenstern/morgenstern-personalwebpage.html)
Research for this project undertaken in Indonesia and Peru; also managed teams in
Ukraine and Morocco (2009-2011)
Democracy International; Bangladesh
Consultant for party development project, 2012
Organization of American States, Electoral Observation, Bolivia

EDUCATION

University of California, San Diego; Ph.D. in Political Science, 1996.
University of California, San Diego; M.A. in Political Science, 1993.
Occidental College; B.A. in Political Science and Economics, 1985.

COURSES TAUGHT (GRADUATE AND UNDERGRADUATE LEVELS)

Comparative Political Parties; Dictators and Democrats in Latin America (English and
Spanish versions); Latin American Politics; Presidents, Parties, and Legislatures in Latin
America; Democracy and Democratization in North America; Applications of Rational
Choice; Political Institutions in Latin America; Comparative Legislative Politics;
Congressional Policy Making; Statistics; Comparative Politics; US-Latin American
Relations.

PUBLICATIONS

University Press Books

Project Personnel and Faculty Bios, Center for Latin American Studies, University of Pittsburgh

Patterns of Legislative Politics: Roll Call Voting in the United States and Latin America's Southern Cone 2004. Cambridge University Press.

Reviewed in *Legislative Studies Quarterly*, *Perspectives on Politics*; *Política y Gobierno* (Mexico); *Journal of Politics* *Comparative Political Studies*; *Annual Review of Political Science*

Legislative Politics in Latin America, co-editor (with Benito Nacif) and contributor, Cambridge University Press. 2002. (Chapters authored: "Towards a Model of Latin American Legislatures" and "Explaining Legislative Politics")

Reviewed in *American Political Science Review's Perspectives*, the *Journal of Politics*, and *Latin American Research Review*

Pathways to Power: Political Recruitment and Candidate Selection in Latin America, co-editor (with Peter Siavelis) and contributor. 2008. Pennsylvania State University Press.

Selected Refereed Journal Articles

"Seven Imperatives for Improving the Measurement of Party Nationalization with Evidence from Chile," with John Polga Hecimovich and Peter Siavelis 33:186-199. 2014. *Electoral Studies*.

"Refining the Theory of Partisan Alignments: Evidence from Latin America" with Miguel Carreras and Yen-Pin Su. *Party Politics*, 2013.

"Tall, Grande, or Venti: Presidential Powers in the United States and Latin America" with John Polga and Sarah Shair-Rosenfeld. 2013. *Journal of Politics in Latin America*, 5,2.

"Ni Chicha ni Limoná: Party Nationalization in Pre- and Post-Authoritarian Chile." with John Polga and Peter Siavelis. *Party Politics*, 2013.

"Explaining Hydrocarbon Nationalization in Latin America: Economics and Political Ideology," with Andrae Marak and Ruben Berrios. 2011. *Review of International Political Economy*, Dec. 18:5 673-97.

"Party Nationalization and Institutions" with Stephen Swindle and Andrea Castagnola. *Journal of Politics*. 2009. Reprinted as "Nacionalización De Partidos E Instituciones," 2011 in Manuel Alcántara y Mercedes García Montero (edit.): *Algo más que presidentes. El papel del Poder Legislativo en América Latina*. Zaragoza: Fundación Manuel Giménez Abad de Estudios Parlamentarios y del Estado Autonómico.

"Campaigning in an Electoral Authoritarian Regime: The Case of Mexico" with Joy Langston. *Comparative Politics*. Jan. 2009.

"Candidate Recruitment and Selection in Latin America: A Framework for Analysis" with Peter Siavelis. 2008. *Latin American Politics and Society*. Wint. 50, 4:27-58.

"Parliamentary Opposition in Non-Parliamentary Regimes: Latin America," *Journal of Legislative Studies*. 2008, 14:1-2: 160-89. With Aníbal Pérez-Liñán and Juan Javier Negri. Also Reprinted as: "La oposición parlamentaria en regímenes presidenciales: El caso latinoamericano." In *¿Qué pasa con la representación en América Latina?*, ed. L. Béjar Algazi. Mexico: Congreso de México-UNAM-Porrúa, 13-50.

"Scope and Trade Agreements" 2007. With Arturo Borja, Philippe Faucher, and Daniel Nielson, *Canadian Journal of Political Science*. 40,1: 157-83.

MARTHA RIECKS

1125 Winterton Street – Pittsburgh, Pennsylvania 15206

412.760.3876 – mriecks@gmail.com

EDUCATION

- **Master of Public Administration, Non-Profit Management**
Graduate School of Public and International Affairs (GSPIA), University of Pittsburgh, 2008
GPA: 3.8
Coursework included: Policy Analysis; Strategic Management; Managing People; Interpersonal Skills; Performance Measurement and Evaluation; Volunteer Management; Human Resource Management; Social Entrepreneurship; Financial Management; Program and Policy Evaluation; Business Ethics and Social Performance
- **Continuing Education Units**
Grant writing, University of Toledo
Fundraising, Bowling Green State University
- **Bachelor of Arts, Environmental Studies and Creative Non-Fiction**
University of Pittsburgh, 1999
Magna Cum Laude

PROFESSIONAL PROFILE

- Dedicated program director, fundraiser and outreach coordinator with over 10 years of nonprofit experience.
- Proven leader and manager of innovative partnerships and effective collaborations.
- Strategic thinker and organized project planner.
- Knowledgeable grant writer, with experience in donor cultivation and relationship building.
- Experienced program evaluator, skilled in logic model development, survey development, and outcome measurement, tracking and reporting.
- Professional editor, proofreader and freelance writer; experienced public speaker and presenter.
- Familiar with PC and Mac operating systems, Microsoft Office software and Adobe design software.

CERTIFICATIONS

- Registered Professional Fundraising Counsel (No. 395888), Bureau of Charitable Organizations, Commonwealth of Pennsylvania
 - Current Pennsylvania Act 33/34 Clearances
 - Member, American Evaluation Association
-

EXPERIENCE

MARTHA RIECKS CONSULTING, Pittsburgh, Pennsylvania

PRINCIPAL (2010 – present)

- Provide specialized consulting to small nonprofits to help them clearly communicate the impact of their programs, secure grant funds and measure their successes.
- Fundraising services include foundation research, grant writing and report writing.
- Program management and outcome measurement services include logic model development, outcome measurement plan development surveys and analyses, and outcomes-based program evaluations.
- Management consulting services include assistance with the implementation and monitoring of strategic plans, workload management, performance evaluation systems, communications and marketing efforts, and meeting facilitation.
- Training services provided to organizations and via public programming on topics including logic modeling, outcome measurement plans, survey development and grant writing.

IMAGINE EDUCATION DBA MIDSCHOOLMATH, Taos, New Mexico

DIRECTOR, OUTREACH & COMMUNICATIONS &

DIRECTOR, NATIONAL CONFERENCE (2011 – present)

- Provide grant-writing support and services to secure federal and private foundation funding to support educational video games teaching middle school math.
- Provide general communications and customer service support.
- Lead planner and organizing for the annual MidSchoolMath National Conference, a professional development experience for 400 middle school math teachers featuring keynote speakers, featured presenters and concurrent sessions.

GIRL SCOUTS WESTERN PENNSYLVANIA, Pittsburgh, Pennsylvania

Director of Alumnae Relations (2008 – 2010)

- Coordinate the creation and development of the region's Girl Scout Alumnae Association; manage events, execute outreach/recruitment activities, cultivate prospective donors and coordinate annual job-shadowing program.
- Identify, cultivate and solicit major giving and planned giving donor prospects.
- Research, develop and draft grant proposals and reports.
- Oversee restricted funds, endowments and trusts, and related reporting requirements.
- Establish and manage a comprehensive planned giving program.
- Cultivate and strengthen relationships with community partners and collaborators.

Director of Program Services (2006 – 2008)

- Worked with new and established program partners from throughout southwestern Pennsylvania to develop customized program curriculum with an emphasis on immersive, experiential learning while fulfilling requirements for Girl Scout awards.
- Developed the nationally recognized Win-Win patch program to teach negotiation to girls (grades 3 to 8), in partnership with Dr. Linda Babcock and the PROGRESS program at Carnegie Mellon University's Heinz School.
- Coordinated the development and delivery of girl-driven events, programs and camps to educate and inspire girls in grades kindergarten through 12 in the areas of financial literacy, self-esteem, personal safety, healthy living and STEM (science, technology, engineering, math) exploration.

Project Personnel and Faculty Bios, Center for Latin American Studies, University of Pittsburgh

Tod Swanson, Ph. D.

School of Historical, Philosophical and Religious Studies

Arizona State University

PO Box 874302

Tempe, AZ 85287-4302

480-965-4057

Email: tod.swanson@asu.edu

Web: <http://andes-fieldschool.org/about%20us.html>

• **Current Position:**

- Senior Sustainability Scientist, Julie Ann Wrigley Global Institute of Sustainability
- Associate Professor of Religious Studies, School of Historical, Philosophical and Religious Studies, College of Liberal Arts and Sciences

• **Education:**

- Ph.D., University of Chicago
- B.A., University of Minnesota

Biography:

Tod Swanson directed ASU's Center for Latin American Studies as a Title VI National Resource Center, 1997-2007. In 1999 Swanson founded the Andes and Amazon Field School at Santu Urku (an Amazonian Kichwa community in Napo Province, Ecuador). During the summer months he resides at this site with his wife and four children where he manages an Amazonian forest preserve. Swanson serves the Santu Urku community in an elected capacity as councilman for environmental affairs. Swanson's work comes out of a lifelong interest in the Ecuadorian Amazon where he grew up as the son of evangelical missionaries.

Swanson's work on Amazonian Kichwa and Shuar religion seeks to understand how heightened empathy with plant and animals species is believed to mediate emotional relations to family and community. His approach uses linguistic analysis of native discourse to uncover implicit assumptions underlying Amazonian thinking. Swanson is currently working on two articles: "I am the Mountain Toucan's Wife" : How birds mediate social relations in the Ecuadorian Amazon;" and "Earth as Memory: Andean Kichwa thinking on the accumulation of history in the soil."

Swanson teaches undergraduate courses on South American Indian Religion and Nature as well as a graduate course on Religion in Latin America. Every summer he brings faculty and students from various disciplines together for the Andes and Amazon Field School held in Napo Province Ecuador. In that context he teaches courses on Kichwa language (eligible for graduate FLAS Fellowship) and Amazonian Ethnobiology.

Expertise: religious traditions of the Amazonian and Andean regions; ethnobiology; religion, nature, and the emotions; environmental philosophy; ecological behavior

Brief Curricula Vitae of Faculty

DIETRICH SCHOOL OF ARTS & SCIENCES

AFRICANA STUDIES

Brenda F. Berrian (Core)

Professor; Appointed 1976; Tenured

Joint appointment in English and Women's Studies

1998 Visiting Cumings Endowed Chair in Latin American Studies & English, College of William & Mary

1997 Recipient, Rockefeller Post-doctoral Fellowship, University of Puerto Rico, Rio Piedras

Doctorat du 3e cycle (1976), Université de Paris III, Sorbonne

Language competence: Spanish (2); French (4)

Specializations: Negritude movement, African and Afro-American women writers, twentieth-century Black literature, French and English Caribbean literature, Caribbean women writers.

Field/research experience: Guadeloupe, Martinique

Courses taught:

- 1049 Contemporary Caribbean Literature
- 1347 Francophone Africana Literature

Selected publications:

- 2004 "Manu Dibango and Ceddo's Transatlantic Soundscape," in F. Pfaff (ed.) *Focus on African Films* (Bloomington: Indiana University Press).
- 2000 *Awakening Spaces: French Caribbean Popular Song, Music and Culture* (Chicago: University of Chicago Press).
- 1999 "Se Cho (It's Hot): French Antillean Musicians and Audience Reception" in L. Fiet and J. Becerra (eds.), *Gathering of Poets and Playwrights/Un convite de poetas y teatreros* (Rio Piedras: University of Puerto Rico Press).
- 1998 "Eugène Mona: The Martinican Performer of Angagé Songs" in L. Fiet and J. Becerra (eds.), *Hablar, nombrar, pertenecer: el juego, el idioma y la identidad en la(s) cultura(s) caribeña(s)* (Rio Piedras: University of Puerto Rico Press).
- 1995 "Grace Nichols" in B. Lindfors and R. Sander (eds.), *Twentieth Century Caribbean and Black African Writers* (Detroit: Gale Research Incorporated).
- Percentage of time = 25

Michele Reid-Vazquez (Core)

Assistant Professor; Appointed January 2013; Tenure track

PhD 2004, University of Texas at Austin

Language competence: Spanish (4/5), Portuguese (2/3)

Specializations: African Diaspora in the Caribbean, Latin America, and the Atlantic World (with an emphasis on late eighteenth to early twentieth-century, particularly the comparative Caribbean [Cuba, Puerto Rico, Haiti, and Trinidad]), race and gender relations, and immigration and identity

Field/research experience: Cuba, Puerto Rico, Trinidad and Tobago, Mexico; Spain, England

Selected publications:

- 2012 "Tensions of Race, Gender and Midwifery in Colonial Cuba," in R. O'Toole, S. Bryant, and B. Vinson III (eds.), *Africans to Colonial Spanish America: Expanding the Diaspora* (Chicago: University of Illinois Press).
- 2011 *The Year of the Lash: Free People of Color in Cuba and the Nineteenth-Century Atlantic World* (The University of Georgia Press).
- 2010 "Empire, Loyalty, and Race: Militiamen of Color in Nineteenth-Century Cuba," in E.E. O'Connor and L.J. Garofalo (eds.), *Documenting Latin America: Gender and Race, Empire and Nation*, Volume 1 (Upper Saddle River, NJ: Pearson Prentice Hall).
- 2005 "The Yoruba in Cuba: Origins, Identities, and Transformations," in T. Falola and M. Childs (eds.), *The Yoruba Diaspora in the Atlantic World* (Bloomington: Indiana University Press).
- Percentage of time = 90

ANTHROPOLOGY

Elizabeth Arkush (Core)

Associate Professor; Appointed 2010; Tenured

PhD 2005, University of California, Los Angeles

Language competence: Spanish (4), Quechua (minimal)

Specialization: Archaeology and anthropology of violence and warfare, the Andean highlands (Peru), power and hierarchy in non-state societies, ethnohistory, GIS, remote sensing, spatial analysis, and regional approaches

Field/research experience: Peru, Bolivia

Courses taught:

- 0582 Introduction to Archaeology
- 1528 South American Archaeology
- 1540 Special Topics: Power in Prehistory
- 1750 Undergraduate Seminar: Archaeology Landscape
- 2513 Selected Archaeological Problem: Archaeology Warfare
- 2532 Archaeological Applications of GIS Analysis

Selected publications:

In press "A hidden transcript of historic soldiers in rock art from southern Peru: Nineteenth-century caudillos and native political commentary," *International Journal of Historical Archaeology*.

In press "I against my brother: Conflict and confederation in the south-central Andes in late prehistory," in Andrew Scherer and John Verano (eds.), *Embattled Bodies, Embattled Places: War in Pre-Columbian America*. Dumbarton Oaks.

In press "Más allá de los 'señoríos aymaras': Territorio como red en la cuenca del Titicaca," in Maria Ester Albeck (ed.), *TANOIA II: Las Tierras Altas del Área Centro-sur Andina entre el 1000 y el 1600 d.C.*

2013 "Los pukaras y la poder: los collas en la cuenca septentrional del Titicaca," in Henry Tantaleán y Luis Flores (eds.), *La Arqueología de la Cuenca del Titicaca, Perú*. IFEA: Lima.

2013 (coauthor) "Patterns of War in the Andes from the Archaic to the Late Horizon: Insights from Settlement Patterns and Cranial Trauma," *Journal of Archaeological Research*. March 2013 online: doi 10.1007/s10814-013-9065-1

- Percentage of time: 75

Marc P. Bermann (Core)

Associate Professor; Appointed 1990; Tenured

Ph.D. 1990, University of Michigan

Language competence: Spanish (4)

Specializations: Andean archaeology, prehistoric complex societies

Field/research experience: Bolivia, Peru

Courses taught:

- 1528 South American Archeology
- 1530 Origins of Cities
- 2515 Andean Archaeology
- 2531 Household Archeology

Dissertation/theses supervised: 0

Selected publications:

2011 (coauthor) "Diversity in Andean *Chenopodium* Domestication: Describing A New Morphological Type From La Barca, Bolivia 1300-1250 B.C.," *Journal of Ethnobiology* 31(1):72-88.

1997 "Domestic Life and Vertical Integration in the Tiwanaku Heartland," *Latin American Antiquity* 8(2):93-112.

1997 (coauthor) "Regional Settlement Patterns in the Tiwanaku Valley of Bolivia," *Journal of Field Archaeology* 24(1):67-83.

1995 (coauthor) "Domestic Artifact Assemblages and Ritual Activities in the Bolivian Formative," *Journal of Field Archaeology*, 22(4):389-398.

1994 *Lukurmata: Household Archaeology in Prehispanic Bolivia* (Princeton, NJ: Princeton University Press).

1993 "Continuity and Change in Household Life at Lukurmata, Bolivia" in M. S. Aldenderfer (ed.), *The Evolution of Domestic Architecture in the South Central Andes* (University of Iowa Press).

- Percentage of time = 75

Project Personnel and Faculty Bios, Center for Latin American Studies, University of Pittsburgh

María-Auxiliadora Cordero (Core)

Research Associate; Appointed 1999; Tenure not applicable
Managing Editor, Latin American Archaeology Publications
PhD 1998, University of Pittsburgh

Language competence: Spanish (5); Quechua (1); French (3)

Specializations: Archaeology: development of social complexity, long-distance exchange, pottery in ritual contexts;
Cultural Anthropology: gender and identity, beauty pageants.

Field/research experience: Ecuador, Andes (Latin America in general)

Courses taught:

ARTSC 1501 Seminar on Latin America: Ecuador
ARTSC 1502 Field Trip to Latin America: Ecuador
CAS 0020 Latin America and the Caribbean (Honors Course)
ANTH 1748 Cultures of South America

Dissertations/theses supervised: 0

Selected publications:

Forthcoming (coauthor) "Parties and Power: The Role of Feasting in a North Andean Chiefdom"

2011 (coauthor) "Did Ancient Polynesians Reach the New World? Evaluating Evidence from the Ecuadorian Gulf of Guayaquil," in T. Jones, A. A. Storey, E. A. Matisoo-Smith, and J. M. Ramírez-Aliaga (eds.) *Polynesians in America: Pre-Columbian Contacts with the New World* (Landham: Altamira Press).

2011 (coauthor) "Summary and Conclusions," in T. Jones, A. A. Storey, E. A. Matisoo-Smith, and J. M. Ramírez-Aliaga (eds.) *Polynesians in America: Pre-Columbian Contacts with the New World* (Landham: Altamira Press).

2009 *El cacicazgo cayambi : trayectoria hacia la complejidad social en los Andes septentrionales* (Quito, Ecuador: Abya Yala, Universidad Politécnica Salesiana).

2007 (coauthor) "Camote Ecuatoriano en Polinesia: Posible Evidencia de su Difusión en Tiempos Prehistóricos," *Revista de Antropología*, 19: 78-114.

- Percentage of time = 100

Olivier de Montmollin (Core)

Associate Professor; Appointed 1995; Tenured
Ph.D. 1985, University of Michigan

Language competence: Spanish (5); French (5)

Specializations: Mesoamerican (Maya) archaeology, Mesoamerican ethnohistory, archaeological theory, cultural evolution, settlement analysis, political and urban systems of complex societies

Field/research experience: Belize, Mexico

Courses taught:

0536 Mesoamerica before Cortez
1540 Special Topics in Archeology: Ancient Civilizations
1543 Ancient States in the New World
2513 Selected Archeological Problem: Maya Resistance
2535 Maya Past and Present

Dissertations/theses supervised: 1

Selected publications:

1998 "Entidades políticas y patrones de asentamiento regionales: contiendas dinásticas y campesinos" in S. Trejo (ed.), *Modelos de entidades políticas mayas* (Mexico City: Instituto Nacional de Antropología e Historia).

1997 "A Regional Study of Classic Maya Ballcourts from the Uppermost Grijalva Basin, Chiapas, Mexico," *Ancient Mesoamerica* 8:23-41.

1995 *Settlement and Politics in Three Classic Maya Polities* (Madison, WI: Prehistory Press).

1992 "Patrones fronterizos de los reinos mayas del Clásico en los altos tributarios del río Grijalva," *Arqueología* 7:57-67.

1992 "The 1988 Survey in the Lower Rosario Valley, Chiapas, Mexico" in N. Saunder (ed.), *Ancient America: Contributions to New World Archaeology* (Oxford: Oxbow Books).

- Percentage of time = 75

Project Personnel and Faculty Bios, Center for Latin American Studies, University of Pittsburgh

Robert D. Drennan (Core)

Distinguished Professor; Appointed 1977; Tenured

Director, University of Pittsburgh Latin American Archeology Publications

Director, University of Pittsburgh, Center for Comparative Archaeology

Member, National Academy of Sciences

Research Associate, Carnegie Museum of Natural History

Ph.D. 1975, University of Michigan

Language competence: Spanish (5); Portuguese (2); French (3)

Field/research experience: China, Costa Rica, Colombia, Ecuador, Guatemala, Mexico, Panama, Peru, Venezuela, Bolivia, Chile

Courses taught:

2516 Chieftoms

2541 Regional Settlement Patterns

Dissertations/theses supervised: 10

Specializations: Global comparative study of the origins and development of complex societies, especially chiefdoms; archeological data analysis (statistics; computer applications, GIS); regional settlement analysis; household archeology; community studies; Mesoamerica; northern South America; China.

Selected publications:

In press "Arqueología en Colombia y la Complejización Social," in Carl H. Langebaek Rueda and Sonia Archila (eds.), *Arqueología de Colombia* (Bogotá: Editorial de la Universidad de los Andes).

In press "Estudios sobre la Complejidad Social en el Alto Magdalena," in Carl H. Langebaek Rueda and Sonia Archila (eds.), *Arqueología de Colombia* (Bogotá: Editorial de la Universidad de los Andes).

2012 (coauthor) "Comparative Archaeology: A Commitment to Understanding Variation," in M. E. Smith (ed.), *The Comparative Archaeology of Complex Societies* (Cambridge: Cambridge University Press).

2012 (coauthor) "Challenges for Comparative Study of Early Complex Societies," in M. E. Smith (ed.), *The Comparative Archaeology of Complex Societies* (Cambridge: Cambridge University Press).

2012 (coauthor) "Patterned Variation in Regional Trajectories of Community Growth," in M. E. Smith (ed.), *The Comparative Archaeology of Complex Societies* (Cambridge: Cambridge University Press).

2011 "El Área Intermedia, el Cacicazgo y la Investigación de la Dinámica del Cambio Social," in V. González Fernández (ed.), *Arqueología en el Área Intermedia: Perspectivas desde la Arqueología* (Bogotá: Instituto Colombiano de Antropología e Historia).

- Percentage of time = 25

John Frechione (Core)

Research Associate Professor; Appointed 1983; Tenure not applicable

Associate Director [Senior Research Associate], Center for Latin American Studies

Executive Director, Brazilian Studies Program, Center for Latin American Studies

Research Associate, Carnegie Museum of Natural History

Editor, *CLASicos*, newsletter of the Center for Latin American Studies

Ph.D. 1981, University of Pittsburgh

Language competence: Spanish (3); Portuguese (2)

Specializations: Cultural/historical ecology, tribal societies, ethnography and history of lowland neotropical cultures, tropical forest ecosystems, tropical agriculture, Latin America.

Field/research experience: Venezuela, Brazil

Courses taught:

ANTH 1751 People & Environment in Amazonia

ENGR 2210 IGERT Seminar – Introduction to Brazil

Pitt/CMU Brazil Today: Ethnicity, Economy, and Environment

Dissertations/theses supervised: 1

Selected publications:

2004 (coauthor) "The Perception of Ecological Zones and Natural Resources in the Brazilian Amazon: An Ethnoecology of Lake Coari" in D.A. Posey (K. Plenderleith [ed.]), *Indigenous Knowledge and Ethics: A Darrell Posey Reader* (New and London: Routledge).

2002 "The Root and the Problem: Cassava Toxicity and Diffusion to Africa" in L. Plotnicov and R. Scaglione (eds.), *The Globalization of Food* (Prospect Heights, IL: Waveland Press).

1999 (co-editor) *Traditional and Modern Approaches to Natural Resource Management in Latin America* (Pittsburgh: University of Pittsburgh Press).

- Percentage of time = 100

Project Personnel and Faculty Bios, Center for Latin American Studies, University of Pittsburgh

Robert M. Hayden (Related)

Professor of Anthropology, Law and Public and International Affairs; Appointed 1986; Tenured

Director, Center for Russian and East European Studies

University Center for International Studies Research Professor

J.D., State University of New York at Buffalo, 1978

Ph.D. (Anthropology), State University of New York at Buffalo, 1981

Specializations: Anthropology of law and politics; ethnic and religious communal coexistence and conflict

Field/research experience: Peru

Courses Taught:

Graduate Course in Cultural Anthropology

Research Design & Grant Writing

Anthropology of Law

Ethno-National Violence

Problems in N. American Ethnology: The Iroquoian Peoples

Selected Publications:

- 2011 The Proposed 2009 Amendments on the Bosnian Constitution and the Continuing Reinvention of the Square Wheel.”
Problems of Post-Communism
- 2011 “What’s Reconciliation Got to do With It? The International Criminal
tribunal for the former Yugoslavia (ICTY) as Antiwar Profiteer” *Journal of Intervention & Statebuilding* 5 (#3)
- 2000 Blueprints for a House Divided: The Constitutional Logic of the Yugoslav
Conflicts. Ann Arbor: University of Michigan Press, 1999; paper ed. 2000;
Serbian translation: Skice za Podeljenu Kuću, Beograd: KVS/Samizdat FreeB92.
- 1999 Disputes and Arguments in a Nomad Caste Council. Delhi: Oxford
University Press
- 1990 Social Courts in Theory and Practice: Yugoslav Workers' Courts in
Comparative Perspective. University of Pennsylvania Press.
- Percentage of time = 25

Alexander J. Martin (Core)

Postdoctoral Research Associate; Appointed 2011; Tenure not applicable

Center for Comparative Archaeology

PhD 2009, University of Pittsburgh

Language competence: Spanish (5)

Specializations: Comparative study of pre-Columbian societies for coastal South America, the Andes, and the Intermediate Area; development of social complexity including political stratification, productive organization, and functional interdependence of social institutions; Latin American Studies; economic anthropology, particularly: economic relationships, dependency, and World-Systems Theory

Field/research experience: Ecuador, Costa Rica, Pacific coastal countries of South America, Andes

Selected publications:

- 2010 (coeditor) *Comparative Perspectives on the Archaeology of Coastal South America* (University of Pittsburgh Center for Comparative Archaeology, Pittsburgh).
- 2010 “The Domestic Economy and its Implications for Social Complexity: Spondylus Craft Production in Coastal Ecuador,” *Research in Economic Anthropology* 30:111-155.
- 2010 “Trade and Social Complexity in Coastal Ecuador from Formative Times to European Contact,” *Journal of Field Archaeology* 35(1):37-54.
- 2009 (coauthor) “La Trayectoria del Desarrollo Social Precolombino en el Sur de Manabí,” *Anthropología: Cuadernos de Investigación PUCE* 8:121-147.
- 2007 “El Intercambio de Spondylus a lo largo de la Costa Sudamericana de acuerdo al Registro Arqueológico,” in F. García (ed.), *II Congreso Ecuatoriano de Antropología y Arqueología, Volumen I* (Abya Yala: Quito).
- Percentage of time = 80

Project Personnel and Faculty Bios, Center for Latin American Studies, University of Pittsburgh

Kathleen Musante (Core)

Professor; Appointed 1993; Tenured

Joint appointment in Public Health

Director, Center for Latin American Studies

Ph.D. 1979, University of Connecticut

Language competence: Spanish (4); Portuguese (3); French (2)

Specializations: Nutritional strategies for children and elderly, sustainable agricultural development, farming systems, food consumption, health care policies

Field/research experience: Brazil, Cuba, Ecuador, Honduras, Mexico

Courses taught:

- 1752 Anthropology of Food
- 2731 Medical Anthropology 2
- 2782 Special Topics in Cultural Anthropology: Health in Latin America

Dissertations/theses supervised: 1

Selected publications:

Forthcoming (coauthor) *Becoming a Socia: Income Generating Projects, Women's Social Power and Child Welfare in Cassava Processing Associations in Manabí, Ecuador.*

2011 (coauthor) *Participant Observation* (second edition) (Altamira Press).

2007 "Medical Anthropology," in A. Hedblad (ed.), *The International Encyclopedia of the Social Sciences* (2nd ed.) (Farmington Hills, MI: Macmillan).

2003 (coauthor) *The Cultural Feast: An Introduction to Food, Society and Change* (2nd ed.) (Atlanta: West Wadsworth).

2001 (coauthor) *Participant Observation* (Altamira Press).

2000 (coauthor) "Caretakers, Child Care Practices, and Growth Failure in Highland Ecuadorian Children," *Medical Anthropology Quarterly* 14(2):224-241.

- Percentage of time = 50

Harry Sanabria (Core)

Associate Professor; Appointed 1991; Tenured

Ph.D. 1989, University of Wisconsin-Madison

Language competence: Spanish (5); Quechua (2)

Specializations: Drug production and consumption, social history and historical demography, population and culture, economic anthropology and political economy, historical anthropology, U.S. inner cities and minorities

Field/research experience: Argentina, Bolivia, Ecuador, Mexico, Peru, Puerto Rico

Courses taught:

- 0715 Anthropology of Latin America
- 0780 Introduction to Cultural Anthropology
- 1792 Population and Culture
- 2767 Gender, Class and the Cultural Politics of Reproduction

Dissertations/theses supervised: 1

Selected publications:

In Preparation *Negotiating Reproduction: Class, Gender, and U.S. Colonialism in Puerto Rico, 1900-1930.* (Under contract, University Press of Colorado).

In press "Coca: The Past in the Present and Future," in Goodale et al. (eds.), *The Bolivia Reader: Culture, History, Politics* (Durham: Duke University Press)

2010 "Discurso y práctica de la represión y la resistencia en el Chapare," in M. Chaves y Carlos del Cairo (eds.) *Perspectivas antropológicas sobre la Amazonía contemporánea.* (Bogotá: Instituto Colombiano de Antropología e Historia-Pontificia Universidad Javeriana). (Translation of "The Discourse and Practice of Repression and Resistance in the Chapare" [published in English in 1997]).

2007 *The Anthropology of Latin America and the Caribbean* (Boston: Allyn & Bacon)

2004 (coauthor) "Mothers and Daughters: The Intergenerational Reproduction of Violence and Drug Use in Home and Street Life," *Journal of Ethnicity in Substance Abuse* 3(2): 1-23

2004 "The State and the Ongoing Struggle Over Coca in Bolivia : Legitimacy, Hegemony, and the Exercise of Power" in M.K. Steinberg, J.J. Hobbs, and K. Mathewson (eds.), *Dangerous Harvest: Drug Plants and the Transformation of Indigenous Landscapes* (Oxford University Press)

2001 "Bolivia" in M. Ember and C.R. Ember (eds.), *Countries and Their Cultures*, Vol. 1 (New York: Macmillan Reference USA)

- Percentage of time = 100

Project Personnel and Faculty Bios, Center for Latin American Studies, University of Pittsburgh

Richard Scaglione (Core)

Professor; Appointed 1977; Tenured
University Center for International Studies Research Professor
Research Associate, Carnegie Museum of Natural History
Ph.D. 1976, University of Pittsburgh

Language competence: Spanish (3)

Specializations: Pacific Islands studies, ethnography and prehistory of Ecuador.

Field/research experience: Ecuador

Courses taught:

- 0780 Introduction to Cultural Anthropology
- 2782 Special Topics in Cultural Anthropology: Anthropology and Ecology
- 2750 Anthropological Theory

Dissertations/theses supervised: 4

Selected publications:

Forthcoming (coauthor) "Inferencias acerca de Rituales, Simbolismo e Interacción Inter-regional en el Norte de Ecuador y sur de Colombia a Partir del Análisis de una Antigua Colección Cerámica," in *Memorias de I Conferencia Intercontinental de la Sociedad Americana de Arqueología (SAA)*

Submitted (coauthor) "Parties and Power: The Role of Feasting in a North Andean Chiefdom."

2011 (coauthor) "Did Ancient Polynesians Reach the New World? Evaluating Evidence from the Ecuadorian Gulf of Guayaquil," in T. Jones, A. A. Storey, E. A. Matisoo-Smith, and J. M. Ramírez-Aliaga (eds.) *Polynesians in America: Pre-Columbian Contacts with the New World*. (Altamira Press, Landham).

2011 (coauthor) "Summary and Conclusions," in T. Jones, A. A. Storey, E. A. Matisoo-Smith, and J. M. Ramírez-Aliaga (eds.) *Polynesians in America: Pre-Columbian Contacts with the New World*. (Altamira Press, Landham).

2007 (coauthor) "Camote Ecuatoriano en Polinesia: Posible Evidencia de su Difusión en Tiempos Prehistóricos," *Revista de Antropología*, 19: 78-114.

2005 "Kumara in the Ecuadorian Gulf of Guayaquil?" in C. Ballard, P. Brown, R.M. Bourke and T. Harwood (eds.), *The Sweet Potato in Oceania: a Reappraisal*. (Ethnology Monographs 19 and Oceania Monograph 56, Pittsburgh and Sydney).

1995 (coauthor) "Gender Differences in Computer Education: A Costa Rican Case Study," *Journal of Educational Computing Research* 13:271-304.

- Percentage of time = 25

J. Michael Stuckart (Core)

Associate Professor (Bradford campus); Appointed 1977; Tenured
Director, Human Relations Program
Ph.D. 1982, University of Pittsburgh

Language competence: Spanish (4); French (2)

Specializations: Andean area, tourism, arts and crafts, sociocultural change.

Field/research experience: Colombia, Ecuador, Peru

Courses taught:

- 0204 South American Indians
- 0210 Business and Culture in Latin America
- 1305 Religion and Culture

- Percentage of time = 25

BIOLOGICAL SCIENCES

Walter P. Carson (Related)

Associate Professor; Appointed 1994; Tenured

Research Associate, Section of Botany, Carnegie Museum of Natural History

Ph.D. 1993, Cornell University

Language competence: Spanish (2)

Specializations: Tropical and temperate forest ecology and management, experimental plant community ecology, role of herbivores in plant community regulation and dynamics, herbivory and competition theory.

Field/research experience: Costa Rica, Panama

Courses taught:

2540 Seminar in Ecology

- Percentage of time = 25

COMPUTER SCIENCE

Daniel Mossé (Related)

Professor; Appointed 1993; Tenured

Ph.D. 1993, University of Maryland

Language competence: Portuguese (5); Spanish (5); French (3); Italian (3); Hebrew (3)

Specializations: Distributed computer systems, including real-time systems, computer science education, wireless systems, power/energy management of computer systems.

Field/research experience: Brazil

- Percentage of time = 15

ECONOMICS

James H. Cassing (Related)

Professor; Appointed 1975; Tenured

Ph.D. 1975, University of Iowa

Specializations: International trade theory and policy, economic policy issues including: resource booms and busts, economics of external debt, preferential trading arrangements

Field/research experience: Argentina, Brazil, Chile, Mexico, Venezuela

- Percentage of time = 10

Marla Ripoll (Core)

Associate Professor; Appointed 2000; Tenured

Ph.D. 2000, University of Rochester

Language competence: Spanish (5)

Specializations: Growth and Economic Development, Macroeconomics, International Economics

Field/research experience: Colombia

Courses taught:

0530 Introduction to Development Economics

1610 Latin American Economic Development

Dissertations/theses supervised: 1

Selected publications:

2013 (coauthor) "What Explains Schooling Differences Across Countries?," *Journal of Monetary Economics*, 60: 184-202

2012 (coauthor) "Productivity, Trade and the R&D Content of Intermediate Inputs," *European Economic Review*, 56:1573-1592.

2011 "Teaching a Research-Inspired Course on Growth and Development," in G. Hoyt and K.M. McGoldrick (eds.), *International Handbook on Teaching and Learning Economics*

2009 (coauthor) "Agriculture and Aggregation," *Economic Letters*, 105 (1), 110-112.

2008 (coauthor) "Endogenous TFP and Cross-Country Income Differences," *Journal of Monetary Economics*, 55 (6), 1158-1170.

2007 (coauthor) "Do Self-Control Preferences Help Explain the Puzzling Behavior of Asset Prices?," *Journal of Monetary Economics* 54(4): 1035-1050

2006 (coauthor) "Tariffs and Growth: An Empirical Exploration of Contingent Relationships," *Review of Economics and Statistics* LXXXVIII (4): 625-640

- Percentage of time = 25

ENGLISH

Susan Z. Andrade (Related)

Associate Professor; Appointed 1992; Tenured

Joint appointment in Africana Studies

Ph.D. 1992, University of Michigan

Language competence: Spanish (3); French (4)

Specializations: The global novel, feminist theory, nationalism and sexual politics, modernism and internationalism

Field/research experience: Guadeloupe, Mexico

Courses taught:

1360 World Literature in English

Dissertations/theses supervised: 1

- Percentage of time = 25

Shalini Puri (Core)

Associate Professor; Appointed 1994; Tenured

Ph.D. (1994), Cornell University

Language competence: Spanish (3)

Specializations: Post-colonial studies in the Caribbean; cultural studies, cultural hybridity, feminism, nationalism, Marxism, Caribbean revolutions and radical political theory, fieldwork in the humanities, memory.

Field/research experience: Cuba, Grenada, Puerto Rico, Trinidad and Tobago

Courses taught:

2386 Global Literature

Dissertations/theses supervised: 5

Selected publications:

2010 (editor) *The Legacies of Caribbean Radical Politics* (Routledge).

2006 "After the Fact: A Reply to My Critics" *Small Axe* 19: 218-229.

2004 *The Caribbean Postcolonial: Social Equality, Post/Nationalism, and Cultural Hybridity* (Palgrave Macmillan).

2003 "Introduction: Theorizing Diasporic Cultures: The Quiet Migrations," in A. Hennessy and G. Heuman (eds.), *Marginal Migrations: The Circulation of Cultures within the Caribbean* (Macmillan)

2003 "Beyond Resistance: Notes Towards a New Caribbean Cultural Studies," *Small Axe* 14: 23-38.

2003 (editor) *Marginal Migrations: The Circulation of Cultures within the Caribbean* (Macmillan).

- Percentage of time = 70

Project Personnel and Faculty Bios, Center for Latin American Studies, University of Pittsburgh

Gayle Rogers (Core)

Assistant Professor; Appointed 2008; Tenure-track

Ph.D. 2008, Northwestern University

Language competence: Spanish (4); French (3); Catalan (3); Latin (3)

Specializations: Anglophone literary modernism; European, Hispanophone, and global modernisms; postcolonial and world literatures; twentieth-century literatures in English; cosmopolitanism and globalization; translation studies; Spanish Civil War literature; literature and film of the Americas; literary and political journalism; literary history.

Field/research experience: Spain

Courses taught:

- 1325 The Modernist Tradition
- 1360 Literature and Politics in Anglo-Spanish Encounters
- 1360 World Literature in English
- 2232 Cosmopolitanism: Literature, Theory and Practice

Dissertations/theses supervised: 1

Selected publications:

- 2012 *Modernism and the New Spain: Britain, Cosmopolitan Europe, and Literary History* (Oxford University Press).
- 2012 "The Circulation of Interwar Anglophone and Hispanic Modernisms," in M. Wollaeger (ed.) *The Oxford Handbook of Global Modernisms*. (New York: Oxford University Press).
- 2011 "Modernist Aesthetics" and "T. S. Eliot," in G. Castle (ed.) *The Blackwell Encyclopedia of Literary and Cultural Theory* (Wiley-Blackwell).
- 2010 "Spain, Galicia, and the 'Atlantic' Joyce" (review essay on three recent Spanish titles), *James Joyce Quarterly* 47:2 (Winter): 563-72.
- 2009 "Translation, Preface, and Commentary: Antonio Marichalar, 'James Joyce en su laberinto (1924),'" *Publications of the Modern Language Association (PMLA)* (124)3: 926-938
- 2008 "Resumen de tesis [Dissertation abstract]," *Revista de Estudios Orteguianos* 16/17: 332-34
- Percentage of time = 25

FRENCH & ITALIAN

John Patrick Walsh (Core)

Assistant Professor; Appointed 2013; Tenure track

Ph.D. 2005, Harvard University

Language competence: French (5)

Specializations: Francophone Studies (Caribbean, Sub-Saharan Africa); Haitian Literature and History; Postcolonial Theory

Field/research experience: French Caribbean, Haiti; also archival research on Saint-Domingue (in Haiti, France, and United States)

Selected publications:

- Forthcoming "Literature of Reconstruction: The Global Frame of Haiti in Yanick Lahens' *Failles*," *Sites/Contemporary French and Francophone Studies* (Spring 2015).
- Forthcoming "Mapping Diaspora: The Translation of Black Paris in the Literature of Alain Mabanckou and Léonora Miano," in N. Hitchcott and D. Thomas (eds.), *Francophone Afropean Literatures* (Liverpool University Press, 2014).
- 2013 *Free and French in the Caribbean: Toussaint Louverture, Aimé Césaire, and Narratives of Loyal Opposition* (Indiana University Press).
- 2011 "The *Mémoire* of the 'First Soldier of the Republic of Saint Domingue,'" *Journal of Haitian Studies* 17(1):88-105.
- 2011 "Césaire Reads Toussaint Louverture: The Haitian Revolution and the Problem of Departmentalization," *Small Axe* 15(1):110-124.
- 2010 "Sarkozy, Mabanckou, and Notes from the Bar: Alain Mabanckou's *Verre cases*," *The French Review* 84(1):127-139.
- 2009 "Psycho Killer, Qu'est-ce que c'est? Reflections on Alain Mabanckou's *African Psycho*," *Transition* 100 (Spring):152-163.
- Percentage of time = 75

GEOLOGY & PLANETARY SCIENCE

Mark Bunker Abbott (Core)

Associate Professor; Appointed 2001; Tenured

Ph.D. 1997, University of Minnesota

Language competence: Spanish (3)

Specializations: Paleoclimate studies, climate change, water resources

Field/research experience: Bolivia, Ecuador, Nicaragua, Peru, Venezuela

Courses taught:

3930 Andean Lakes and Environmental Change

Dissertations/theses supervised: 7

Selected publications:

- 2013 (coauthor) "Proglacial Lake Sediment Records of Holocene Climate Change in the Western Cordillera of Peru," *Quaternary Science Reviews* 70:1-14.
- 2013 (coauthor) "Lacustrine Stable Isotope Record of Precipitation Changes in Nicaragua During the Little Ice Age and Medieval Climate Anomaly," *Geology*. DOI: 10.1130/G33736.1
- 2012 (coauthor) "Workshop on the Drilling of Lake Junin, Peru: Potential for Development of a Continuous Tropical Climate Record," *Scientific Drilling* 13. DOI: 10.2204/iodp.sd.13.10.2011.
- 2011 (coauthor) "Holocene Tropical South America Hydroclimate Revealed from a Decadally Resolved Lake Sediment $\delta^{18}O$ Record" *Earth and Planetary Science Letters* 310:192-202.
- 2011 (coauthor) *A 2300 Year Long Annually Resolved Record of the South American Summer Monsoon from the Peruvian Andes*. Proceedings of the National Academy of Sciences. DOI: 10.1073/pnas.1003719108.
- 2011 (coauthor) "Pre-Columbian Mercury Pollution Associated with the Smelting of Argentiferous Ores in the Bolivian Andes" *Ambio* 40:18-25.
- 2011 (coauthor) Forest-Savanna-Morichal Dynamics in Relation to Fire and Human Occupation in the Southern Gran Sabana (ES Venezuela) during the Last Millennium. *Quaternary Research* 76:335-344.
- 2011 (coauthor) "Vegetation Changes in the Neotropical Gran Sabana (Venezuela) Around the Younger Dryas Chron" *Journal of Quaternary Science* 26(2) 207-218.
- 2010 (coauthor) "Palynological Signal of the Younger Dryas in the Tropical Venezuelan Andes" *Quaternary Science Reviews* 29:3045-3056.
- 2010 (coauthor) "Abrupt Younger Dryas Cooling in the Northern Tropics Recorded in Lake Sediments from the Venezuelan Andes" *Earth and Planetary Research Letters* 293:154-163.
- 2009 (coauthor) "Paleoenvironmental Trends in Venezuela During the Last Glacial Cycle," in M. R. Sánchez-Villagra, O. Aguilera, & A. Carlini (eds.) *Urumaco and Venezuelan Palaeontology - The Fossil Record of the Northern Neotropics* (Indiana University Press, Indiana).
- Percentage of time = 50

Michael Rosenmeier (Related)

Adjunct Professor; Appointed 2011; Tenure not applicable

Senior Project Geoscientist, Paul C. Rizzo Associates

Ph.D. 2003, University of Florida

Language competence: Spanish (2)

Specializations: Paleolimnology, stable isotope geochemistry, paleoclimatology, human-environment interactions

Field/research experience: Belize, Guatemala, Mexico

Selected publications:

- 2007 (coauthor) "Quantification of Soil Erosion Rates Related to Ancient Maya Deforestation," *Geology* 35: 915-918
- 2005 (coauthor) "Climate Change in Lowland Central America During the Late Deglacial and Early Holocene," *Journal of Quaternary Science* 20: 363-376
- 2004 (coauthor) "Recent Eutrophication in the Southern Basin of Lake Petén Itza, Guatemala: Human Impact on a Large Tropical Lake," *Hydrobiologia* 511:161-172
- 2003 (coauthor) "Paleolimnological Approaches for Inferring Past Climate Change in the Maya Region: Recent Advances and Methodological Limitations" in A. Gómez-Pompa, M.F. Allen, S.L. Fedick, and J.J. Jiménez-Osornio (eds.), *The Lowland Maya Area: Three Millennia at the Human-Wildland Interface* (Haworth Press)
- 2003 (coauthor) "Limnology and Paleolimnology of Petén, Guatemala," *Revista de Universidad del Valle de Guatemala* 12:2-9
- Percentage of time = 25

Josef Werne (Related)

Associate Professor; Appointed 2012; Tenured

PhD 2000, Northwestern University

Language competence: Spanish (2.5)

Specializations: Organic and stable isotope biogeochemistry, geobiology, paleolimnology, paleoclimate and environmental change, sulfur biogeochemistry

Field/research experience: Mexico, Guatemala, Nicaragua, Chile, Argentina, Peru

- Percentage of time = 25

HISPANIC LANGUAGES & LITERATURES

Maria Elizabeth Abreu (Core)

Portuguese Instructor; Appointed 2006; Tenure not applicable

MA in Music 1998, Carnegie Mellon University

Language competence: Portuguese (5); Spanish (3)

Specializations: all genres of Brazilian music, Portuguese language and culture

Field/research experience: Brazil

Courses taught:

0001 & 0002 Elementary Portuguese

0004 Intermediate Portuguese

- Percentage of time = 100

Project Personnel and Faculty Bios, Center for Latin American Studies, University of Pittsburgh

Daniel Balderston (Core)

Mellon Professor of Modern Languages; Appointed 2008; Tenured

Director, Borges Center, and editor of *Variaciones Borges*

PhD 1981; Princeton University

Language competence: Spanish (5); Portuguese (4); French (3)

Specializations: Borges, Southern Cone literature, Latin American gender and sexuality studies, translation studies

Field/research experience: Argentina, Brazil, Chile, Colombia, Cuba, Mexico, Paraguay, Uruguay, Venezuela

Courses taught:

- 2464 Latin American 20th Century Topics: Borges
- 2224 Sexual Diversity in Latin American Literature
- 1403 Latin American Avant Garde Movements

Dissertations/theses supervised: 8

Selected publications:

- 2012 “Liminares: sobre el manuscrito de ‘El hombre en el umbral.’” *Hispanamérica* 41(122): 28-36.
- 2012 “Filosofías de la composición.” *El hilo de la fábula* 12: 75-80.
- 2012 “The Universe in a Nutshell: The Long Sentence in ‘El Aleph.’” *Variaciones Borges* 33: 53-72.
- 2011 “Palabras rechazadas: lectura de los manuscritos de un poema de Borges.” *Palabra y persona* 6(10-11): 9-19.
- 2011 “Borges y sus precursores.” *Itinerarios* 14: 113-20.
- 2011 “The Rag and Bone Shop: On Borges, Yeats and Ireland.” *Variaciones Borges* 32: 41-58.
- 2011 (coeditor) *Cartografías queer: Sexualidades y activismo LGBT en América Latina* (Pittsburgh: Instituto Internacional de Literatura Iberoamericana).
- 2011 “D’Halmar: el sagrado amor fraternal” *Taller de Letras* 48:21-28.
- 2010 *Innumerables relaciones: Cómo leer con Borges*. Santa Fe, Argentina: Universidad Nacional del Litoral.
- 2010 “‘His insect-like handwriting’: Marginalia and Commentaries on Borges and Menard” *Variaciones Borges* 31:125-36.
- 2010 “Julio Jaimes, fotógrafo” *Nuevo Texto Crítico* (23)45-46:255-56.
- 2010 “La Guerra Grande vista por un sonámbulo” *Lejana* 1:1-5.
- 2009 *Novelas cortas* by Juan Carlos Onetti. Critical edition (Poitiers: Colección Archivos/ALLCA and Córdoba: Editorial Alción)
 - Percentage of time = 100

Alvaro Bernal (Core)

Associate Professor of Spanish and Latin American Literature (Johnstown campus); Appointed 2006; Tenured.

Ph.D. 2005, University of Iowa

Language competence: Spanish (5), Portuguese (2)

Specializations: 20th century Latin American Literature, critical theory, post-boom literary movements and the representation of the Latin American city in literature, focusing primarily on young contemporary Colombian novelists.

Field/research experience: Colombia, Chile, Argentina

Courses taught:

- 0351 Latin American Civilization
- 1844 Contemporary Latin American Literature
- 1444 Special Topics in Spanish: Contemporary Latin American Cinema
- 1444 Special Topics in Spanish: Cultural Perspectives in Spanish

Selected publications:

- 2011 Review of *En otro lugar: Migraciones y desplazamientos en la literatura colombiana contemporánea* by Luz Mary Giraldo, (Bogotá: Pontificia Universidad Javeriana) in *Revista Iberoamericana* 35: 582-585 (University of Pittsburgh).
- 2010 *Percepciones e imágenes de Bogotá: expresiones literarias urbanas* (Bogotá: Editorial Magisterio).
- 2008 “Voz y presencia del inmigrante marginal en la narrativa de Washington Cucurto,” *La Hojarasca* 39.
- 2007 “Notas acerca del fútbol en Colombia: cultura popular, regionalismos e imaginarios,” *Pensamiento Latinoamericano* 3: 105-115.
- 2007 “Y Bogotá salió del closet: Sánchez Baute y la ciudad contemporánea,” in *Memorias XIV Congreso de Colombianistas* (Denison University).
- 2004 “Transformación del espacio urbano e incursión de nuevos habitantes en *Prohibido salir a la calle*, la Bogotá de Consuelo Treviño,” *Estudios de Literatura Colombiana* (Universidad de Antioquia, Colombia) 15 (julio-diciembre):11-23
 - Percentage of time = 100

Project Personnel and Faculty Bios, Center for Latin American Studies, University of Pittsburgh

John R. Beverley (Core)

Distinguished Professor of Spanish and Latin American Literature and Cultural Studies; Appointed 1969; Tenured Adjunct Professor in English and Communications

Ph.D. 1972, University of California at San Diego

Language competence: Spanish (5); Portuguese (1); French (3)

Specializations: Spanish and Latin American Baroque, Latin American film, testimonial narrative, cultural studies, literary and cultural theory

Field/research experience: Cuba, Mexico, Nicaragua, Peru, Spain, Venezuela

Courses taught:

- 1303 US Latino Culture
- 2452 Contemporary Latin American Film
- 2465 Latin American Novel of the Earth

Dissertations/theses supervised: 4

Selected publications:

- 2011 *Latinamericanism after 9/11* (Durham and London: Duke University Press).
- 2010 *La interrupción del subalterno* (La Paz, Bolivia: Plural).
- 2009 "El evento del latinoamericanismo: Un mapa político-conceptual," *Revista Iberoamericana* (Seoul National University) 20(2):191-200.
- 2009 "Rethinking the Armed Struggle in Latin America," *boundary 2* 36(1): 47-60, a special issue on The Sixties and the World Event, Christopher Connery and Hortense Spillers eds.
- 2009 "Balance de la lucha armada, cincuenta años después," *Casa de las Americas* 254:15-23.
- 2008 (coeditor) *A Historical Companion to Postcolonial Literatures II. Continental Europe and Its Empires* (Edinburgh: Edinburgh University Press).
- 2008 *Essays on the Literary Baroque in Spain and Spanish America* (Tamesis Books).
 - Percentage of time = 75

Jerome Branche (Core)

Associate Professor of Latin American Literature and Cultural Studies; Appointed 1998; Tenured Secretary-Treasurer, Instituto Internacional de Literatura Iberoamericana 2008-2014

Ph.D. 1996, University of New Mexico

Language competence: Spanish (5); Portuguese (3); French (2)

Specializations: Literature and society in Latin America and the Caribbean, Afro-Latin American literature, Hispanic literature in the United States, the Black Atlantic. Afro-diasporan literature and culture.

Field/research experience: Brazil, Cuba, Dominican Republic

Courses taught:

- 1400 Survey of Latin American Literature
- 1404 Latin American Topics: Afro-Hispanic Writers
- 1707 African Presence in Latin American Literature and Culture
- 2428 Analysis of Hispanic Literary Texts: Enlightenment, Abolitionism, and Literature
- 2706 Afrolatinidades

Dissertations/theses supervised: 1

Selected publications:

In progress *Transatlantic Musings: The Poetics and Politics of Diaspora*.

- 2009 (editor) Edition of Spanish translation of *A escrava Isaura* (1875), by Bernardo Guimarães. (Instituto Internacional de Literatura Iberoamericana. Pittsburgh).
- 2008 (editor) *Race, Colonialism, and Social Transformation in Latin America and the Caribbean* (Gainesville: UP Florida)
- 2007 (co-editor) *Diversity Across the Curriculum: A Guide for Faculty in Higher Education* (Boston: Anker Publishing)
- 2007 "Soul for Sale? Cuban Counterpoint in Madrid," in J.A. Young and J. Brazier (eds.), *Erasing Public Memory: Race, Aesthetics & Cultural Amnesia in the Americas* (Georgia: Mercer UP).
- 2006 *Colonialism and Race in Luso-Hispanic Literature* (Columbia, MO: U Missouri Press).
- 2005 "Sub-poena: Slavery, Subjugation, and 'Sufferation' in Juan Francisco Manzano," in Russel Whitaker (ed.), *Nineteenth Century Literature Criticism, Vol. 155* (Detroit: Gale Publishing Company)
 - Percentage of time = 75

Project Personnel and Faculty Bios, Center for Latin American Studies, University of Pittsburgh

Ana Paula Carvalho (Core)

Lecturer and Portuguese Language Coordinator; Appointed 2003; Tenure not applicable

MA 1998, University of Pittsburgh

Language competence: Portuguese (5); Spanish (5)

Specializations: Foreign language teaching methods and techniques

Field/research experience: Brazil

Courses taught:

- 0001 & 0002 Elementary Portuguese I & II
- 0003 & 0004 Intermediate Portuguese III & IV
- CAS 1501 Seminar on Latin America: Brazil
- CAS 1502 Field Trip to Latin America: Brazil

Selected publications:

1994 *Activities for Pre-school Teachers* (Brazil: Center for Study and Research Development Oliveira Lima)

- Percentage of time = 100

Bobby J. Chamberlain (Core)

Associate Professor of Brazilian Culture and Literature; Appointed 1985; Tenured

Ph.D. 1975, University of California at Los Angeles

Language competence: Portuguese (5); Spanish (5); French (3)

Specializations: Brazilian literature, 20th century Spanish American literature, Portuguese literature, literary theory, Hispanic linguistics

Field/research experience: Brazil, Mexico

Courses taught:

- 0001 & 0002 Elementary Portuguese I & II
- 0003 & 0004 Intermediate Portuguese III & IV
- 0005 & 1005 Intensive Portuguese
- 0020 Portuguese Conversation
- 0025 Portuguese Grammar and Composition
- 0051 Brazilian Civilization
- 1052 Luso-Brazilian Literature
- 1053 Luso-Brazilian Topics: Fiction
- 2450 Contemporary Latin American Narrative
- 2461 Latin American Novel: Brazilian Fiction

Dissertations/theses supervised: 5

Selected publications:

- 2003 (co-editor) *A Dictionary of Informal Brazilian Portuguese with English Index* (Georgetown University Press)
- 2000 "Sob o Limiar da Fala: Linguagem e Representação do Subalterno em Vidas Secas e A Hora da Estrela" in L.A. Brandao Santos and M.A. Pereira (eds.), *Trocas Culturais na América Latina* (Belo Horizonte, Brazil: Núcleo de Estudos Latino-Americanos, FALE/UFMG)
- 1993 "Of Charters, Paradigms and Spawning Fish: A Look at Brazilian Literary Periodization and Canon-Formation," *Brasil/Brazil* (Brown University - Mercasdo Aberto) 10(6):5-23
- 1993 "Beyond Cannibalism: Recent Theories of Brazilian Literature and Culture" in M. Milleret and M.C. Eakin (eds.), *Homenagem a Alexandrino Severino: Essays on the Portuguese-Speaking World* (Austin, TX: Host)
- 1990 *Jorge Amado* (Boston, MA: Twayne)
 - Percentage of time = 100

Project Personnel and Faculty Bios, Center for Latin American Studies, University of Pittsburgh

Alicia Valero Covarrubias (Core)

Associate Professor of Spanish (Greensburg campus); Appointed 1990; Tenured

Visiting Professor, Facultad de Filosofía y Letras, University of Guanajuato, January – May, 2007

Ph.D. 1990, State University of New York at Stony Brook

Language competence: Spanish (5); Portuguese (2); Italian (2)

Specializations: Contemporary Latin American literature, literature and film in Latin America, contemporary transnational Picaresque literature

Field/research experience: Argentina, Chile, Cuba, Mexico, Paraguay, Puerto Rico

Courses taught:

- 0001 Elementary Spanish 1
- 0002 Elementary Spanish 2
- 0055 Introduction to Hispanic Literature
- 1410 Cinema of the Hispanic World

Dissertations/theses supervised: Not applicable (graduate programs not available at branch campuses)

Selected publications:

- 2000 “Don Fausto de Pedro Orgambide, un intento de rejuvenecer por la imaginación,” *La figura del intelectua, Actas del VI Congreso Internacional del CELCIRP* (New York: CELCIRP)
- 1994 “El Vampiro de la colonia Roma de Luis Zapata: la nueva picaresca y el reportaje ficticio,” *Revista de Crítica Literaria Latinoamericana* (Lima) Año XX (39)
- 1992 “Homenaje del Instituto Literario y Cultural Hispánico a Alfredo A. Roggiano (1919-1991),” *Alba de América* 10(18-19)
- 1992 “*El arpa y la sombra*, de Alejo Carpentier, una confesión a tres voces,” *Cuadernos Hispanoamericanos-Nueva Epoca* 14(2):140-144.
- 1991 “*Memorias de un hombre de bien*, un relato picaresco de Pedro Orgambide,” *Alba de América Siglo XX*
 - Percentage of time = 100

Juan R. Duchesne-Winter (Core)

Professor; Appointed 2006; Tenured

Ph.D. 1984, State University of New York at Stony Brook

Language competence: Spanish (5), Portuguese (2), French (3)

Specializations: Latin American XX-XXI Centuries Literatures and Cultures; Caribbean Studies; Native American Literatures (South and Central America); Deleuzian (Gilles Deleuze) Studies

Field/research experience: Colombia, Puerto Rico, Venezuela

Courses taught:

- 2464 Latin American 20th Century Topics: Guerrilla, Narration, and Philosophy in Latin America
- 2469 20th Century Latin American Essay

Dissertations/theses supervised: 9

Selected publications:

- 2010 *La guerrilla narrada, acción, acontecimiento, sujeto* (San Juan, Puerto Rico: Editorial Callejón).
- 2010 (co-editor) *Arturo Carrera. Antología de la poesía y la obra* (Pittsburgh: Instituto Internacional de Literaturas Iberoamericanas).
- 2009 *Comunismo literario y teorías deseantes: inscripciones latinoamericanas* (La Paz, Bolivia: Plural).
- 2009 (co-editor) *En la estela de Andrés Caicedo: Aproximaciones críticas a su obra* (Pittsburgh: Instituto Internacional de Literaturas Iberoamericanas).
- 2009 “Prologue to Chiqui Ramírez,” in *La guerra de los 36 años vista con ojos de mujer de izquierda* (Guatemala: Editorial León Palacios; 3rd edition).
- 2008 *Del príncipe moderno al señor barroco: la república de la amistad en Paradiso*, de José Lezama Lima (Cali, Colombia: Archivos del Índice)
- 2008 *Gotcha* (San Juan: Editorial Tal Cual)
- 2007 *‘Equilibrio encimita del infierno’: Andrés Caicedo y la utopía del trance* (Cali, Colombia: Archivos del Índice)
- 2007 “Vieques: Protest as a Consensual Spectacle” in Frances Negrón-Muntaner (ed.), *None of the Above: Puerto Ricans in the Global Era* (New York: Pgrave Macmillan)
- 2005 *Fugas Incomunistas. Ensayos* (San Juan: Ediciones Vértigo)
 - Percentage of time = 90

Project Personnel and Faculty Bios, Center for Latin American Studies, University of Pittsburgh

Carys Evans-Corrales (Core)

Associate Professor of Spanish (Bradford campus); Appointed 1993; Tenured
Ph.D. (1994), Rutgers University

Language competence: Spanish (5); Portuguese (3)

Specializations: Latin American literature, women in Hispanic literature, Caribbean literature. Contemporary Spanish poetry, Hispanic narrative, and translation.

Field/research experience: Mexico, Puerto Rico

Courses taught:

0001 & 0002 Elementary Spanish I & II

0003 & 0004 Intermediate Spanish III & IV

Dissertations/theses supervised: Not applicable (graduate programs not available at branch campuses)

Selected publications:

2009 Translation of Jesus Altuna (ed.), *Selected Writings of Jose Miguel de Barandiaran: Basque Prehistory and Ethnography* (University of Nevada Press).

2001 Translation of *The Art of the Americas* by Juan Schobinger (Armonk, NY; M.E. Sharpe)

2000 Translation of *This Eye That Looks at Me* by Loreina Santos Silva (Pittsburgh: Latin American Literary Review Press)

- Percentage of time = 100

Armando García (Core)

Assistant Professor; Appointed 2012; Tenure track

Ph.D. (2012), Cornell University

Language competence: Spanish (5)

Specializations: 20th-century theatre and performance of the Americas, colonial and postcolonial studies, Hemispheric studies, gender and sexuality studies, critical theory, and literary translation

Field/research experience: Mexico, Guatemala, United States, Cuba, Puerto Rico, Martinique, Peru

Courses taught:

0050 Hispanic Civilizations

1400 Survey of Latin American Literature

1406 Latina/o Dramatics

1705 The Tragedy of Our America

Selected publications:

Forthcoming (translator) "19th-Century U.S. Latina/o Literature," in P. Lauter, et.al. (eds.), *Heath Anthology of American Literature*, 7th Edition (Boston: Wadsworth).

2012 (translator) "Stories by Amélie Olaiz, Leo Mendoza and René Roquet," in E. Jiménez Mayo and C. N. Brown (eds.), *Three Messages and a Warning: Contemporary Mexican Short Stories of the Fantastic* (Easthampton: Small Beer Press).

2010 (translator) "19th-Century U.S. Latina/o Literature," in P. Lauter, et.al. (eds.), *Heath Anthology of American Literature*, 5th Edition (Boston: Wadsworth).

2008 (translator) "Lourdes Casal, 'Ese tenaz/That Tenacious One,' 'Armando,' and 'From Yeats,'" in S. Brawn and L. M. Hogeland (eds.), *Aunt Lute Anthology of U.S. Women Writers*, Volume II: 20th Century (San Francisco: Aunt Lute Books).

2008 (contributing editor) *Aunt Lute Anthology of U.S. Women Writers*, Volume II: 20th Century, S. Brawn and L. M. Hogeland (eds.) (San Francisco: Aunt Lute Books).

- Percentage of time = 75

Project Personnel and Faculty Bios, Center for Latin American Studies, University of Pittsburgh

Karen S. Goldman (Core)

Research Associate; Appointed 2010; Tenure not applicable
Assistant Director for Outreach, Center for Latin American Studies
PhD 1990, Columbia University

Language competence: Spanish (5), Portuguese (4) French (3)

Specializations: Spanish and Latin American Cinemas; representations of Latinos in U.S. popular culture.

Field/research experience: Venezuela, Brazil

Courses Taught

0055 Introduction to Hispanic Literature

ARTSCI 1900 School Visit Internship in Latin American Studies

Selected publications:

- 2013 "Saludos Amigos and *The Three Caballeros*: Representations of Latin America in Disney's "Good Neighbor" Films," in Johnson Cheu (ed.), *Diversity in Disney Films: Critical Essays on Race, Ethnicity, Gender, Sexuality and Disability*. Jefferson, North Carolina and London: McFarland & Company.
- 2010 "Realism and Fantasy in Walt Disney's Good Neighbor Films," in J. Cheu (ed.), *Drawing on Difference: Critical Essays on Diversity in Disney Entertainment* (McFarland Press).
- 2007 "Rural and Urban Brazil in Cinema Nôvo and Beyond: *Barren Lives* and *The Hour of the Star*," in C. Fowler and G. Helfield (eds.), *Representing the Rural: Space, Place and Identity in Films About the Land* (Wayne State University Press).
- 2006 "La Princesa Plástica: Hegemonic and Oppositional Representations of *Latinidad* in Hispanic Barbie," in M. Mendible (ed.), *From Bananas to Buttocks: Latina Bodies in Contemporary U.S. Popular Culture* (University of Texas Press).
- 2005 "Teachers Institute Seminars on Latin America: a Faculty Perspective," in *On Common Ground* Spring, Number 10 (New Haven: Yale-New Haven Teacher's Institute).
- Percentage of time = 100

Gonzalo Lamana (Core)

Associate Professor; Appointed 2005; Tenured
Director, Study Abroad Program in Alcala de Henares
Ph.D. 2005, Duke University

Language competence: Spanish (5); Portuguese (3); French (3)

Specializations: Colonialism, subalternity, theories of meaning-making, critical theory, discourse analysis

Field/research experience: Bolivia, Peru, Spain

Courses taught:

0050 Hispanic Civilizations

0082 Latin America Today

1404 First Contacts

1700 Spanish, English, and Amerindian Colonial Narratives

2225 Magic, Race and Religion in Latin America

2226 Modernity, Coloniality, and Border Thinking

2410 Literature of Discovery and Conquest

2464 Histories of Cultural Encounter and Colonialism

Dissertations/theses supervised: 3

Selected publications:

- Forthcoming "Signifyin(g), Double Consciousness, and Coloniality: The Comentaríos as Theory of Practice and Political Project," in: S. Castro-Klarén et al. (eds.) *Garcilaso de la Vega in Dialogue with Today's World-Making*.
- 2012 *Pensamiento colonial critic: Textos y actos de Polo Ondegardo* (Lima: Instituto Frances de Estudios Andinos, Cuzco: Centro Bartolome de las Casas).
- 2010 "What Makes a Story Amusing: Magic, Occidentalism and Overfetishization in a Colonial Setting," *Journal of Latin American Cultural Studies* 19(1): 87-102.
- 2008 *Domination without Dominance. Inca-Spanish Encounters in Early Colonial Peru* (Durham: Duke University Press).
- 2008 "Discovery and Conquest," in Rajeev S. Patke, Prem Poddar, and Lars Jensen (eds.), *A Historical Companion to Postcolonial Literatures in Continental Europe and its Empires* (Edinburgh: Edinburgh University Press).
- Percentage of Time = 60

Project Personnel and Faculty Bios, Center for Latin American Studies, University of Pittsburgh

Joshua Lund (Core)

Associate Professor; Appointed 2002; Tenured

Ph.D. 2002, University of Minnesota

Language competence: Spanish (5); Portuguese (3)

Specializations: Latin American literary and cultural studies, cultural politics of Mexico, race in the Americas

Field/research experience: Brazil, Colombia, Mexico

Courses taught:

- 0055 Introduction to Hispanic Literature Studies
- 2050 Cultural Studies Common Seminar: Race in the Americas: The Biopolitical Turn
- 2428 Nineteenth Century Latin American Literature
- 2464 Latin American 20th Century Topics: Writing Revolutionary Mexico
- 2704 Special Topics in Literary Criticism: Herzog's America: The Geopolitics of Film

Dissertations/theses supervised: 3

Selected publications:

Forthcoming (co-editor) *Before the Washington Consensus: Latin America, History, Protest*

2011 "The Poetics of Paramilitarism," *Revista Hispánica Moderna* 64(1): 61-67.

2009 "Hibridación (Hybridity)". Definition-essay in P. Poddar, R. Patke and L. Jansen (eds.), *A Historical Companion to Postcolonial Literatures in Continental Europe and its Empires*. (Edinburgh: Edinburgh University Press).

2008 "The Mestizo State: Race, Nation and Citizen in Modern Mexico," *PMLA* (Special topic: "Comparative Racialization"), 123(5): 1418-1434.

2008 "Hybridity, Genre, Race," in M. Moraña and C. Jáuregui, (eds.), *Revisiting the Colonial Question in Latin America*. (Berlin: Vervuert).

2008 (coauthor) "Miguel Ángel Asturias and the aporia of postcolonial geography," *Interventions: International Journal of Postcolonial Studies*. 10(2): 141-157.

2008 (coauthor) "Afterword. Walking in the Slum: Urban Cultural Production Today," *Hispanic Issues On-line* (Special topic: "Latin American Urban Cultural Production"), 3(9): 179-188 of Minnesota Press)

- Percentage of Time = 75

Elizabeth Monasterios (Core)

Associate Professor of Latin American Literature; Appointed 2002; Tenured

Director, Study Abroad Program in Santiago de Chile

Ph.D. 1992, University of Toronto

Language competence: Spanish (5); French (5); reading knowledge of Aymara, Quechua, and Portuguese

Specializations: Andean studies, Central American poetry, Latin American cultural theory, philosophy and poetic discourse

Field/research experience: Bolivia, Mexico

Courses taught:

- 0082 Latin America Today
- 0051 Latin American Civilization
- 1303 Seminar in Languages & Culture: Amerindian Literatures
- 2400 Pre-Columbian Literature and Culture
- 2434 Modernism Topics: Poetics of Modernism and Vanguardism

Dissertations/theses supervised: 0

Selected publications:

In progress *The Andean Avant-Garde/La vanguardia del Titikaka*. Book length manuscript.

2008 "Uncertain Modernities: Amerindian Epistemologies and the Reorienting of Culture," in S. Castro-Klaren (ed.), *A Companion to Latin American Literature and Culture* (Blackwell Publishing Ltd, Oxford, UK) (doi: 10.1002/9780470696446.ch32).

2006 (editor and contributor) *No pudieron con nosotras. El desafío del feminismo autónomo de Mujeres Creando* (La Paz: Plural Editores)

2002 "Indiscreciones de un narrador: Raza de Broce," in *Hacia una historia crítica de la literatura en Bolivia* (La Paz: Proyecto de Investigación Estratégica en Bolivia, Vol. II)

2002 "La provocación de Saenz," in *Hacia una historia crítica de la literatura en Bolivia* (La Paz: Proyecto de Investigación Estratégica en Bolivia, Vol. II)

2002 "Los verso rosados de Oscar Hahn," in *El arte de Oscar Hahn* (Lima: Colección Amaru)

2001 *Dilemas de la poesía latinoamericana de fin de siglo: José Emilio Pacheco y Jaime Saenz* (La Paz: Plural Editores)

- Percentage of time = 90

Project Personnel and Faculty Bios, Center for Latin American Studies, University of Pittsburgh

Chiara Nardone (Core)

Lecturer of Hispanic Languages and Literatures; Appointed 2010; Tenure not applicable
PhD Penn State University, 2009

Language competence: Spanish (5), Italian (5)

Specializations: Narrative, cinema and the influence of fairy tales, ghost and horror stories in Spanish American literature. Language Pedagogy; OPI Certified in Spanish

Field/research experience: Puerto Rico, Argentina, Mexico, Colombia.

Selected publications:

In progress *Vampires, Golems and Never Never Lands. Horror Movies and Fairy Tales in Spanish American Literature and Cinema.*

- Percentage of time: 100

Aurea Maria Sotomayor-Miletti (Core)

Professor; Appointed 2011; Tenured

PhD 1980, Stanford University

Language competence: Spanish (5), French, Italian, and Portuguese (3)

Specializations: Language and literary discourse, women and gender studies, law and literature, literature and environmental studies

Field/research experience: Puerto Rico, Dominican Republic, Chile, Argentina, Colombia, Haití, Cuba

Selected publications:

Forthcoming “Cartografía de prácticas y poéticas urbanas en la poesía puertorriqueña contemporánea: lugares pensados en futuro y “poesía del lugar,” in *Mosaico de historia de la literatura puertorriqueña*. (University of Puerto Rico Press).

Forthcoming “Agua, espacio y derecho en Plasma, de Guadalupe Santa Cruz”. [Water, Space and Law in Plasma, by G. Santa Cruz] *Revista Hispánica Moderna* (Columbia University).

Forthcoming *Jose María Lima Poetry and Poetics*. Traditions and Company. Pittsburgh: Instituto Internacional de Literatura Latinoamericana (Serie Mundo Nuevo)

2012 *Red de voces. Antología de poesía puertorriqueña contemporánea*. La Habana, Cuba: Casa de las Américas. Selection and prologue by Aurea María Sotomayor

2012 “Decir ‘perejil’ en el Río Masacre.” [To say ‘perejil’ on Massacre River]. *Cuadernos de Literatura*, 30. Universidad Javeriana, Bogotá, Colombia. Special issue on Caribbean literature.

2012 “El agua como bien frente a dos ‘guerras’: Plasma, de Guadalupe Santa Cruz, y Gobernantes del rocío, de Jacques Roumain.” [Water as a Good between Two Wars: Plasma, by Guadalupe Santa Cruz and Gouverneurs de la Rosée, by Jacques Roumain]. *Actas del ILLI, Instituto Internacional de Literatura Iberoamericana* (ILLI).

2010 *The Bounty/La Providencia* [Annotated translation and critical study of Derek Walcott’s book] (Ediciones Fragmento Imán).

2010 “No ha lugar la verdad, sino como estrategia, y el envite a la libertad.” [There’s no Place for Truth Except as Strategy, and an Invitation to Liberty.] Foucault on Truth, History and Law. In *Hotel Abismo* #6.

2009 “Hipótesis sobre cuatro maneras de poetizar: Poesía puertorriqueña contemporánea,” *Revista Iberoamericana* LXXV(229):1039-1075.

2009 “Un espacio político: la palabra en el pensamiento de Hannah Arendt,” *filos* [Independent Journal of Political and Cultural Theory, San Juan] 5: 59-79.

2005 *Diseño del ala* (San Juan: Ediciones Callejón).

2004 *Femina Faber. Letras, Música, Ley* (San Juan: Ediciones Callejón).

- Percentage of time: 85

HISTORY

George Reid Andrews (Core)

Distinguished Professor of History; Appointed 1981; Tenured
University Center for International Studies Research Professor
Ph.D. 1978, University of Wisconsin at Madison

Language competence: Spanish (4); Portuguese (4)

Specializations: Latin American history; Black history in Latin America; comparative race relations

Field/research experience: Argentina, Brazil, Uruguay

Courses taught:

1585 US-Latin American Relations

2500 Latin American Readings

2510 Brazil

Dissertations/theses supervised: 2

Selected publications:

Forthcoming "Racial Inequality in Brazil and the United States, 1990-2010," *Journal of Social History* 47(4).

2011 "Afro-Uruguay: A Brief History," <http://blackpast.org/?q=perspectives/afro-uruguay-brief-history>.

2010 *Blackness in the White Nation: A History of Afro-Uruguay*. (Chapel Hill: University of North Carolina Press).

2010 "Afro-World: African-Diaspora Thought and Practice in Montevideo, Uruguay, 1830-2000," *The Americas* 67(1):83-107.

2009 "Argentina's Black Legions," in J. A. Wood and J. C. Chasteen (eds.), *Problems in Modern Latin American History: Sources and Interpretations* (Lanham, Md.: Rowman and Littlefield)

2009 "Afro-Latin America: Five Questions," *Latin American and Caribbean Ethnic Studies*, 4(2):191-210.

2008 "Diaspora Crossings: Recent Research on Afro-Latin America," *Latin American Research Review* 48(3): 209-224.

2008 "Workers, Soldiers, Activists: Comparing Black Political Mobilization in Brazil and Spanish America, 1800-2000," *Estudios Interdisciplinarios de América Latina y el Caribe* 19(1): 11-34.

2005 "Afro-Latin America: 2000 and Beyond," "João Cândido," and "Jesus Menéndez" in K.A. Appiah and H.L. Gates (eds.), *Africana: The Encyclopedia of the African and African American Experience* (New York: Oxford University Press): Vol. 1, 127-31, 728-29; Vol. 3, 796-97.

2004 *Afro-Latin America, 1800-2000: Black History in Spanish America and Brazil* (New York: Oxford University Press).

- Percentage of time = 100

William J. Chase (Related)

Professor; Appointed 1985; Tenured

Ph.D. 1979, Boston College

Language competence: French (3); Spanish (3)

Specializations: International communist movements in USSR, Spain, Mexico and US--research International urban design in history--teaching Comparative social/political repression--Russia/USSR, US, West Europe, PRC/China

Field experience: Mexico, Spain

- Percentage of time = 10

Project Personnel and Faculty Bios, Center for Latin American Studies, University of Pittsburgh

Seymour Drescher (Related)

Distinguished University Professor; Appointed 1962; Tenured
Ph.D. 1960, University of Wisconsin

Language competence: French (3), Spanish (2)

Specializations: History of slavery and abolition, imperialism

Field/research experience: Great Britain, France

Courses taught:

- 0101 Western Civilization History
- 2753 Historiography European Imperialism
- 2770 Comparative Slavery & Antislavery History

Selected publications:

- 2010 "Emperors of the World: British Abolitionism and Imperialism," in D.R. Peterson (ed.) *Abolition and Imperialism in Britain, Africa and the Atlantic* (Ohio University Press, Athens, Ohio).
- 2010 (co-editor) *Who Abolished Slavery? Slave Revolts and Abolitionism, A Debate with João Pedro Marques*, (New York: Berghahn Press).
- 2010 "Civilizing Insurgency: Two Variants of Slave Revolts in the Age of Revolution," in Seymour Drescher and Pieter C. Emmer (eds.), *Who Abolished Slavery? Slave Revolts and Abolitionism, A Debate with João Pedro Marques*, (New York: Berghahn Press).
- 2009 *Abolition: A History of Slavery and Antislavery* (New York: Cambridge University Press).
- 2009 "The Slave Trade and Slavery, a Round Table Discussion", *European Review* 17(3 and 4): 569-592.
- 2009 "Divergent Paths: The Anglo-American Abolitions of the Atlantic Slave Trade," in Wm. Klooster (ed.) *Migration, Trade, and Slavery in an Expanding World*. (Leiden: Brill).
- 2009 "History's Engines: British Mobilization in the Age of Revolution," *William and Mary Quarterly*, 3rd Series, LXVI, 4(October):737-756.
- 2009 "British Abolition in an Age of Revolution: A Comparative Perspective," *Zmanim*, 107(Summer):6-19.
 - Percentage of time = 30

Laurence A. Glasco (Related)

Associate Professor; Appointed 1973; Tenured
Ph.D. 1973, SUNY at Buffalo

Language competence: Spanish (4); French (4)

Specializations: US African American history; Pittsburgh African American history; Race and Caste in World Perspective

Field/research experience: Cuba, Mexico

- Percentage of time = 10

Project Personnel and Faculty Bios, Center for Latin American Studies, University of Pittsburgh

Laura E. Gotkowitz (Core)

Associate Professor; Appointed 2012; Tenured

PhD 1998, University of Chicago

Language competence: Spanish (5); French (2); Portuguese (2); Quechua (1)

Specializations: Modern Latin America; The Andes

Field/research experience: Bolivia, Argentina, Mexico.

Courses taught:

0501 Modern Latin America

Selected publications:

2011 (editor) *Histories of Race and Racism: The Andes and Mesoamerica from Colonial Times to the Present* (Duke University Press).

2011 "Introduction: Racisms of the Present and the Past in Latin America," in L. Gotkowitz (ed.) *Histories of Race and Racism: The Andes and Mesoamerica from Colonial Times to the Present* (Duke University Press).

2008 *A Revolution for Our Rights: Indigenous Struggles for Land and Justice in Bolivia, 1880–1952* (Duke University Press).

2005 "‘Under the Dominion of the Indian’: Rural Mobilization, the Law, and Revolutionary Nationalism in Bolivia, 1940s," in N. Jacobsen and C. Aljovín de Losada (eds.), *Political Cultures in the Andes, 1750–1950* (Duke University Press).

2003 "Trading Insults: Honor, Violence, and the Gendered Culture of Commerce in Cochabamba, Bolivia, 1870s–1950s," in *Hispanic American Historical Review* 83(1):83–117.

- Percentage of time = 100

Patrick Manning (Related)

Andrew W. Mellon Professor of World History; Appointed 2006; Tenured

PhD 1969, University of Wisconsin-Madison

Language competence: Spanish (2); Portuguese (2); French (4)

Specializations: World History, Africa and African Diaspora, slavery and African demography, global migration, early human history, global databases

Field/research experience: Haiti, Trinidad and Tobago, Louisiana under Spanish rule

- Percentage of time = 25

Project Personnel and Faculty Bios, Center for Latin American Studies, University of Pittsburgh

Lara Elizabeth Putnam (Core)

Professor; Appointed 2002; Tenured

Ph.D. 2000, University of Michigan

Language competence: Spanish (5); Portuguese (3); French (2)

Specializations: Immigration policy; gender, ethnicity, race, and religion; children and youth; kinship and sexuality; Atlantic History; decolonization and British Empire.

Field/research experience: Barbados, Costa Rica, Cuba, Dominican Republic, Grenada, Jamaica, Nicaragua, Panama, Trinidad, Venezuela

Courses taught:

- 0500 Colonial Latin American History
- 0501 Modern Latin America
- 1511 Politics of Historical Memory in Latin America
- 1560 Women in Latin America
- 2712 Race, Ethnicity and Gender
- 2724 Rethinking the Black Atlantic

Dissertations/theses supervised: 7

Selected publications:

Forthcoming "The Ties Allowed to Bind: Kinship Legalities and Migration Restriction in the Interwar Americas." *International Labor and Working-Class History* 83.

Forthcoming "Provincializing Harlem: The 'Negro Metropolis' as Northern Frontier of an Interconnected Greater Caribbean." In Adam McKible and Suzanne Churchill (guest eds.), special issue of *Modernism/modernity on Harlem Renaissance*.

Forthcoming "Migrants, Nations, and Empires in Transition: Native Claims in the Greater Caribbean, 1850s-1930s," in Nicola Foote and Michael Goebel (eds.), *Immigration and National Identities in Latin America, 1850-1950*. Accepted for publication by University Press of Florida.

2013 *Radical Moves: Caribbean Migrants and the Politics of Race in the Jazz Age* (University of North Carolina Press).

2012 "Foráneos al fin: La saga multigeneracional de los antillanos británicos en América Central, 1870-1940," in Lowell Gudmundson, and Justin Wolfe (eds.), *La negritud en Centroamérica: entre raza y raíces*. San José, Costa Rica: EUNED. [Translation of "Eventually Alien," below.]

2012 "Rites of Power and Rumors of Race: The Circulation of Supernatural Knowledge in the Greater Caribbean, 1890-1940," in Diana Paton (ed.), *Obeah and Other Powers: The Politics of Caribbean Religion and Healing* (Duke University Press).

2011 "Undone by Desire: Migration, Sex across Boundaries, and Collective Destinies in the Greater Caribbean, 1840-1940," in D. Hoerder and D. Gabaccia (eds.), *Connecting Seas and Connected Ocean Rims: Indian, Atlantic, and Pacific Oceans and China Seas Migrations from the 1830s to the 1930s*. (Brill, "Studies in Global Social History" vol. 8).

2011 "The Making and Unmaking of the Circum-Caribbean Migratory Sphere: Mobility, Sex across Boundaries, and Collective Destinies, 1840-1940," in D. Hoerder and N. Faires (eds.), *Migrants and Migration in Modern North America: Cross-Border Lives, Labor Markets, and Politics in Canada, the Caribbean, Mexico, and the United States*. (Duke University Press) [Revised version of Putnam, "Undone by Desire."]

- Percentage of time = 75

Marcus Rediker (Related)

Distinguished Professor of Atlantic History; Appointed 1994; Tenured

Ph.D. 1982, University of Pennsylvania

Language competence: Spanish (3)

Specializations: American history, social history, working-class history, maritime history, Atlantic history

Selected publications:

Forthcoming *Outlaws of the Atlantic: Sailors, Pirates, and Motley Crews in the Age of Sail*. Boston: Beacon Press and London: Verso.

2012 *The Amistad Rebellion: An Atlantic Odyssey of Slavery and Freedom*. New York: Viking-Penguin, 2012; London: Verso, 2013 Audiobook, Recorded Books.

2007 *The Slave Ship: A Human History*. New York: Viking-Penguin, and London: John Murray; paperback edition, 2008. To be translated into French, Italian, Hebrew, Japanese, Portuguese, Spanish, Swedish, and Turkish. Audiobook, Tantor Media.

2004 *Villains of All Nations: Atlantic Pirates in the Golden Age*. Boston: Beacon Press, and London: Verso; paperback edition, 2005. Translated into French, Italian, Korean, and Swedish. Film option, Lionsgate Entertainment

- Percentage of time = 25

Project Personnel and Faculty Bios, Center for Latin American Studies, University of Pittsburgh

Robert Ruck (Related)

Professor of Transnational Sport History; Appointed 1990; Tenured

Ph.D. 1983, University of Pittsburgh

Language competence: Spanish (4); French (3)

Specializations: Racial issues in professional sports, baseball history, sport and race in a transnational context

Field/research experience: Cuba, Dominican Republic, Nicaragua, Puerto Rico, Venezuela

Selected publications:

Forthcoming "Caribbean Baseball: At a Crossroads," *ReVista, the Harvard Review of Latin America*.

2011 "Baseball's Recruitment Abuses," *Americas Quarterly*, Summer 2011: 96-102.

2011 *Raceball: How the Major Leagues Colonized the Black and Latin Game*. Beacon Press.

2010 (coauthor) *Rooney: A Sporting Life*. University of Nebraska Press.

2006 "Recovery and Demise," chapter 8 in Lawrence Hogan (ed.), *Shades of Glory: The Negro Leagues and the Story of African American Baseball*. National Geographic, Washington, DC.

2006 "Crossing the Color Line," chapter 9 in Lawrence Hogan (ed.), *Shades of Glory: The Negro Leagues and the Story of African American Baseball*. National Geographic, Washington, DC.

1999 *The Tropic of Baseball: Baseball in the Dominican Republic*. With Afterword. University of Nebraska Press. Westport: Meckler, 1991 edition; New York: Carroll & Graf, 1993 edition.

1993 *Sandlot Seasons: Sport in Black Pittsburgh*. With new preface. Champaign: University of Illinois Press; 1987 1st edition.

1992 (coauthor) *American Radical*. Pittsburgh: University of Pittsburgh Press; 1981 1st edition.

- Percentage of time = 20

Molly A. Warsh (Core)

Assistant Professor, Appointed 2012; Tenure track

PhD 2009, Johns Hopkins University

Language competence: Spanish (4), Portuguese (4)

Specializations: Iberian World; Early Modern Empires; Americas in Global Perspective; World History

Field/research experience: Venezuela, Spain, Portugal

Selected publications:

Forthcoming *American Baroque: Pearls and the Nature of Empire, 1492-1700* (Omohundro Institute of Early American History and Culture).

Forthcoming (coeditor). *Early North America in Global Perspective* (Routledge).

2010 "Enslaved Pearl Divers in the Sixteenth Century Caribbean," *Slavery & Abolition* 31(3):345-362.

- Percentage of time = 50

HISTORY OF ART AND ARCHITECTURE

Jennifer Josten (Core)

Assistant Professor; Appointed 2012; Tenure track

PhD 2012, Yale University

Language competence: Spanish (4), Portuguese (2), French (2)

Specializations: Modern and contemporary art of Latin America; pre-Columbian, colonial, and modern Mexican art and architecture

Field/research experience: Mexico, Cuba, Bolivia

Selected publications:

- 2012 “Mathias Goeritz y el arte internacional de nuevos medios en la década de 1960,” in Karla Jasso and Daniel Garza Usabiaga (eds.), *Readymedia: Arqueología de los medios e invención en México* (Mexico City: Laboratorio Arte Alameda).
- 2012 “ZERO y México,” in Daniel Garza Usabiaga (ed.), *Cinetismo: Movimiento y transformación en el arte de los sesenta y setenta* (Mexico City: Museo de Arte Moderno).
- 2011 “Salidas y llegadas: Exposiciones, identidad y cambio en el mercado global,” in Patricia Sloane (ed.), *Lingua Franca: Arte contemporáneo: Un continente llamado América Latina* (Mexico City: Landucci).
- 2011 “Mathias Goeritz y la poesía concreta internacional/Mathias Goeritz and International Concrete Poetry,” in T. Ostrander (ed.), *Abstracción temporal/Temporal Abstraction* (Mexico City: Museo Experimental El Eco, Universidad Nacional Autónoma de México) [Also published in M. Marcin (ed.), *Artecorreo* (Mexico City: Museo de la Ciudad de México/RM, 2011):1–28.
- 2010 “El arte contemporáneo en la encrucijada de la era atómica: La crítica de Ida Rodríguez Prampolini, 1959–1964,” *Contrapunto* (Veracruz) 5, no. 13 (January–April):33–44.
- 2010 “Gabriel Orozco: La nómada domesticada,” *La Tempestad* (Mexico City), January–February: 30.
- 2007 “The Age of Discrepancies: Art and Visual Culture in Mexico, 1968–1997,” *Frieze* (London), Summer 2007: 240.
- Percentage of time = 80

LINGUISTICS

Marta Ortega-Llebaria (Core)

Assistant Professor of Hispanic Linguistics; Appointed 2011; Tenure track

PhD 1998, Indiana University

Language competence: Spanish (5), Catalan (5)

Specializations: Intonation, acquisition of L2 prosody, laboratory approaches to the phonology of Catalan, Spanish and English, cross language speech perception and production.

Field/research experience: Argentina, Mexico, Venezuela, and Cuba

Selected publications:

- Forthcoming (coauthor) “English speakers perception of Spanish word stress: Context-driven L2 stress perception,” *Journal of Phonetics*.
- 2011 (coauthor) “Acoustic correlates of stress in Central Catalan and Castilian Spanish,” *Language and Speech* 54(1).
- 2010 (coauthor) “Catalan Speakers’ Perception of Word Stress in Unaccented Contexts,” *Journal of the Acoustical Society of America* 127(1):462–471.
2009. “On-Line Perception of Lexical Stress in English and Spanish: The Effects of Sentence Intonation and Vowel Reduction,” *Journal of the Acoustical Society of America* 125(A):2755.
- 2009 (coauthor) “Perception of Word Stress in Castilian Spanish. The Effects of Sentence Intonation and Vowel Type,” in M. Vigário, S. Frota and M.J. Freitas (eds.), *Interactions in Phonetics and Phonology* (John Benjamins: Amsterdam/Philadelphia).
- 2009 (coauthor) “Do Complex Pitch Gestures Induce Syllable Lengthening in Catalan and Spanish,” in M. Vigário, S. Frota and M.J. Freitas (eds.), *Interactions in Phonetics and Phonology* (John Benjamins: Amsterdam/Philadelphia).
- Percentage of time = 40

Project Personnel and Faculty Bios, Center for Latin American Studies, University of Pittsburgh

Christina Bratt Paulston (Core)

Professor Emerita; Appointed 1969

Ed.D. 1966, Columbia University

Language competence: Spanish (4); French (4)

Specializations: Sociolinguistics, applied linguistics, language-teacher training, materials development, bilingual education

Field/research experience: Mexico, Peru, Uruguay

Selected publications:

2004 (co-editor) *Intercultural Discourse and Communication* (Blackwells)

2003 (co-editor) *Sociolinguistics – The Essential Readings* (Blackwells)

- Percentage of time = 30

Dorolyn A. Smith (Core)

Assistant Instructor, Associate Director of English Language Institute; Appointed 1986; Tenure not applicable
M.A. 1985, University of Pittsburgh

Language competence: Spanish (4); Portuguese (3)

Specializations: Teaching/learning English as a foreign/second language, especially grammar & cross-cultural communication.

Field/research experience: Chile

Selected publications:

2006 (coauthor) *Active Listening, Second Edition, Levels 1, 2, and 3.*

1996 (coauthor) *Active Listening: Expanding Skills for Understanding.*

- Percentage of time = 25

MATHEMATICS

Juan José Manfredi (Related)

Professor; Appointed 1989; Tenured

Vice Provost for Undergraduate Studies; Appointed 2010

Ph.D. 1986, Washington University at St. Louis

Language competence: Spanish (5); Portuguese (3); French (3)

Specialization: Nonlinear potential theory, partial differential equations, quasiregular mappings, complex analysis, use of computers in mathematics.

Field/research experience: Argentina, Brazil

- Percentage of time = 25

NATURAL SCIENCES & ENGINEERING

Estela Soria Llinás (Related)

Associate Professor (Greensburg campus); Appointed 1981; Tenured

Ph.D. 1974, University of California, Berkeley

Language competence: Spanish (5); French (3)

Specializations: Using technology in the sciences, systems stability and control

Field/research experience: Argentina, Mexico

- Percentage of time = 25

NEUROSCIENCE

Germán Barrionuevo (Related)

Professor, Neuroscience and Psychiatry; Appointed 1986; Tenured

M.D. 1971, University of Buenos Aires

Language competence: Spanish (5); French (4)

Specializations: Cellular Bases of Memory and Learning

Field/research experience: Spain

- Percentage of time = 25

POLITICAL SCIENCE

Barry Ames (Core)

Andrew W. Mellon Professor of Comparative Politics; Appointed 1996; Tenured

Ph.D. 1972, Stanford University

Language competence: Portuguese (4); Spanish (3)

Specializations: Legislative behavior, electoral systems, comparative politics, political economy

Field/research experience: Brazil, Mexico, Latin America

Courses taught:

- 1321 Latin American Politics
- 1322 Latin American Political Development
- 2381 Seminar Political Institutions: Quantitative and Formal Analysis in Latin American Political Science

Dissertations/theses supervised: 5

Selected publications:

- 2012 (coauthor) "Reelection and Legislative Power: Surprising Results from Brazil," *Legislative Studies Quarterly* 37(4):533-558.
- 2012 (coauthor) "Keeping Up with the Souzas: Social Influence and Electoral Change in a Weak Party System, Brazil 2002-2006." *Latin American Politics and Society* 54(2):51-78.
- 2012 (book review of) "Como o eleitor escolhe seu prefeito: campanha e voto nas eleições municipais," *Americas Quarterly* 6(2):155-158.
- 2011 "Famintos por Pork: Uma análise da Demanda e Oferta por Políticas Localistas e Representação Política," in T. Power and C. Zucco (eds.), *O Congresso por ele mesmo: autopercepções da classe política brasileira*. (Belo Horizonte: Editora UFMG).
- 2010 (coauthor) "Comparative Assessment of Decentralization in Africa: Mozambique In-country Assessment Report." Report prepared for US Agency for International Development – Democracy Group.
- 2010 (coauthor) "Knowing Left from Right: Ideological Identification in Brazil, 2002-2006." *Journal of Politics in Latin America* 2(3):3-38.
- 2010 (coauthor) "Participatory Budgeting, Discussion Networks and Political information in Two Brazilian Cities," in M. Wolf, K. Ikeda, and L. Morales (eds.), *Political Discussion in Modern Democracies: A Comparative Perspective* (London: Routledge).
- 2010 "A Qualidade das Eleições no Brasil: Como Decidem os Eleitores?," in D. Messenberg et al. (ed.) *Estudos Legislativos: 20 anos da Constituição Brasileira* (Senado Federal)
- 2009 "Methodological Problems in the Study of Child Soldiers," in S. Gates and S. Reich (eds.) *Child Soldiers in the Age of Fractured States* (Pittsburgh: University of Pittsburgh Press).
- Percentage of time = 100

Project Personnel and Faculty Bios, Center for Latin American Studies, University of Pittsburgh

Jonathan M. Hurwitz (Related)

Professor; Appointed 1986; Tenured

Ph.D. 1984, University of Minnesota

Language competence: Spanish (1)

Specializations: Political behavior, public opinion, attitude formation and change, and political psychology

- Percentage of time = 25

Scott Morgenstern (Core)

Associate Professor; Appointed 2005; Tenured

Ph.D. 1996, University of California, San Diego

Language competence: Spanish (4) Portuguese (3)

Specializations: Comparative politics, Latin American politics (with emphases on executive-legislative relations, electoral systems, legislative politics, and political parties)

Field/research experience: Argentina, Bolivia, Brazil, Chile, Colombia, Costa Rica, Cuba, Mexico, Uruguay, Peru

Courses taught:

1321	Latin American Politics
1324	US-Latin American Relations
2321	Latin American Politics
2384	Comparative Legislatures

Dissertations/theses supervised: 5

Selected publications:

Forthcoming: "Seven Imperatives for Improving the Measurement of Party Nationalization with Evidence from Chile," with John Polga Hecimovich and Peter Siavelis 33:186-199. 2014. *Electoral Studies*.

2013 (coauthor) "Refining the Theory of Partisan Alignments: Evidence from Latin America," *Party Politics*

2013 (coauthor) "Tall, Grande, or Venti: Presidential Powers in the United States and Latin America," *Journal of Politics in Latin America*.

2013 (coauthor) "Ni Chicha ni Limoná: Party Nationalization in Pre- and Post-Authoritarian Chile," *Party Politics*.

2011 (coauthor) "Mexico," in *Oxford Companion to comparative Politics*.

2010 (coauthor) "Explaining Hydrocarbon Nationalization in Latin America: Economics and Political Ideology," *Review of International Political Economy* 18(5):673.

2010 (coauthor) "Ideological Cohesion of Political Parties in Latin America," in H. Kitschelt et al. (eds.) *Latin American Party Systems* (Cambridge University Press).

2009 (coauthor) "Party Nationalization and Institutions," *Journal of Politics* 71(4):1322-1341.

2009 (coauthor) "Campaigning in an Electoral Authoritarian Regime: The Case of Mexico," *Comparative Politics* 41(2):165.

2009 "Metas E Desafios Do Estudo Comparativo De Legislativo," in L. Renno (ed.) *Legislativo brasileiro em perspectiva comparada*.

2008 (co-editor) *Pathways to Power: Political Recruitment and Candidate Selection in Latin America* (University of Pennsylvania)

2008 (coauthor) "Candidate Recruitment and Selection in Latin America: A Framework for Analysis," *Latin American Politics and Society* 50(4):27-58.

- Percentage of time = 75

Project Personnel and Faculty Bios, Center for Latin American Studies, University of Pittsburgh

Aníbal Pérez-Liñán (Core)

Associate Professor; Appointed 2001; Tenured

Visiting Professor, Helen Kellogg Institute for International Studies, University of Notre Dame, 2007

Visiting Professor, Instituto de Iberoamérica, Universidad de Salamanca, Spain, 2008

Ph.D. 2001, University of Notre Dame

Language competence: Spanish (5); Portuguese (3)

Specializations: Political institutions in Latin America, modernization and democracy in Latin America, political regimes

Field/research experience: Argentina, Bolivia, Paraguay, Venezuela

Courses taught:

0300	Comparative Politics
1381	Capstone Seminar in Comparative Politics
1321	Latin American Politics
2321	Theory and Concepts in Comparative Politics

Dissertations/theses supervised: 1

Selected publications:

Forthcoming "A Two-Level Theory of Presidential Instability." *Latin American Politics and Society* 56 (1).

Forthcoming (coauthor) "Breaking Out of the Coup Trap: Political Competition and Military Coups in Latin America." *Comparative Political Studies* 47 (12).

Forthcoming (coauthor) "Regime Legacies and Levels of Democracy: Evidence from Latin America." *Comparative Politics* 45 (4).

2013 (coauthor) *Democracies and Dictatorships in Latin America: Emergence, Survival, and Fall* (Cambridge University Press).

2013 (coauthor) "Has the New Aid for Trade Agenda been Export Effective? Evidence on the Impact of US AfT Allocations 1999–2008." *International Studies Quarterly* 57 (1): 163-170.

2012 (coauthor) "Diseño constitucional y estabilidad judicial en América Latina, 1900-2009" [Constitutional Design and Judicial Stability in Latin America, 1900-2009], *Política y Gobierno* 19 (1): 3-40.

2011 (coauthor) "Bolivia: The Rise (and Fall) of Judicial Review," in G. Helmke and J. Ríos-Figueroa (eds.) *Courts in Latin America* (Cambridge: Cambridge University Press).

2011 (coauthor) "Sistemas electorales y derechos políticos en América Latina 1900-2008" [Electoral Systems and Political Rights in Latin America, 1900-2008], in M. Puchet et al. (eds.) *América Latina: Problemas centrales y oportunidades promisorias* (México: Flacso-México).

2009 (coauthor) "Weakened Policymaking Process, Deteriorating Fiscal Outcomes: The Case of Paraguay," in M. Hallerberg, C. Scartascini, and E. Stein (eds.) *Who Decides the Budget? A Political Economy Analysis of the Budget Process in Latin America*. (Cambridge, MA: IADB-David Rockefeller Center for Latin American Studies).

2009 (coauthor) "Las bases partidarias de la legislación particularista en Ecuador y Paraguay" [The Partisan Foundations of Legislative Particularism in Ecuador and Paraguay], in F. Freidenberg and M. Alcántara Sáez (eds.) *Selección de candidatos, política partidista y rendimiento democrático* (México: Tribunal Electoral del Distrito Federal).

2009 (coauthor) "Exporting Democracy: Does it Work?," in Z. Barany and R. G. Moser (eds.) *Is Democracy Exportable?* (Cambridge: Cambridge University Press).

2009 (coauthor) "Veto Players in Presidential Regimes: Institutional Variables and Policy Change," *Revista de Ciencia Política* 29 (3): 693-720.

2009 (coauthor) "Presidential Control of High Courts in Latin America: A Long-Term View (1904-2006)," *Journal of Politics in Latin America* 1 (2): 87-114.

- Percentage of time = 75

B. Guy Peters (Related)

Maurice Falk Professor of American Government; Appointed 1984; Tenured

Ph.D. 1970, Michigan University

Language competence: Spanish (3); German (2); French (3); Swedish (3)

Specializations: Comparative and public administration

Field/research experience: Argentina, Mexico, Uruguay

- Percentage of time = 20

SOCIOLOGY

Kathleen M. Blee (Related)

Distinguished Professor of Sociology; Appointed 1996; Tenured

Associate Dean for Graduate Studies and Research

Ph.D. 1982, University of Wisconsin

Specializations Social movements, including racist/anti-Semitic, and right-wing movements, racial violence, and microsociology. Current research: microsociology of urban bus riding; unreported racial hate crimes.

Field/research experience: Central America

- Percentage of time = 25

Yolanda Hernández-Albújar (Core)

Part-Time Faculty; Appointed 2012; Tenure not applicable

PhD 2012, University of Pittsburgh

Language competence: Spanish (5), Catalan (5) French (3)

Specializations: Gender and migration, identity and otherness, poverty and power, cultural sociology, Latinos in USA, pop culture and media, visual and qualitative methodologies, social theory

Field/research experience: Mexico, Peru, Colombia, Dominican Republic

Selected publications:

2013 “Transnational Approach to Immigration Studies: Review of *Latino Immigrants in the United States* by R. Mize and G. Peña Delgado,” *International Sociology Review of Books* 28(2).

2008 “Democracy in Latin America: Accounting for Internal and External Factors,” *Visions of Latin America* 3:18-24 [http://www.ucis.pitt.edu/clas/publications/Visions_vol3_issue2.pdf].

2007 “The Symbolism of Video: Exploring Migrant Mothers’ Experiences,” in G. H. Stanczak (ed.), *Visual Research Methods. Image, Society, and Representation* (Thousand Oaks, CA: Sage Publications).

2007 (coauthor) “The Advancement of Visual Methodologies: Integrating the Senses with Reflexivity and Phenomenology” [Review of *The future of visual anthropology: Engaging the senses* by Pink, S.], *PsycCRITIQUES—Contemporary Psychology: APA Review of Books*.

- Percentage of time = 60

Project Personnel and Faculty Bios, Center for Latin American Studies, University of Pittsburgh

John Markoff (Core)

Distinguished University Professor; Appointed 1972; Tenured

Joint appointments with History and Political Science

Ph.D. 1972, Johns Hopkins University

Language competence: Spanish (3); Portuguese (2); French (4)

Specializations: Historical sociology, revolutions, political sociology, history of democracy, social movements and democratization

Field/research experience: Argentina, Brazil, Spain

Courses taught:

2341 Social Movements

Dissertations/theses supervised: 2

Selected publications:

- 2011 "A Moving Target: Democracy", *Archives Européennes de Sociologie/European Journal of Sociology* 52(2):239-276.
- 2010 (co-editor) *Economists in the Americas: Convergence, Divergence, and Connection* (Cheltenham: Edward Elgar)
- 2010 (coauthor) "The Transamerican Market-Oriented Think Tank Movement," in A. Garcé and G. Uña (eds.), *Think Tanks and Public Politics in Latin America* (Buenos Aires: Fundación Siena and CIPPEC).
- 2009 "The Global Wave of Democratization" in Christian W. Haerpfer, Ronald Inglehart, Chris Welzel and Patrick Bernhagen (eds.), *Democratization in a Globalized World* (Oxford: Oxford University Press)
- 2009 (coauthor) "Preface," in V. Montecinos and J. Markoff (eds.), *Economists in the Americas: Convergence, Divergence, and Connection* (Cheltenham: Edward Elgar).
- 2009 (coauthor) "Economists in the Americas: Convergence, Divergence, and Connection," in V. Montecinos and J. Markoff (eds.), *Economists in the Americas: Convergence, Divergence, and Connection* (Cheltenham: Edward Elgar).
- 2009 "Epilogue: A Glance Beyond the Neoliberal Moment," in V. Montecinos and J. Markoff (eds.), *Economists in the Americas: Convergence, Divergence, and Connection* (Cheltenham: Edward Elgar).
- 2009 "Collective Movements and Collective Protest," in J. Levine and M. Hogg (eds.) *Encyclopedia of Group Processes and Intergroup Relations* (Thousand Oaks, CA: Sage)
- 2008 "Contentious Politics and Liberal Democracies," *Kasarinlan: Philippine Journal of Third World Studies* 23 (1):145-150.
- 2008 "Prólogo" in Antonio Herrera González de Molina, *La Construcción de la democracia en el campo 1975-1988. Historia de la Federación de Trabajadores de la Tierra* (Madrid: Ministerio de Agricultura, Pesca, y Alimentación).
- Percentage of time = 25

Jacquelyn (Jackie) Smith (Related)

Professor; Appointed 2011; Tenured

PhD 1996, University of Notre Dame

Language competence: Spanish (2)

Specializations: Social movements, globalization, international organization, global justice movement, World Social Forums, transnational coalitions .

Field/research experience: familiarity with Brazil and various Latin American and Caribbean countries

- Percentage of time = 10

THEATRE ARTS

Lisa Jackson-Schebetta (Core)

Assistant Professor; Appointed 2010; Tenure track

PhD 2010, University of Washington

Language competence: Spanish (3)

Specializations: Latin America Theatre and Performance Cuban, Puerto Rican, Peninsular Diaspora Transnational performance race and performance Labor and Theatre 20th C Colombia.

Field/research experience: Latin American and/or Caribbean focused collections in the U.S.

Courses taught:

2202 Theories of Theatre and Drama: Contemporary Approaches to Latin American Theatre

2216 Special topics: Formations of the Americas

2216 Special topics: Gender, Performance and the Body in Contemporary Latin America

Dissertations/theses supervised: 1

Selected publications:

2012 "Companies to Keep: Air Raid Radio Dramas and International Ethical Responsibility in America, 1936-1939," *Theatre History Studies*. 32: 33-52.

2011 "Ybor City Diasporas, the Spanish Civil War and the Federal Theatre Project's Production of 'Eso no puede ocurrir aqui' (It Can't Happen Here)."
New England Theatre Journal 22.

2010 "Between the Language and Silence of War: Martha Gellhorn, Dorothy Bridges and Hemingway's *The Fifth Column*," *Modern Drama* 53(1):57-75.

2009 "Fantasy of a Native Daughter: Seattle Repertory Theatre's Production of *My Name is Rachel Corrie*," *Journal of American Drama and Theatre* 21(2):29-47.

- Percentage of time: 40

KATZ GRADUATE SCHOOL OF BUSINESS

Andrew R. Blair (Related)

Professor of Business Administration and of Economics; Appointed 1971; Tenured

Vice Provost for Faculty Affairs

Ph.D. 1965, Fordham University

Language competence: Spanish (3); French (3)

Specializations: International economics of development

Field/research experience: Brazil, Mexico

- Percentage of time = 25

Project Personnel and Faculty Bios, Center for Latin American Studies, University of Pittsburgh

James A. Craft (Core)

Professor of Business Administration; Appointed 1972; Tenured
Professor, International Executive MBA Program, São Paulo, Brazil
Editorial board, *Journal of Labor Research*

Ph.D. 1968, University of California at Berkeley

Language competence: Spanish (4), Portuguese (2)

Specializations: Human resources management, personnel administration, collective bargaining (public and private sectors), organizational behavior, management theory, the Church and union pressure tactics, Latin American immigration to the United States, international management

Field/research experience: Argentina, Brazil, Chile, Ecuador, Mexico, Peru

Courses taught:

2702 Global Research Practicum: Latin America

Dissertations/theses supervised: 0

Selected publications:

- 2007 "Future Direction in Labor Relations: A 2025 Perspective," in Charles Wankel (ed.), *Handbook of 21st Century Management* (Sage Publications)
- 2005 "Human Resource Strategy" in Susan Cartwright (ed.), *The Blackwell Encyclopedia of Management: Human Resource Management* (Oxford: Blackwell)
- 2004 "Unions and Legitimacy: A Review and Perspective," *Journal of Labor Research* 25(4): 667-675
- 2003 "Future Directions in Public Sector Labor Relations: A 2020 Perspective," *Journal of Labor Research* 24(4)
- Percentage of time = 25

Lawrence Feick (Related)

Professor of Business Administration; Appointed 1982; Tenured
Director, University Center for International Studies
Senior Director of International Programs

PhD 1981, Pennsylvania State University

Specializations: Consumer information search, international marketing, word-of-mouth influence, and the analysis of categorical data

Field/research experience: Brazil, Ecuador, Uruguay

- Percentage of time = 25

Project Personnel and Faculty Bios, Center for Latin American Studies, University of Pittsburgh

William E. Hefley (Related)

Clinical Associate Professor of Business Administration; Appointed 2009; Tenure not applicable

PhD 1998, Carnegie Mellon University

Language competence: Portuguese (2)

Specializations: Service science, sourcing, corporate social responsibility (CSR), information systems/software engineering, value-based service management, human capital management, and leadership in global business

Field/research experience: Brazil

- Percentage of time = 25

Audrey J. Murrell (Related)

Associate Professor of Business Administration; Appointed 1979; Tenured

Joint appointments with Dept. of Psychology and the Graduate School of Public and International Affairs

Director, David Berg Center for Ethics and Leadership

PhD 1987, University of Delaware

Language competence: Spanish (2)

Specializations: Mentoring and career development, gender and diversity in organizations, minority/women contracting and supplier diversity, gender issues in management, social identity theory and applications

Field/research experience: Brazil

- Percentage of time = 25

Project Personnel and Faculty Bios, Center for Latin American Studies, University of Pittsburgh

Josephine E. Olson (Core)

Professor of Business Administration; Appointed 1971; Tenured

Director, International Business Center

Joint appointment in Economics

Ph.D. 1970, Brown University

Language competence: Spanish (3); French (2)

Specializations: International economics, women in management

Field/research experience: Brazil, Chile, Ecuador, Mexico, Peru

Courses taught:

0037 International Field Trip to Chile

1508 Key International Economic Issues for Managers

Dissertations/theses supervised: 0

Selected publications:

In press (coauthor) "Evaluating a short-term, first-year study-abroad program for business and engineering undergraduates: understanding the student learning experience," *Journal of Education for Business*.

2011 (coauthor) "Beyond 65: Predictors of Late Retirement for Women and Men MBAs," *Journal of Women and Aging*, 23:40-57.

2007 (coauthor) "Beliefs in Equality for Women and Men as Related to Economic Factors in Central and Eastern Europe and the United States," *Sex Roles* 56: 297-308

2007 (coauthor) "Transition from Communism," in G. Ritzer (ed.), *The Blackwell Encyclopedia of Sociology*, X(ST-Z): 5047-5050

2006 (coauthor) "Economic Influences on Ideals about Future Jobs in Young Adults in Formerly Socialist Countries and the United States," *Cross Cultural Research* 40: 352-376

2006 (coauthor) "Work Values and their Effects on Work Behavior and Work Outcomes in Female and Male Managers," *Sex Roles* 54: 83-93

- Percentage of time = 25

Frits K. Pil (Related)

Professor of Business Administration; Appointed 1996; Tenured

Research Scientist, Learning Resource Development Center, University of Pittsburgh

Ph.D. 1996, University of Pennsylvania

Language competence: Portuguese (3); French (4)

Specializations: Transfer of Knowledge within and across organizational boundaries, Architecture of knowledge.

Field/research experience: Brazil

- Percentage of time = 25

Project Personnel and Faculty Bios, Center for Latin American Studies, University of Pittsburgh

Luis G. Vargas (Related)

Professor of Operations, Decision Science and Artificial Intelligence; Appointed 1979; Tenured

Ph.D. 1979, Wharton School of the University of Pennsylvania

Ph.D. 1977, University of Sevilla, Spain

Language competence: Spanish (5)

Specializations: Quantitative analysis, operations research, mathematics, artificial intelligence

Field/research experience: Central America, Puerto Rico, Spain

- Percentage of time = 25

SCHOOL OF EDUCATION

Jorge Enrique Delgado (Core)

Part-Time Instructor, Administrative and Policy Studies; Appointed 2011; Tenure not applicable

PhD 2011, University of Pittsburgh

Language competence: Spanish (5), Portuguese (3)

Specializations: Higher education, communication of research, social and public policy, dentistry

Field/research experience: Argentina, Brazil, Chile, Colombia, Mexico, Uruguay, Venezuela, Paraguay, Peru,

Selected publications:

2011 “Role of Open Access in the Emergence and Consolidation of Refereed Journals in Latin America and the Caribbean,” *Revista Educación Superior y Sociedad (UNESCO-IESALC)* (in press).

2010 “Trends in the Publication of Refereed Journals in Spanish- and Portuguese-speaking Latin America” (newsletter article), *Comparative & International Higher Education* 2(2):43-49. Available at: <http://www.higheredsig.org/cihe/Number02-14.pdf>

2008 “La publicación y la visibilidad de los investigadores” (editorial), *CES Medicina* 22(1):7-8. Available at: http://www.ces.edu.co/Publ_Revista_Medicina.aspx

2008 “La publicación científica en Colombia” (editorial), *Universitas Odontológica* 27(59):4-5. Available at: <http://www.javeriana.edu.co/universitasodontologica>

2007 “Academia cambiante y papel del profesor universitario” (editorial), *Universitas Odontológica* 26(58):4-5. Available at: <http://www.javeriana.edu.co/universitasodontologica>

- Percentage of time = 70

Project Personnel and Faculty Bios, Center for Latin American Studies, University of Pittsburgh

Richard Donato (Related)

Associate Professor, Instruction and Learning; Appointed 1989; Tenured

Ph.D. 1988, University of Delaware

Language competence: French (4)

Specializations: Sociocultural theory and second language learning, early language learning, discursive collaboration and language learning, teacher education

Field/research experience: Venezuela

- Percentage of time = 25

Carl I. Fertman (Related)

Associate Professor, Health, Physical and Recreational Education; Appointed 1983; Tenured

Executive Director, Maximizing Adolescents Potential Program (MAPS)

Ph.D. 1986, University of Pittsburgh

Language competence: Spanish (3)

Specializations: Counseling, international adoptions, mental health program development, evaluation and administration, leadership

Field/research experience: Chile, Colombia

- Percentage of time = 10

Project Personnel and Faculty Bios, Center for Latin American Studies, University of Pittsburgh

W. James Jacob (Related)

Assistant Professor, Administrative and Policy Studies; Appointed 2007; Tenure eligible

Director, Institute for International Studies in Education, University of Pittsburgh

Ph.D. 2004, University of California, Los Angeles

Specializations: Higher education management, research methods, policy analysis, program evaluation, international development, social theory, multicultural education, research ethics, and organizational leadership and strategy.

- Percentage of time = 25

Maureen K. Porter (Related)

Associate Professor, Administrative and Social Studies and Social and Comparative Analysis of Education;

Appointed 1996; Tenured

Ph.D. 1997, Stanford University

Language competence: Spanish (1); Quechua (1)

Specializations: Educational development, community based projects, service learning, indigenous language movements

Field/research experience: Bolivia, Peru

- Percentage of time = 25

Project Personnel and Faculty Bios, Center for Latin American Studies, University of Pittsburgh

Stewart E. Sutin (Related)

Clinical Professor of Administrative and Policy Studies; Appointed 2007; Tenure not applicable

Associate Director of the Institute for Higher Education Management

PhD 1975, University of Texas at Austin

Language competence: Spanish (5); Portuguese (5)

Specializations: Latin American 20th century history, inter-American diplomatic relations, financing development in Latin America

Field/research experience: Argentina, Brazil, Chile, Dominican Republic

- Percentage of time = 25

John C. Weidman II (Related)

Professor of Higher and International Education, Administrative and Policy Studies; Appointed 1979; Tenured

PhD 1974, University of Chicago

Language competence: Spanish (2)

Specializations: Comparative education policy, planning and finance, professional socialization, program evaluation, education policy and reform in developing countries

Field/research experience: Puerto Rico

- Percentage of time = 25

SWANSON SCHOOL OF ENGINEERING

Jorge D. Abad (Core)

Assistant Professor, Civil and Environmental Engineering; Appointed 2009; Tenure track
Director for Education and Research, Center for Research and Education of the Amazonian Rainforest
Director, Environmental Fluid Mechanics (EFM) Laboratory, University of Pittsburgh
Joint appointment in Geology and Planetary Sciences
Ph.D. 2008, University of Illinois at Urbana-Champaign

Language competence: Spanish (5)

Specializations: Mechanics of sediment transport, river mechanics and morphodynamics, river restoration, open channel flow, computational fluid dynamics, hydraulics laboratory, environmental hydrodynamics, transport and mixing processes in water, ecohydraulics, in-stream processes, tidal meandering channels, near-shore processes, submarine meandering channels.

Field/research experience: Brazil, Colombia, Peru

Courses taught:

0023	Plus3 Chile program for Engineering and Business undergraduate students
1401/2401	Open Channel Hydraulics
2416	Sediment Transport
3416	River Mechanics and Morphodynamics
3408	Advanced Environmental Fluid Mechanics
3485	Graduate Seminars

Dissertations/theses supervised: 3

Selected publications:

- Forthcoming (coauthor) "Discrimination of bedforms scales using robust spline and wavelet transforms: methods and application to Synthetic Signals and the Parana River, Argentina," *Journal of Geophysical Research*, AGU.
- 2012 (coauthor) "Advances and challenges in meandering channels research," *Geomorphology* 163-164: 1-9.
- 2011 (coauthor) "Pool-Riffle Design Based on Geomorphological Principles for Naturalizing Straight Channels," in A. Simons, S. J. Bennett, and J. M. Castro (eds.), *Stream Restoration in Dynamic Fluvial Systems: Scientific Approaches, Analyses, and Tools*, Geophysical Monograph Series, Vol. 194.
- 2011 (coauthor) "A new framework for modeling the migration of meandering rivers," *Earth Surface Processes and Landforms*, 36:70-86.
- 2011 (coauthor) "Similarities and differences between a large meandering river and an anabranching river: the Ucayali and Amazon River cases". ASCE EWRI Conference Proceedings, Palm Spring, California, USA.
- 2011 (coauthor) "Wavelets application to study the bedforms of Parana River," XXXIV International Association of Hydraulic Engineering and Research (IAHR) Congress Proceedings. Brisbane, Australia.
- 2010 (coauthor) "A modeling framework for organic sediment resuspension and oxygen demand: the case of Bubbly creek in Chicago, Illinois," *Journal of Environmental Engineering*, 136 (9):952-964.
- 2009 (coauthor) "Characterization of bedform morphology using wavelet analysis," *Ocean Engineering*, 36:617-632, doi:10.1016/j.oceaneng.2009.01.014.
- 2009 (coauthor) "Experiments in a High-Amplitude Kinoshita Meandering Channel: 1. Implications of Bend Orientation on Mean and Turbulent Flow Structure," *Water Resources Research* 45, W02401, doi:10.1029/2008WR007016.
- 2008 (coauthor) "Chapter 8: River meandering and channel stability," in M.H. Garcia (ed), *ASCE Manual of Practice 110: Sedimentation Engineering* (Reston, VA).
- Percentage of time = 30

Project Personnel and Faculty Bios, Center for Latin American Studies, University of Pittsburgh

Eric J. Beckman (Related)

George M. Bevier Professor of Engineering; Appointed 1989; Tenured
Co-Director, Mascaro Center for Sustainable Innovation

Ph.D. 1988, University of Massachusetts, Amherst

Specializations: Green chemistry and sustainability, use of carbon dioxide as either a solvent or raw material, polymer chemistry and processing

Field/research experience: Argentina, Brazil, Puerto Rico, Uruguay

- Percentage of time = 25

Mary Besterfield-Sacre (Related)

Associate Professor, Industrial Engineering; Appointed 1999; Tenured

Ph.D. 1996, University of Pittsburgh

Specializations: Total Quality Management, Statistical Process Control, Engineering Management, Engineering Education Assessment/Evaluation Methodologies.

Field/research experience: limited experience in Brazil and Mexico

- Percentage of time = 25

Project Personnel and Faculty Bios, Center for Latin American Studies, University of Pittsburgh

Daniel Budny (Related)

Associate Professor, Civil and Environmental Engineering; Appointed 1999; Tenured
Academic Director of Freshman Programs

PhD 1988, Michigan State University

Specializations: Engineering education, structural vibrations and fluid mechanics, water and waste water treatment design

Field/research experience: Panama, Brazil, Ecuador

Selected publications:

- 2011 (coauthor) "International Service Learning Design Projects: Educating Tomorrow's Engineers, Serving the Global Community, and Helping to Meet ABET Criterion," *International Journal for Service Learning in Engineering*, 6(2).
- 2011 (coauthor) "A Senior Service-Learning Design Project in Ecuador," Proceedings 2011 IEEE/ASEE Frontiers in Education Conference, Rapid City, South Dakota.
- 2011 (coauthor) "Undergraduate Service-Learning Engineering Design Projects In Ecuador," XL IGIP International Symposium on Engineering Education , Sao Vicente, Brazil.
- 2010 (coauthor) "Impact of Peer Mentoring on Freshmen Engineering Students," *Journal of Science, Mathematics, Engineering, and Technology (STEM) Education: Innovations & Research*, 11(5 & 6).
<http://ojs.jstem.org/index.php?journal=JSTEM>
- 2010 (coauthor) "Integrating Writing Into the Freshman Engineering Curriculum," *The Journal for Quality and Participation: Quality Approaches in Higher Education Supplement*, 1(2).
- Percentage of time = 100

Luis F. Chaparro (Related)

Associate Professor, Electrical and Computer Engineering; Appointed 1979; Tenured

Associate editor, Journal of the Franklin Institute

Ph.D. 1980, University of California at Berkeley

Language competence: Spanish (5)

Specializations: Statistical signal processing, time-frequency analysis, nonlinear image processing, and multidimensional system theory.

Field/research experience: Colombia

- Percentage of time = 25

Project Personnel and Faculty Bios, Center for Latin American Studies, University of Pittsburgh

George E. Klinzing (Related)

William Kepler Whiteford Professor, Chemical Engineering; Appointed 1995; Tenured

Ph.D. 1963, Carnegie Mellon University

Language competence: Spanish (4)

Specializations: Synthetic fuels, coal, pneumatic conveying, solids processing, mass transfer

Field/research experience: Chile, Ecuador

- Percentage of time = 25

Larry J. Shuman (Related)

Professor, Industrial Engineering; Appointed 1969; Tenured

Senior Associate Dean for Academic Affairs, Swanson School of Engineering

Ph.D. 1969, Johns Hopkins University

Specializations: Operations research, engineering ethics, assessment of engineering education programs, development of innovation in engineering, health care delivery system

Field/research experience: limited experience in Brazil, Cuba, Curaçao, Mexico, and Venezuela

- Percentage of time = 25

Project Personnel and Faculty Bios, Center for Latin American Studies, University of Pittsburgh

Luis E. Vallejo (Core)

Professor, Civil Engineering; Appointed 1983; Tenured

Coordinator of the Geotechnical Engineering Group

Ph.D. 1977, University of Wisconsin-Madison

Language competence: Spanish (5)

Specializations: Soil mechanics, foundation engineering, geotechnical engineering

Field/research experience: Colombia, Peru

1256 Engineering in the Americas before Columbus: Wonders of the Incas, Mayas and Aztecs

- Percentage of time = 25

SCHOOL OF LAW

Robert S. Barker (Core)

Adjunct Professor; Appointed 1980-2003, 2006-present; Tenure not applicable

Duquesne University Distinguished Professor of Law, Duquesne University School of Law

Counsellor, Inter-American Bar Association

J.D. (1966), Duquesne University

Language competence: Spanish (4); Portuguese (2)

Specializations: Constitutional law, law and legal process in Latin America

Field/research experience: Argentina, Costa Rica

Courses taught:

5232 Law & Legal Process in Latin America

Dissertations/theses supervised: 0

Selected publications:

- 2012 "El derecho natural y la Constitución de los Estados Unidos," in Universidad Bernardo O'Higgins (ed.), *Revisión del legado jurídico de la Revolución Francesa en las Américas*. Santiago, Chile: Universidad Bernardo Higgins.
- 2012 "El control de constitucionalidad y la cuestión política en los Estados Unidos," in B. Barrios (ed.), *Temas de Derecho Procesal Constitucional Latinoamericano*. Panama City, Panama: Universal Books.
- 2012 "El Estado de Derecho y La Independencia Judicial: La Experiencia de los Estados Unidos," in, Inter-American Bar Association (ed.), *Estado de Derecho, Democracia y Gobernabilidad III*. Managua, Nicaragua: Imprenta Comercial La Prensa.
- 2011 "Natural Law and the United States Constitution," 7 *Ars Boni et Aequi* 143(Año 7, No. 2). Universidad Bernardo O'Higgins, Santiago, Chile.
- 2011 "Constitutional Jurisdiction and Judicial Review: The Experience of the United States," in W. Santos (ed.), *Temas de Direito Sustantável* 519. Belo Horizonte, Brazil: Editora Legal Ltda.
- 2010 *La Constitución de los Estados Unidos y su dinámica actual* (San José, Costa Rica: Editorial Juricentro, Third Edition).
- 2010 "El Concepto de precedente y su significado en el derecho constitucional de los Estados Unidos," 19 *Revista Peruana de Derecho Público* 13 (2009).
- 2010 "El proceso independentista de los Estados Unidos de América," in P. Galeana (ed.), *2 Historia comparada de las Américas Sus procesos independentistas* (Mexico City: Senado de la República).
- 2010 "Jurisdicción Constitucional y Judicial Review: La Experiencia de los Estados Unidos," in V. Bazán (ed.), *1 Derecho Procesal Constitucional Americano y Europeo* 691 (Buenos Aires: Editorial Abeledo-Perrot).
- 2010 "The Concept of Precedent and Its Significance in the Constitutional Law of the United States," *Revista Jurídica Democracia, Direito & Cidadania*, 1(1), (University of Uberaba, Brazil).

- Percentage of time = 100

Project Personnel and Faculty Bios, Center for Latin American Studies, University of Pittsburgh

Jules Lobel (Core)

Bessie McKee Wathour Endowed Chair; Appointed 1983; Tenured

President, Center for Constitutional Rights

J.D. 1978, Rutgers University

Language competence: Spanish (3)

Specializations: International law, constitutional law, civil rights, comparative law

Field/research experience: Cuba, Mexico, Nicaragua

Courses taught:

5356 International Law

5567 Comparative Constitutional Law

5654 Human Rights: Prosecuting Crimes against Humanity in National Courts—The Pinochet Precedent

Selected publications:

2013 “Separation of Powers, Individual Rights and the Constitution Abroad,” *Iowa Law Review*. 98(4):1629-1706.

2012 “Covert War and the Constitution,” 5 *Journal of National Security Law and Policy* 5(2):393-407.

2011 “Fundamental Norms, International Law, and the Extraterritorial Constitution,” *Yale Journal of International Law*, 36(2):307-370.

2007 “The Preventive Paradigm And The Perils Of Ad Hoc Balancing (9/11 Five Years on: A Look at the Global Response to Terrorism),” *Minnesota Law Review* 91:1407-1450.

2007 (coauthor) *Less Safe, Less Free: Why America is Losing the War on Terror* (New York: New Press). [Received the Roy C. Palmer Civil Liberties Book Prize, Chicago-Kent College of Law at the Illinois Institute of Technology]

- Percentage of time = 25

SCHOOL OF MEDICINE

Elmer Raul Cano (Related)

Associate Professor, Clinical Radiation Oncology; Appointed 1984; Tenure not applicable

Fellow American College of Radiation Oncology

M.D. 1972, National University of Trujillo, Peru

Language competence: Spanish (5)

Specializations: Radiation oncology and brachytherapy for head and neck cancer; therapeutic radiology

Field/research experience: Peru

- Percentage of time = 25

Project Personnel and Faculty Bios, Center for Latin American Studies, University of Pittsburgh

Diego Chaves-Gnecco (Related)

Assistant Professor; Appointed 2008; Tenure not applicable

Program Director and Founder, SALUD PARA NIÑOS (Health for Children), since 2004

Chancellor's Distinguished Public Service Award, University of Pittsburgh, 2012

MD 1994, Pontificia Universidad Javeriana, Bogotá, Colombia

MPH 2000, University of Pittsburgh

Language competence: French (1), Spanish (5)

Specializations: Pediatrics, health care for underserved communities, health care for Hispanic Americans, cultural competency in health care, international health, early literacy, child development, bilingualism in child development, injury prevention in children, autism, ADHD, developmental-behavioral pediatrics, barriers to health care access

Field/research experience: Colombia

- Percentage of time = 25

Horacio Fabrega, Jr (Related)

Professor, Psychiatry and Anthropology; Appointed 1978; Tenured

M.D. 1960, Columbia University College of Physicians and Surgeons

Language competence: Spanish (4)

Specializations: Adult psychiatry, cultural anthropology, medicine

Field/research experience: Mexico, Peru

- Percentage of time = 25

Project Personnel and Faculty Bios, Center for Latin American Studies, University of Pittsburgh

Oscar Luis López (Related)

Professor, Neurology & Psychiatry; Appointed 1987; Tenure not applicable

Associate Director, Alzheimer's Research Center

M.D. 1980, Universidad Nacional de La Plata, Argentina

Language competence: Spanish (5)

Specializations: Neurology

Field/research experience: Argentina, Chile

- Percentage of time = 25

Ernesto Torres de Azeved Marques, Jr (Related)

Associate Professor, Infectious Diseases and Microbiology; Appointed 2009; Tenured

Member, Center for Vaccine Research

PhD 1999, The Johns Hopkins University School of Medicine; MD 1993, Federal University of Pernambuco School of Medicine, Brazil

Language competence: Portuguese (5); Spanish (3)

Specializations: Vaccinology, Virology and Immunology

Field/research experience: Brazil

- Percentage of time = 25

Rubén Zamora (Related)

Assistant Professor of Surgery; Appointed 2001; Tenure not applicable
Director, Laboratory of Pediatric Surgery, Children's Hospital of Pittsburgh
Ph.D. 1998, University of Antwerp, Belgium
Language competence: Spanish (5); French (2)
Specializations: Pharmacology, cell and molecular biology
Field/research experience: Cuba

- Percentage of time = 25

GRADUATE SCHOOL OF PUBLIC AND INTERNATIONAL AFFAIRS

Louise K. Comfort (Core)

Professor of Public and Urban Affairs; Appointed 1984; Tenured
Director, Center for Disaster Management
Ph.D. 1975, Yale University
Language competence: Spanish (3); French (2); Italian (2)
Specializations: Public policy analysis; organizational theory and design; decision making under uncertainty; disaster risk reduction and management; network analysis.
Field/research experience: Argentina, Colombia, Costa Rica, Ecuador, Mexico,
Courses taught:

2101 Managing Emergencies & Disasters

Dissertations/theses supervised: 0

Selected publications:

- 2012 (editor) "Designing Disaster Resilience and Public Policy," *Journal of Comparative Policy Analysis*, Special Issue. 14(2):109-113.
- 2012 (coauthor) "Emergency Management Research and Practice in Public Administration: Emergence, Evolution, Expansion and Future Directions," *Public Administration Review*, 72(4):539-548.
- 2011 (coauthor) "Transition from Response to Recovery: A Knowledge Commons to Support Decision Making Following the 12 January 2010 Haiti Earthquake," *Earthquake Spectra*, Special Issue 27(S1): 1-21.
- 2011 "Distributed cognition: The basis for coordinated action in dynamic environments," *Journal of Emergency Management* 9(1):41-46.
- 2010 (lead editor) *Designing Resilience: Preparing for Extreme Events* (Pittsburgh: University of Pittsburgh Press).
- 2010 (coauthor) "Risque, résilience et reconstruction: le tremblement de terre haïtien du 12 janvier 2010," *Télescope* 16(2):37-58.
- 2010 (coauthor) "Retrospectives and Prospectives on Hurricane Katrina: Five Years and Counting," *Public Administration Review*, September-October: 669 – 678
- 2009 (coauthor) "The Dynamics of Disaster Recovery: Resilience and Entropy in Hurricane Response Systems 2005-2008," *Public Organization Review* 9:309-323.
- 2009 (coauthor) "Managing Risk in Real Time: Integrating Information Technology into Disaster Risk Reduction and Response," *Commonwealth: A Journal of Political Science*, 15:27-46.

- Percentage of time = 50

Project Personnel and Faculty Bios, Center for Latin American Studies, University of Pittsburgh

William N. Dunn (Related)

Professor of Public and Urban Affairs; Appointed 1969; Tenured

Associate Dean, GSPIA

Ph.D. 1969, Claremont Graduate School

Specializations: Evidence based policy analysis, program evaluation, research methods and statistics, and the philosophy of the social and policy sciences

Field/research experience: Jamaica, Puerto Rico

- Percentage of time = 25

Fatma A. El-Hamidi (Related)

Adjunct Faculty; Appointed 1997; Tenure not applicable

Ph.D. 1996, University of Pittsburgh

Specializations: Economics; labor markets; middle east economics; women and gender issues; Economic Development of Middle East countries; women in the labor market; labor markets in developing countries; economics of education; poverty and income distribution; minimum wage issues.

Field/research experience: Costa Rica

- Percentage of time = 50

Project Personnel and Faculty Bios, Center for Latin American Studies, University of Pittsburgh

Shanti Gamper-Rabindran (Related)

Assistant Professor; Appointed 2005; Tenure track

PhD 2001, Massachusetts Institute of Technology

Language competence: Spanish (2)

Specializations: Environment, health, and development economics/policy

Field/research experience: Brazil, Mexico

Courses taught:

- 2502 Global Environment
- 2510 Economic Development
- 2553 Global Health

- Percentage of time = 25

Marcela González Rivas (Core)

Assistant Professor; Appointed 2012; Tenure track

PhD 2007 (City and Regional Planning), University of North Carolina, Chapel Hill

Language competence: Spanish (native speaker), Portuguese (2)

Specializations: Regional economic development, growth and inequality; Influence of major reforms, like trade and decentralization on development and inequality, regional and community access to water, indigenous groups and public goods.

Field/research experience: Mexico

Courses taught:

- 2096 Capstone Seminar
- 2125 City and Region, Theory and Practice
- 2707 Urbanization and Development

Selected publications:

Forthcoming "Ethnolinguistic Divisions and Access to Clean Water in Mexico." *Latin American Research Review*

2012 "Why Do Indigenous Municipalities in Mexico Have Worse Piped Water Coverage?," *Development in Practice* 22(1):31-43.

2011 "Trade Openness, Infrastructure, and the Wellbeing of Mexico's South," *Mexican Studies* 27(2):407-429.

2007 "The Effects of Trade Openness on Regional Inequality in Mexico," *The Annals of Regional Science* 41(3):545-561.

2005 "Review: Uneven Regional Development, The European Union and its New Member States," *Regional Studies* 39(7):1006-1007.

- Percentage of time = 70

Project Personnel and Faculty Bios, Center for Latin American Studies, University of Pittsburgh

Michael C. Kenney (Related)

Associate Professor of International Affairs; Appointed 2011; Tenured
Fellow, International Center for the Study of Terrorism, Pennsylvania State University
PhD 2002, University of Florida

Language competence: Spanish (4), Portuguese (2)

Specializations: Terrorism, drug trafficking, transnational organized crime, organization theory, organizational learning

Field/research experience: Colombia, Ecuador, and Brazil

Selected publications:

- 2013 (coauthor) "Organisational adaptation in an activist network: Social networks, leadership, and change in al-Muhajiroun," *Applied Ergonomics* special issue "Detecting Terrorist Networks." 44(5):739-747
doi:10.1016/j.apergo.2012.05.005
- 2012 "The Evolution of the International Drugs Trade: The Case of Colombia, 1930-2000," in Felia Allum and Stan Gilmour (eds.), *Routledge Handbook of Transnational Organized Crime* (London and New York: Routledge).
- 2011 "Hotbed of Radicalization or Something Else?: An Ethnographic Exploration of a Muslim Neighborhood in Ceuta," *Terrorism and Political Violence* 23(4):537-559.
- 2010 "'Dumb' yet Deadly: Local Knowledge and Poor Tradecraft among Islamist Militants in Britain and Spain," *Studies in Conflict and Terrorism* 33(10):911-932.
- 2007 *From Pablo to Osama: Trafficking and Terrorist Networks, Government Bureaucracies, and Competitive Adaptation* (University Park: Pennsylvania State University Press).
- 2007 "The Architecture of Drug Trafficking: Network Forms of Organisation in the Colombian Cocaine Trade," *Global Crime* 8(3):233-259.
- Percentage of time = 10

Kevin M. Morrison (Core)

Assistant Professor; Appointed 2012; Tenure track
PhD 2007, Duke University

Language competence: Spanish (3)

Specializations: Political economy of development; democratization; natural resource revenues, foreign aid, Latin America, Africa, research methods

Field/research experience: Mexico, Bolivia, Brazil

Selected publications:

- 2012 "What Can We Learn About the 'Resource Curse' from Foreign Aid?," *World Bank Research Observer* 27(1):52-73.
- 2011 "When Public Goods Go Bad: The Implications of the End of the Washington Consensus for the Study of Economic Reform," *Comparative Politics* 44(1):105-122.
- 2011 "As the World Bank Turns: IDA Lending in the Cold War and After," *Business & Politics* 13(2), Article 2.
- 2011 "Nontax Revenue, Social Cleavages, and Authoritarian Stability in Mexico and Kenya: 'Internationalization, Institutions, and Political Change' Revisited," *Comparative Political Studies* 44(6):719-46.
- 2009 "Oil, Nontax Revenue, and the Redistributive Foundations of Regime Stability," *International Organization* 63:107-38.
- 2007 Coauthor. "Inequality and Deliberative Development: Revisiting Bolivia's Experience with the PRSP," *Development Policy Review* 25(6):721-740.
- Percentage of time = 25

Project Personnel and Faculty Bios, Center for Latin American Studies, University of Pittsburgh

Paul J. Nelson (Core)

Associate Professor of International Development; Appointed 1998; Tenured
Director, International Development Program

Ph.D. 1991, University of Wisconsin at Madison

Language competence: Spanish (3); Portuguese (2)

Specializations: Human rights and development; religion and development; non-governmental organizations; development policy.

Field/research experience: Guatemala

Courses taught:

- 2097 Human Rights and Development
- 2307 Human Security
- 2501 Development Policy and Administration
- 2513 Religion and Development
- 2526 Micropolitics: NGOs, Development and Civil Society

Dissertations/theses supervised: 1

Selected publications:

- 2013 “Human Rights, the Millennium Development Goals, and the Future of Development Cooperation,” in Koen De Feyter (ed.), *Globalization and Common Responsibilities of States*, Ashgate.
- 2010 (coauthor) “New Rights Advocacy in a Global Public Domain,” in Paul F. Diehl and Brian Frederking (eds.), *The Politics of Global Governance: International Organizations in an Interdependent World*, 4th Edition. (Reprint: *European Journal of IR* article.)
- 2010 (coauthor) “Falling short of our Goals: Transforming the millennium development goals into millennium development rights,” *Netherlands Quarterly of Human Rights* 28(4):516–522.
- 2010 “The Millennium Development Goals and the Politics of Global Poverty,” in R. Denmark (ed.), *The International Studies Encyclopedia*, vol. 3 (New York: ISA/Wiley-Blackwell).
- 2009 “Health, Inequalities and Mobilization: Human Rights and the Millennium Development Goals,” in S. J. Babones (ed.), *Social Inequality and Public Health* (Bristol: The Policy Press).
- 2008 “Local Claims, International Standards, and the Human Right to Water,” in C. Bob (ed.), *The International Struggle for New Human Rights* (Philadelphia: University of Pennsylvania Press).
- 2008 “Political Opportunity Structures and Non-State Influence: Making the Case for Transparency at the World Bank,” in J. Joachim and B. Locher (eds.), *Transnational Activism in the EU and UN* (London: Routledge Press).
- 2008 (coauthor) *New Rights Advocacy Changing Strategies of Development and Human Rights NGOs* (Georgetown University Press)
- 2008 “NGOs in the Aid System,” in L. Picard, R. Groelsema and T. Buss (eds.), *Foreign Aid Policy: Issues and Debates* (M.E. Sharpe)
- 2007 “Between Heroic Independence and Dependent Sub-servience: NGOs and the World Bank,” in P. Opoku-Mensah, D. Lewis and T. Tvedt (eds.), *Reconceptualising NGOs and their Roles in Development* (Aalborg, Denmark: Aalborg University Press)
- 2007 “Human Rights, the Millennium Development Goals, and the Future of Development Cooperation,” *World Development* 35(12): 2041-2055
- 2007 (coauthor) “New Rights Advocacy in a Global Public Domain,” *European Journal of International Relations* 13(2): 187-216
 - Percentage of time = 30

Louis A. Picard (Related)

Professor of International Development; Appointed 1987; Tenured
Director of Ford Institute for Human Security

Ph.D. 1977, University of Wisconsin at Madison

Specializations: Development and manpower planning, political constraints on rural development strategies, structural adjustment and public sector reform and governance, Third World management of technical assistance, politics of decentralization, agricultural politics and rural development

Field/research experience: Brazil, Mexico, Nicaragua

- Percentage of time = 25

Project Personnel and Faculty Bios, Center for Latin American Studies, University of Pittsburgh

Michael T. Rizzi (Related)

Adjunct Faculty; Appointed: 2009; tenure not applicable

MA Political Science 2005, University of Pittsburgh

Language competence: Spanish (4); Portuguese (3)

Michael T. Rizzi cont.

Specializations: Political geography, geopolitics, imperialism and independence, colonial history, diplomacy, international organizations.

Research/Field Experience: Commonwealth countries, Argentina

- Percentage of time = 25

Nita Rudra (Related)

Associate Professor of International Affairs; Appointed 2001; Tenured

Ph.D. 2000, University of Southern California

Language competence: French (1); Bengali (4)

Specializations: International political economy, globalization and welfare in developing countries, poverty and the world economy

Field/research experience: Brazil

- Percentage of time = 25

Project Personnel and Faculty Bios, Center for Latin American Studies, University of Pittsburgh

Nuno S. Themudo (Core)

Associate Professor of International Affairs; Appointed 2003; Tenured

Ph.D. 2004, London School of Economics and Political Science

Language competence: Portuguese (5); Spanish (4); French (3)

Specializations: nonprofit sector NGOs international development management corruption Latin America economics of development

Field/research experience: Brazil, Mexico, Portugal

Courses taught:

2510 Economic Development and Policy Choice

2524 NGOs for Development

2552 Managing Organization in Development

Selected publications:

Forthcoming *Nonprofits in Crisis: Economic Development, Risk and the Philanthropic Kuznets Curve* Indiana University Press).

2011 "International Non-Government Organizations (INGOs)," in Mark Juergensmeyer and Helmut K. Anheier (eds.) *Encyclopedia of Global Studies* (Thousand Oaks, CA: Sage Publishers).

2010 "Dotcauses," in H. K. Anheier and S. Toepler (eds.), *International Encyclopedia of Civil Society* (New York: Springer Reference).

2009 "Gender and the Nonprofit Sector," *Nonprofit and Voluntary Sector Quarterly*, 38(4):663-683.

2008 (coauthor) "International NGOs: Scale, Expressions and Governance," in V. Rittberger, M. Nettesheim and C. Huckel (eds.), *Changing Patterns of Authority in the Global Political Economy* (Basingstoke: Palgrave Macmillan).

2006 (coauthor) "Linking the Web and the Street: Internet-based 'Dotcauses' and the Anti-globalization Movement," *World Development*, 34(1):50-74.

2006 (coauthor) *From Adequate to Outstanding Performance: Propositions on Nonprofit Organizational Life Cycles* (Pittsburgh: The Forbes Funds).

2006 (coauthor) "Linking the Web and the Street: Internet-based 'Dotcauses' and the Anti-globalization Movement," *World Development* 34(1): 50-74.

- Percentage of time = 50

Phil Williams (Related)

Professor and Wesley W. Posvar Chair in International Security Studies

Director, Matthew B. Ridgway Center for International Security Studies

PhD 1988, University of Southampton, England; 1990; Tenured

Language competence: Spanish (2); Portuguese (1)

Specializations: Security studies, foreign policy analysis, transnational organized crime, terrorism

Field/research experience: Mexico, Colombia

- Percentage of time = 25

GRADUATE SCHOOL OF PUBLIC HEALTH

Patricia I. Documét (Core)

Assistant Professor of Behavioral and Community Health Services; Appointed 2002; Tenure not applicable
Director of the Certificate of Minority Health and Health Disparities

DrPH 2001, University of Pittsburgh

MD 1984, Universidad Peruana Cayetano Heredia, Lima, Peru

Language competence: Spanish (5)

Specializations: Health care access, health care for U.S. Latinos, cross-cultural behavioral research in cancer screening, breast and cervical cancer, breastfeeding, research methods and evaluation

Field/research experience: Ecuador, Peru, Nicaragua, United States (Latinos)

Courses taught:

2525 Introduction to Applied Research

Dissertations/theses supervised: 2

Selected publications:

- 2011 (coauthor) "Aligning a Departmental DrPH Program with the new ASPH Competencies," *Public Health Reports* 126(2).
- 2008 (coauthor) "Perspectives of African American, Amish, Appalachian and Latina Women on Breast and Cervical Cancer Screening: Implications for Cultural Competence," *Journal of Health Care for the Poor and Underserved* 19(1): 56-74.
- 2008 (coauthor) "Disparities in Health Status and Health Service Utilization among Hispanic Ethnic Subgroups," in R. Bangs, E. Ricci, and L.E. Davis (eds.), *Racial disparity in mental health services. Why race still matters* (Binghamton, NY: Haworth Press).
- 2005 (coauthor) "A Community-Based Initiative for Teen Pregnancy Prevention," *Journal of Adolescent Health* 37: 100-107.
- 2004 (coauthor) "Latinos Health Care Access: Financial and Cultural Barriers," *Journal of Immigrant Health Title* 6(1):5-13
- Percentage of time = 50

Ravi K. Sharma (Core)

Assistant Professor, Behavioral and Community Health Sciences; Appointed 1973; Tenure not applicable
Joint appointments with Graduate School of Public and International Affairs and Department of Sociology

Ph.D. 1973, University of Pennsylvania

Specializations: Applied quantitative demographic and social research, forecasting techniques, Third World demographic and health research

Field/research experience: Barbados, Chile, Ecuador, Jamaica, St. Lucia, Trinidad and Tobago

Courses taught:

2561 Demographic Techniques

2598 Social Inequalities and Health

3015 Geographic Information Systems (GIS) and Spatial Data Analysis

Dissertations/theses supervised: 5

Selected publications:

- 2004 (coauthor) "Latinos Health Care Access: Financial and Cultural Barriers," *Journal of Immigrant Health Title* 6(1):5-13
- 1984 "Recent Advances in Explaining Fertility Declines in the Third World: A Theoretical Methodological Analysis" in R. Thommason (ed.), *Comparative Social Research* (Greenwich, CT: JAI Press)
- Percentage of time = 25

Project Personnel and Faculty Bios, Center for Latin American Studies, University of Pittsburgh

Ronald D. Stall (Related)

Professor, Behavioral and Community Health Sciences; Appointed 2005; Tenured

Director, Center for Lesbian, Gay, Bisexual and Transgender Health Research

PhD 1984, University of California, San Francisco

Language competence: Spanish (3); Portuguese (2)

Specializations: HIV prevention and behavioral epidemiology, substance abuse epidemiology, smoking, aging, mental health, and housing as health care.

Field/research experience: Brazil

- Percentage of time = 25

Martha Ann Terry (Core)

Assistant Professor, Behavioral and Community Health Sciences; Appointed 2002; Tenure not applicable

Joint appointment in Anthropology

Director, Master of Public Health Program

Ph.D. 1994, University of Pittsburgh

Language competence: Spanish (5); Portuguese (3)

Specializations: Sociocultural aspects of human sexuality, reproductive decision-making, HIV/AIDS and women's health

Field/research experience: Colombia, Guatemala

Courses taught:

2509	Social/Behavioral Sciences
2559	Community Development Approaches to Public Health
2560	Introduction to Population Problems
2562	Seminar in Family Planning
2575	Seminar in Maternal/Child Health

Dissertations/theses supervised: 3

Selected publications:

- 2010 (coauthor) "The Development of the Barkin Index of Maternal Functioning," *Journal of Women's Health* 19(12):2239-2246.
- 2007 (coauthor) "Transforming a Public Health Curriculum for the 21st Century," in Jerome Branche, John W. Mullenix, and Ellen R. Cohn (eds.), *Diversity Across the Curriculum: A Guide for Faculty in Higher Education* (Bolton, MA: Anker Publishing Company, Inc.)
- 2004 (coauthor) "Tailoring Interventions: Understanding Medical Practice Culture," *Journal of Cross-Cultural Gerontology* 19: 47-76.
- 2003 (coauthor) "Parents, practitioners, and researchers: Community based participatory research with Early Head Start," *American Journal of Public Health* 93(10): 1672-1679.
- 2002 (coauthor) "Knowledge and Beliefs about Influenza, Pneumococcal Disease, and Immunizations Among the Elderly," *Journal of the American Geriatric Society*.
- 2002 (coauthor) "The Role of Qualitative Methods for Investigating Barriers to Adult Immunization," *Qualitative Health Research* 12(8): 1058-1075.

- Percentage of time = 25

UNIVERSITY LIBRARY SYSTEM

Martha E. Mantilla (Core)

Librarian, Latin American Collection, Hillman Library; Appointed 2007; Tenure not applicable

Ph.D. 2002, University of Pittsburgh; M.L.I.S. 1987, University of Pittsburgh

Language competence: Spanish (5); Portuguese (3)

Specializations: Primary education in Guatemala and Colombia, information resources in Latin American studies

Field/research experience: Colombia, Guatemala

Dissertations/theses supervised: Not applicable

Selected publications:

- 2011 “Portal Asiático de Información: un servicio transcontinental de intercambio de artículos.” *Biblios: Revista de Bibliotecología y Ciencia de la Información* 43: 43-46.
- 2005 “The Shift From a Traditional Centralized Educational System to a More Participatory System: The Case of Guatemala” in A.T. Al-Bataineh and M.A. Nur-Awaleh (eds.), *International Education Systems and Contemporary Education Reforms* (University Press of America, Inc.)
- 2001 “Teachers’ Perceptions of Their Participation in Policy Choices: The Bottom-Up Approach of the Nueva Escuela Unitaria in Guatemala” in M. Sutton and B. Levison (eds.), *Policy as Practice: Toward a Comparative Sociocultural Analysis of Educational Policy* (Ablex Publishing)
- 2001 (coauthor) “Linking Research to Educational Policy and Practice: What Kind of Relationship How (De) Centralized a Context?” in M. Sutton and B. Levison (eds.), *Policy as Practice: Toward a Comparative Sociocultural Analysis of Educational Policy* (Ablex Publishing)
- 2000 (coauthor) “The Politics of Linking Educational Research, Policy and Practice,” *International Journal of Comparative Sociology*
- Percentage of time = 100

Center for Latin American Studies Staff

Julian Asenjo

Assistant Director for Academic Affairs; Appointed 2008

M.A. 1993, Journalism and Communications, Point Park University

B.A. 1983, Ibero American Studies, University of Wisconsin-Madison

Certificate in advanced languages and literature, 1978, Universidad Menendez-Pelayo

Language competence: Spanish (5), Portuguese (4), French (2)

Field experience: Argentina, Brazil, Spain, Portugal

- Percentage of time = 100

Luis G. Van Fossen Bravo

International Relations and Fellowship Coordinator; Webmaster; Appointed 2000

M.A. 2012, Public Policy & Management, University of Pittsburgh

B.A. 2000, International Studies, Indiana University of Pennsylvania

Language competence: Portuguese (5); Spanish (4)

Field experience: Brazil

- Percentage of time = 100

John Frechione

Associate Director for Research & Development

(See Anthropology, page 4)

Karen Goldman

Assistant Director for Outreach

(See Hispanic Languages and Literatures, page 19)

Luz Amanda Hank

Assistant to the Director; Center Administrator; Appointed 2002

B.A. 2006, Spanish, University of Pittsburgh

Graduate Certificate in Latin American Studies 2006, University of Pittsburgh

Language competence: Spanish (5); Portuguese (2); Italian (2)

Field experience: Colombia

- Percentage of time = 100

Scott Morgenstern

Director (started 5-year term in January 2014)

(See Political Science, page 31)

Karen J. Morris

Financial Administrator; Appointed 2013

B.A. 1988, Business Administration and Management, California University of Pennsylvania

Diana Shemenski

Academic Affairs and Outreach Assistant; Appointed 2014

B.A. 2006, Elementary Education, Autonomous University Of Bucaramanga, Colombia

Language competence: Spanish (5); Portuguese (2)

Field Experience: Colombia

- Percentage of time=100

Appendix IV

Performance Measure Forms

2014-2018

Center for Latin American Studies

University of Pittsburgh



**Center for Latin American Studies (CLAS)
Performance Measures Form Academic Programs**

1. Project Goal Statement I: Increase the number of students prepared to enter internationally focused careers and/or graduate study (including areas of national need).

2. Performance Measures	3. Activities
A) Increase (by 10%) the number of Pitt students (undergraduate and graduate) participating in international career awareness and internship programs.	A.1 Offer networking opportunities with experts and information sessions through the International Career Toolkit series programs.
	A.2 Partner with the Division of Student Affairs (including Outside the Classroom Curriculum program, Center for International Business Education, and career services), professional schools, and regional for-profit and non-profit organizations to develop programs for students.
B. Increase (by 10%) number of students participating in Center-sponsored research, conferences, and workshops.	B.1 Organize undergraduate and graduate research conferences in collaboration with campus units and regional colleges and universities, including MSIs and community colleges.
	B.2 Contact administration and faculty at regional colleges and universities to inform them of enrichment opportunities for students offered by the Center, through social media, email, and print advertisement.
	B.3 Increase access and provide financial support to host programs at regional and national colleges and universities or bring underserved students to research conferences.
C. Increase (by 5%) number of Center-affiliated courses which offer international career and skill development and research opportunities to undergraduates.	C.1 Collaborate with campus units (including University Honors College) to develop courses oriented around international career and research skill development.
	C.2 Offer faculty course development grants to expand international content and skills development in new and existing courses.

1. Project Goal Statement II: Increase the number of University of Pittsburgh students completing intermediate or advanced coursework in priority languages.	
2. Performance Measures	3. Activities
A. Increase (by 5%) number of minority students enrolled in certificate programs with foreign language requirements.	A.1 Contact academic advisors, minority student organizations, (OAFA/Office of Diversity Services/Learning Community) to inform students of opportunities to study foreign languages at the college level.
	A.2 Create informational materials focusing on minority student opportunities and scholarships and alumni connections to foreign language study.
B) Increase (by 10%) enrollment in 3rd and 4th year language courses, especially in priority languages.	B.1 Collaborate with academic advisors to increase awareness of how to incorporate intermediate and advanced language study into a 4-year graduation plan.
	B.2 Contact academic advisors and ethnic student organizations across campus to inform students (especially heritage speakers) of opportunities to continue language study.
	B.3 Improve course quality through language instructor pedagogy workshop in partnership with language departments, the School of Education, and the Dept. of Linguistics' LCTL Center.
	B.4 Expand events and extracurricular support for students in language programs (including tutoring, language tables, and programming in the target language) in partnership with language faculty and departments.
C. Increase (by 5%) study abroad participation in foreign language study, especially at the intermediate and advanced levels.	C.1 Promote and expand undergraduate research opportunities using the target language, in collaboration with key partner institutions abroad.
	C.2 Collaborate with the Study Abroad Office to expand language offerings on Pitt-sponsored study abroad programs.
	C.3 Collaborate with Study Abroad Office and academic advisors to increase awareness of how to incorporate study abroad with language component into a 4-year graduation plan.
	C.4 Increase awareness of national scholarships for critical language study, including Boren scholarships and Critical Language Scholarships.

1. Project Goal Statement III: Increase the international competitiveness and cultural competency of students across University of Pittsburgh campus units.

2. Performance Measures	3. Activities
<p>A) Increase (by 10%) the number of international & areas studies courses across campus units.</p>	<p>A.1 Work collaboratively with senior administration and faculty to recruit and hire new faculty with international studies research and experience.</p>
	<p>A.2 Participate in new faculty orientations and partner with department chairs to promote and develop opportunities for collaboration, especially with professional schools.</p>
	<p>A.3 Target small grants to new faculty to enhance International and Areas Studies content in existing courses.</p>
<p>B. Increase (by 5%) the number of students completing Center academic programs.</p>	<p>B.1 Target scholarships and financial aid for students studying critical languages, especially underrepresented populations.</p>
	<p>B.2 Expand new credentials and program offerings for students in pre-professional fields, especially education.</p>
	<p>B.3 Expand cohort-building measures in academic programs to enhance student experiences in Center programs.</p>
	<p>B.4 Increase academic advising and financial support for students conducting research and internships on international topics.</p>
<p>C. Increase (by 10%) programs that promote language across the curriculum.</p>	<p>C.1 Collaborate with language departments to plan and advertise events conducted in the target language, especially priority languages.</p>
	<p>C.2 Partner with the School of Education and language departments to offer a graduate-level seminar on teaching languages across the curriculum.</p>
	<p>C.3 Target course development grants for foreign language recitation sections for critical languages.</p>

Center for Latin American Studies (CLAS)
Performance Measures Form K-16 Community Outreach

1. Project Goal Statement I: Increase international and intercultural understanding among K-12 students, especially at underserved schools by: providing opportunities for international experience-based learning and study of foreign languages.

2. Performance Measures	3. Activities
A) Increase (by 10%) overall participation in cultural and educational programs for K-12 students.	A.1 Contact administration and faculty at regional K-12 schools, especially ones that serve minority students, to inform them of enrichment opportunities for students offered by Center, through social media, email, and print advertisement.
	A.2 Offer on-site and digitally broadcast educational and cultural programs, including art, music, dance, and theatre for K-12 students in the schools.
	A.3 Invite high school students to campus for specialized events to learn about benefits of language competency and study abroad.
	A.4 Conduct on-site and virtual (teleconferencing) school visit programs for K-12 students.
B) Increase (by 10%) the number of K-12 schools with significant underserved populations* participating in outreach programs. (*Using PA Dept. of Education data)	B.1 Contact administration and faculty at regional K-12 schools with underserved populations to inform them of enrichment opportunities for students offered by Center, through social media, email, and print advertisement.
	B.2 Work with K-12 faculty and administrators to develop and expand international studies and foreign language programs targeted at the needs of underserved populations.
	B.3 Increase access and logistical support to host programs at K-12 schools or bring underserved K-12 students to on-campus events.
C) Increase (by 10%) participation in Center-sponsored programs for K-12 students to study and/or explore foreign languages, especially priority languages.	C.1 Contact K-12 school administrators and foreign language teachers to inform them of partnership opportunities for improving foreign language access and study provided by the Center.
	C.2 Develop programs connecting university students to K-12 schools to assist teachers with enrichment programs or tutoring opportunities for foreign language study.

1. Project Goal Statement II: Increase international competitiveness and cultural competency of higher education students through UCIS-sponsored partnerships.

2. Performance Measures	3. Activities
<p>A) Increase (by 10%) the number of higher education students at minority-serving institutions and community colleges who participate in Center-sponsored programs.</p>	<p>A.1 Contact administration and faculty at regional higher education institutions, especially ones that serve minority students, to inform them of enrichment opportunities for students offered by Center, through social media, email, and print advertisement.</p>
	<p>A.2 Offer on-site and digitally broadcast educational and cultural programs, including programs aimed at pre-professional and STEM students in the schools.</p>
	<p>A.3 Increase access to opportunities for students to participate in study abroad, internships, or other international experiences.</p>
<p>B) Increase (by 10%) the number of Center-sponsored opportunities for students at partner MSIs and/or community colleges to participate in foreign language study.</p>	<p>B.1 Contact the faculty and administrators at partner MSIs and community colleges to inform and create opportunities for foreign language study.</p>
	<p>B.2 Inform students at partner schools about opportunities for cross-registration, digitally broadcast language courses, and on-campus opportunities to begin or continue foreign language study.</p>
<p>C) Increase (by 5%) the number of UCIS-sponsored partnerships with minority-serving institutions and community colleges.</p>	<p>C.1 Contact faculty and administrators at regional MSIs to explain NRC's offerings and evaluate how specific internationalization needs of MSI may be addressed by CLAS.</p>
	<p>C. 2 Reach out to MSIs in surrounding states and in other regions to establish partnerships through technology-enabled programs.</p>

1. Project Goal Statement III: Increase international competitiveness and cultural competency of K-16 faculty, especially at MSIs and community colleges, through Center-sponsored professional development (including language study and study abroad) aimed at infusing international content in the curriculum and the learning environment.

2. Performance Measures	3. Activities
<p>A) Increase (by 10%) the number of international studies professional development opportunities for K-12 faculty and faculty at community colleges and MSIs.</p>	<p>A.1 Contact administration and K-16 faculty, especially ones that serve minority students, to inform them of enrichment opportunities for faculty offered by Center, through social media, email, and print advertisement.</p>
	<p>A.2 Provide opportunities for professional development, especially aimed at internationalizing curricula at MSIs and community colleges, via on-site and digitally broadcast workshops, classes, and seminars.</p>
	<p>A.3 Develop seminar to train faculty and graduate students to enhance accessibility of scholarly presentations on international issues and pedagogy for K-16 teacher training and public workshops.</p>
<p>B. Increase (by 10%) faculty participation in international studies professional development opportunities, especially at partner MSIs and community colleges.</p>	<p>B.1 Identify resources and develop opportunities for K-16 faculty to participate in existing study and research programs.</p>
	<p>B.2 Collaborate with partner MSIs and community colleges to develop new professional development programs, study abroad, and research abroad programs.</p>
<p>C. Increase (by 10%) opportunities for language pedagogy training and support for K-16 faculty.</p>	<p>C.1 Collaborate with partner K-16 schools, including MSIs and community colleges, to develop and expand language pedagogy training and support programs.</p>
	<p>C.2 Expand continuing education language immersion and area studies programs for K-16 faculty, possible launching a summer language institute.</p>
	<p>C.3 Develop a LCTL instructor pedagogy workshop in partnership with the School of Education and Dept. of Linguistics' LCTL Center.</p>

1. Project Goal Statement IV: Increase international and intercultural understanding among the regional business and professional communities, the general public, news media, community leaders, and elected officials.	
2. Performance Measures	3. Activities
A) Increase (by 10%) the number of participants in business and professional outreach programs.	A.1 Survey regional business leaders and professional organizations to determine perceived needs and potential programs targeted at increasing international and intercultural understanding.
	A.2 Collaborate with local Center for International Business Education to develop global briefings, workshops, and webinars to address needs of the business and professional community.
	A.3 Offer and expand mini-courses organized on current global issues and themes.
	A.4 Contribute expert content to PA Global Compass newsletter for small- and medium-sized businesses (circulation: 4,000).
B) Increase (by 10%) number of participants in community outreach events sponsored by the Center.	B.1 Inform community organizations and news media about public outreach events and programming.
	B.2 Develop and host cultural and educational events that are accessible to the public, especially minority and low-income communities.
	B.3 Expand partnerships with non-profit and community organizations, especially minority and low-income communities.
C) Increase (by 10%) communication with news media, government, and elected officials about Center resources and activities.	C.1 Collaborate with University communications and governmental relations offices to develop strategy for outreach to news media and government.
	C.2 Work with University Center for International Studies' Board of Visitors members to enhance visibility of Center resources and activities.

Appendix V

Letters of Support

Center for Latin American Studies

University of Pittsburgh





CENTER FOR GLOBAL EDUCATION

Wesley Hall 314

PO Box 1004

Wilberforce, Ohio 45384 – USA

Phone: +1-937-376-6398

Fax: +1-937-376-6445

June 5, 2014

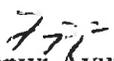
To whom it may concern:

As Director of the Center for Global Education at Central State University (CSU), I write to express my enthusiastic support for the request by the Center for Latin American Studies (CLAS) at the University of Pittsburgh for a Title VI National Resource Center and Foreign Language and Area Studies (FLAS) Fellowship Program Grant. Central State University, in Wilberforce, Ohio is about three hours from Pittsburgh. It is one of the nation's oldest historically black universities, with a 125-year legacy of academic and athletic achievements.

Members of Central State's administration have met with CLAS staff and agreed to collaborate on a series of internationalization initiatives that would enrich both institutions. CLAS has proposed to provide resources and expertise to CSU faculty and students in the areas of language training, study abroad, faculty development, and curriculum development. Thus far, CLAS support has allowed one CSU faculty member to attend the colloquium "Theorizing Fieldwork in the Humanities" at Pitt from 28-29 March 2014. In addition, CLAS has chosen a CSU student to receive the \$2,000 Cole Blasier (founding director of CLAS in 1964) Award to subsidize her study abroad in Costa Rica in the fall 2014 semester. Plans are being put in place to organize summer 2015 research fellowships for CSU faculty, which would bring them to the Pitt campus for meetings and workshops with experts to complete curricular units on Latin American/Latino topics. We expect to discuss other initiatives pending the award of Title IV funding to CLAS.

Given the increasing importance of international and language studies for our students, we look forward to our continued partnership with the Center for Latin American Studies at the University of Pittsburgh and hope the review committee looks favorable upon the CLAS NRC application. Thank you.

Sincerely,


Funwi Ayuninjam, PhD
Director, Center for Global Education
fayuninjam@centralstate.edu



One HACC Drive, Harrisburg, PA 17110-2999

T:717-780-2300 1-800-222-4222

www.hacc.edu

June 11, 2014

Karen S. Goldman, PhD
Assistant Director for Outreach
Center for Latin American Studies
4205 Wesley W. Posvar Hall
University of Pittsburgh
Pittsburgh, PA 15260

Dear Karen:

As Dean of Student and Academic Success currently overseeing the Center for Global Education at Harrisburg Area Community College (HACC), I write to express my enthusiastic support for the Center for Latin American Studies (CLAS) at the University of Pittsburgh's request for a Title VI National Resource Center and Foreign Language and Area Studies (FLAS) Fellowship Program Grant. About three hours from Pittsburgh, HACC is the largest and oldest of Pennsylvania's 14 community colleges, and is the sole institution of its kind serving the Central Pennsylvania region. Members of HACC's faculty and administration have met with CLAS staff and have agreed to collaborate on a series of internationalization initiatives that will mutually enrich both institutions. CLAS will provide resources and expertise to HACC faculty and students in the areas of language training, study abroad, faculty development and curricular development. Thus far, CLAS support has allowed one HACC faculty member, Valerie Gray, to attend the "Theorizing Fieldwork in the Humanities" at Pitt in March 2014. Plans are being put in place to organize summer 2015 research fellowships for HACC faculty, which would bring them to the Pitt campus for meetings and workshops with Pitt faculty experts to complete curricular units on Latin American/Latino topics. CLAS is also working on a program that will facilitate HACC students' participation in Pitt study abroad experiences.

Given the increasing importance of international and language studies for our students, we look forward to our continued partnership with the Center for Latin American Studies at the University, and encourage the selection committee to consider their NRC application proposal favorably.

Thank you for your attention,

Christine M. Nowik
Dean, Student & Academic Success



Community College of Beaver County

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June 11, 2014

Lawrence Feick, Ph.D.
Director
University Center for International Studies
University of Pittsburgh
4400 Posvar Hall
Pittsburgh, PA 15260

RE: Collaboration between the Community College of Beaver County (CCBC) and the University of Pittsburgh's University Center for International Studies (UCIS)

Dear Dr. Feick,

The Community College of Beaver County is delighted to endorse the proposals of the constituent centers of UCIS (Center for Russian and East European Studies, European Studies Center/European Union Center of Excellence, Center for Latin American Studies, Asian Studies Center, Global Studies Center, International Business Center, and African Studies Program) for funding from the Title VI programs of the U.S. Department of Education. These proposals will strongly enhance our partnership and increase cooperation between these centers and the community colleges of Western Pennsylvania.

Based on the existing model of the partnership between UCIS and the Nine University and College International Studies Consortium of Georgia, we look forward to a new collaboration between UCIS and CCBC to provide a range of international experiences for community college faculty and students.

CCBC's partnership with UCIS began in the spring of 2013, when we approached the Center for Russian and East European Studies (REES) with a proposal to submit a joint application to the National Endowment for the Humanities' "Bridging Cultures at Community Colleges" grant competition. Together with the REES staff, we developed a proposal for a program that would involve joint reading-based workshops between Pitt and CCBC faculty, the development of a semester-long course for CCBC students on East European cultures, literature, history and contemporary developments, and video-conferenced discussions with East European audiences on various topics. We were very pleased to learn that NEH has agreed to fund our proposal, and we are eagerly looking forward to the start of this project in the fall of 2014.

Following upon this initial cooperation, we met again with REES and the other UCIS centers to discuss expanding our collaboration to other topics and regions of the world within the context of the Title VI programs. Through a series of meetings on both campuses and an ongoing email exchange between the various stakeholders, we agreed upon the plan of workshops and study abroad opportunities for faculty, international events for students, and other activities that the centers have laid out in their Title VI proposals. These activities would provide a tremendous boost to our efforts, which are currently in their earliest stages, to further globalize the curriculum on our campus. Furthermore, as evidenced by my participation as state chief academic officer, I am positioned to help globalize community college campuses throughout Pennsylvania. Our cooperation with Pitt stands to make us a hub of a wider curriculum globalization effort including a much larger number of Pennsylvania community colleges. Therefore, we are convinced that not only will this cooperation make a significant impact on our campus, but it will also open the way for a longer and broader partnership between Pitt, CCBC, and community colleges throughout the region and state.

We are pleased to express our support for these new collaborative initiatives. We are certain that they will provide a sound basis for the achievement of the priorities laid forth in the upcoming Title VI competitions, and we look forward to playing a key role in a new and exciting effort to globalize community college campuses.

Very truly yours,

A handwritten signature in cursive script that reads "Melissa D. Denardo". The signature is written in black ink and is positioned below the typed name.

Dr. Melissa D. Denardo
Vice President for Learning and Student Success/Provost



University of Pittsburgh

*School of Education
Office of the Dean*

5605 Wesley W. Posvar Hall
230 South Bouquet Street
Pittsburgh, PA 15260
412-648-1738
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June 16, 2014

Lawrence Feick, Director
University Center for International Studies
4400 Wesley W. Posvar Hall
University of Pittsburgh
Pittsburgh, PA. 15260

Dear Dr. Feick,

As Dean of the School of Education at the University of Pittsburgh, I write to express my enthusiastic support for the University Center for International Studies (UCIS) centers' requests for Title VI National Resource Center and Foreign Language and Area Studies (FLAS) Fellowship program grants. The Center for Latin American Studies, Center for Russian and East European Studies, European Studies Center, European Union Center of Excellence, and Global Studies Center have all agreed to collaborate on a series of internationalization initiatives that will enrich both UCIS and the School of Education at Pitt, as well as provide important training and educational opportunities to pre-service teachers. Specifically, the centers plan to establish the UCIS Forum on International Education and Leadership Development (FIELD). The FIELD program will bring together pre-service teachers, current K-12 teachers and administrators, and teacher education faculty for a professional development program aimed at internationalizing K-12 curricula. UCIS will also utilize its considerable resources and expertise to partner with School of Education faculty to develop short-term summer study abroad courses with educational themes for pre-service teachers and provide pre-and post-program cultural workshops to aid in participant preparation and debriefing.

The centers will collaborate with the School of Education on Pitt's main campus, along with teacher education programs at Pitt's regional campuses and other Western Pennsylvania colleges, including Title III schools, to program and administer the innovative FIELD program. The first two years will consist of a series of faculty-led workshops and seminars focusing on topics and issues affecting various world regions. The third year of the program will provide stipends, library access and technological training for selected teacher participants to develop internationally focused course syllabi and curriculum units for online dissemination. In the final year of the 2014-18 Title VI grant cycle, it is anticipated that the School of Education will incorporate a new course on internationalization of K-12 schools into its regular curriculum.

While the immediate products of the FIELD program are the internationally focused curriculum units created by participants and the recognition that participating pre-service teachers receive upon completion, these are expected to lead to longer-term outcomes that include increased international and intercultural knowledge on the part of teachers and their students, as they enhance their sense of being part of a global learning community.

Sincerely,

A handwritten signature in blue ink, appearing to read "Alan Lesgold".

Alan Lesgold, Professor and Dean
School of Education
5616 Wesley W. Posvar Hall
University of Pittsburgh
Pittsburgh, PA 15260