

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 #      P015A140014      P015B140014

University of California/Regents

**International and Foreign Language Education  
U.S. Department of Education**

**Grant Application  
for the  
Fiscal Year 2014-2017**

**National Resource Centers Program  
CFDA No. 84.015A**

**and**

**Foreign Language and Area Studies Fellowships Program  
CFDA No. 84.015B**



**Center for Latin American Studies  
University of California, Berkeley**

LAC

<b>Application for Federal Assistance SF-424</b>		
<b>* 1. Type of Submission:</b> <input type="checkbox"/> Preapplication <input checked="" type="checkbox"/> Application <input type="checkbox"/> Changed/Corrected Application	<b>* 2. Type of Application:</b> <input checked="" type="checkbox"/> New <input type="checkbox"/> Continuation <input type="checkbox"/> Revision	<b>* If Revision, select appropriate letter(s):</b> _____ <b>* Other (Specify):</b> _____
<b>* 3. Date Received:</b> _____	<b>4. Applicant Identifier:</b> _____	
<b>5a. Federal Entity Identifier:</b> _____	<b>5b. Federal Award Identifier:</b> _____	
<b>State Use Only:</b>		
<b>6. Date Received by State:</b> _____	<b>7. State Application Identifier:</b> _____	
<b>8. APPLICANT INFORMATION:</b>		
<b>* a. Legal Name:</b> The Regents of the University of California		
<b>* b. Employer/Taxpayer Identification Number (EIN/TIN):</b> 94-6002123	<b>* c. Organizational DUNS:</b> 1247267250000	
<b>d. Address:</b>		
<b>* Street1:</b>	c/o Sponsored Projects Office	
<b>Street2:</b>	2150 Shattuck Avenue, Suite 300	
<b>* City:</b>	Berkeley	
<b>County/Parish:</b>	_____	
<b>* State:</b>	CA: California	
<b>Province:</b>	_____	
<b>* Country:</b>	USA: UNITED STATES	
<b>* Zip / Postal Code:</b>	94704-5940	
<b>e. Organizational Unit:</b>		
<b>Department Name:</b> _____	<b>Division Name:</b> _____	
<b>f. Name and contact information of person to be contacted on matters involving this application:</b>		
<b>Prefix:</b> Mr.	<b>* First Name:</b> Noam	
<b>Middle Name:</b>	_____	
<b>* Last Name:</b> Pines	_____	
<b>Suffix:</b>	_____	
<b>Title:</b> Assistant Director		
<b>Organizational Affiliation:</b> Sponsored Projects Office		
<b>* Telephone Number:</b> 510-642-0120	<b>Fax Number:</b> 510-642-8236	
<b>* Email:</b> spo_grants_gov_lists.berkeley.edu		

**Application for Federal Assistance SF-424**

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

H: Public/State Controlled Institution of Higher Education

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

\* Other (specify):

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

Department of Education

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

84.015A/84.015B

CFDA Title:

National Resource Centers Program  
Foreign Language and Area Studies Fellowships Program

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

ED-Grants-053014.001 / .002

\* Title:

National Resource Centers Program  
Foreign Language and Area Studies Fellowships Program

**13. Competition Identification Number:**

Title:

**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 Area Studies Fellowships

Attach supporting documents as specified in agency instructions.

Add Attachments

Delete Attachments

View Attachments

<b>Application for Federal Assistance SF-424</b>	
<b>16. Congressional Districts Of:</b>	
* a. Applicant: <input style="width: 100px;" type="text" value="CA-013"/>	* b. Program/Project: <input style="width: 100px;" type="text" value="CA-013"/>
Attach an additional list of Program/Project Congressional Districts if needed.	
<input style="width: 300px;" type="text"/>	<input type="button" value="Add Attachment"/> <input type="button" value="Delete Attachment"/> <input type="button" value="View Attachment"/>
<b>17. Proposed Project:</b>	
* a. Start Date: <input style="width: 100px;" type="text" value="08/15/2014"/>	* b. End Date: <input style="width: 100px;" type="text" value="08/14/2018"/>
<b>18. Estimated Funding (\$):</b>	
* a. Federal	<input style="width: 150px;" type="text" value="487,404.00"/>
* b. Applicant	<input style="width: 150px;" type="text" value="0.00"/>
* c. State	<input style="width: 150px;" type="text" value="0.00"/>
* d. Local	<input style="width: 150px;" type="text" value="0.00"/>
* e. Other	<input style="width: 150px;" type="text" value="0.00"/>
* f. Program Income	<input style="width: 150px;" type="text" value="0.00"/>
* g. TOTAL	<input style="width: 150px;" type="text" value="487,404.00"/>
<b>* 19. Is Application Subject to Review By State Under Executive Order 12372 Process?</b>	
<input type="checkbox"/> a. This application was made available to the State under the Executive Order 12372 Process for review on <input style="width: 100px;" type="text"/>	
<input checked="" type="checkbox"/> b. Program is subject to E.O. 12372 but has not been selected by the State for review.	
<input type="checkbox"/> c. Program is not covered by E.O. 12372.	
<b>* 20. Is the Applicant Delinquent On Any Federal Debt? (If "Yes," provide explanation in attachment.)</b>	
<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
If "Yes", provide explanation and attach	
<input style="width: 300px;" type="text"/>	<input type="button" value="Add Attachment"/> <input type="button" value="Delete Attachment"/> <input type="button" value="View Attachment"/>
<b>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)</b>	
<input checked="" type="checkbox"/> ** I AGREE	
<small>** 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.</small>	
<b>Authorized Representative:</b>	
Prefix: <input style="width: 150px;" type="text" value="Mr."/>	* First Name: <input style="width: 300px;" type="text" value="Noam"/>
Middle Name: <input style="width: 300px;" type="text"/>	
* Last Name: <input style="width: 600px;" type="text" value="Pines"/>	
Suffix: <input style="width: 150px;" type="text"/>	
* Title: <input style="width: 450px;" type="text" value="Assistant Director"/>	
* Telephone Number: <input style="width: 300px;" type="text" value="510-642-8109 50120"/>	Fax Number: <input style="width: 200px;" type="text" value="510-642-8236"/>
* Email: <input style="width: 600px;" type="text" value="spo_grants_gov_lists.berkeley.edu"/>	
* Signature of Authorized Representative:	* Date Signed: <input style="width: 100px;" type="text" value="6/25/14"/>

**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

No Provide Assurance #(s), if available:

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

**ASSURANCES - NON-CONSTRUCTION PROGRAMS**

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

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

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

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

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

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

SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL 	TITLE Noam Pines, Assistant Director
APPLICANT ORGANIZATION The Regents of the University of California	DATE SUBMITTED 6/25/14



### 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.

Noam Pines  
(Signature)

6/25/14  
(Date)

Noam Pines, Assistant Director  
(Typed or Printed Name)

Name or number of ED program under which this certification is being made: 053014.001/002

**CERTIFICATION REGARDING LOBBYING**

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

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

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

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

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

**Statement for Loan Guarantees and Loan Insurance**

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

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

* APPLICANT'S ORGANIZATION	
The Regents of the University of California	
* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE	
Prefix: <input type="text"/>	* First Name: <input type="text" value="Noam"/> Middle Name: <input type="text"/>
* Last Name: <input type="text" value="Pines"/>	Suffix: <input type="text"/>
* Title: <input type="text" value="Assistant Director"/>	
* SIGNATURE: <input type="text" value="Noam Pines"/>	* DATE: <input type="text" value="6/25/14"/>

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

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

**APPLICATION TYPE**

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



## **University of California's Policies and Procedures on Equitable Access** **Pursuant to GEPA 427**

The University of California, in accordance with applicable Federal and State Law and the University's nondiscrimination policies, does not discriminate on the basis of race, color, national origin, religion, sex (including sexual harassment), gender identity, pregnancy/childbirth and medical conditions related thereto, disability, age, medical condition (cancer-related), ancestry, marital status, citizenship, sexual orientation, or status as a Vietnam-era veteran or special disabled veteran. This nondiscrimination policy covers student admission, access, and treatment in University programs and activities. It also covers faculty (Senate and non-Senate) and staff in their employment.

### **University of California's Policies and Procedures**

#### **Program Accessibility**

No qualified individual with a disability shall be denied, on the basis of that disability, the benefits of, be excluded from participation in, or otherwise be subjected to discrimination under any of the University's programs, services, or activities because University facilities are inaccessible to, or unusable by, individuals with disabilities. The University must make its programs, services, and activities accessible to and usable by any qualified individual with a disability, unless doing so would result in a fundamental alteration to the nature of its programs, services, and activities, or would result in undue financial and administrative burdens.

#### **Reasonable Accommodations for Individuals with Disabilities**

It is the responsibility of each department on the Berkeley campus to provide reasonable accommodations to disabled staff, faculty, students, and members of the public participating in departmental programs. Accordingly, the University must: 1) assist campus departments with determining whether reasonable accommodations may be needed; 2) provide procedures for campus departments to obtain technical assistance and centralized review so they may respond promptly and effectively to requests for accommodations; and 3) provide guidelines and information about funding reasonable accommodations. In accordance with this policy, the University upgraded the Center for Latin American Studies' facilities in 2012 to make all public areas fully accessible to those with disabilities.

#### **Employment Practices**

The University of California is an affirmative action/equal opportunity employer and, as such commits itself to undertaking affirmative action, consistent with its obligations as a Federal contractor. Such action is taken to assure equal employment opportunity for minorities and women, for persons with disabilities, and for special disabled veterans, Vietnam era veterans, and any other veterans who served on active duty during a war or in a campaign or expedition for which a campaign badge has been authorized.

In conformance with Federal regulations, written affirmative action plans are prepared and maintained by each campus of the University. Such plans are reviewed and approved by the Office of the President and the General Counsel before they are officially promulgated. Efforts are also made to advertise widely with the intent of assuring a diverse applicant pool thereby increasing the likelihood of hiring individuals from protected groups and categories. Special efforts are made to include minorities and women on search committees and to reach out through a variety of media to attract minority and female candidates. Special efforts are also made to retain faculty and staff and to ensure a climate of civility and respect for diversity in an atmosphere of academic freedom that is considerate and tolerant of the ideas of others.

### **UC Berkeley Strategic Plan for Equity, Inclusion, and Diversity**

The University of California has been at the forefront of debates concerning affirmative action and the best ways to ensure equity and opportunity in education. California voters approved Proposition 209 in 1996, which prohibited the University from discriminating against or granting preferential treatment to any individual or group on the basis of race, sex, color, ethnicity, or national origin. This law effectively ended affirmative action programs in the University. However, 209 did not end the University's commitment to diversity and equality of opportunity.

The Berkeley campus has been particularly creative in forging unique collaborations among government, private business, local communities, school districts, and K-12 teachers with the goal of assuring that students from low socio-economic and under-represented groups have the skills, knowledge, and aspirations to join the student body and be successful at Berkeley.

Chancellor Robert J. Birgeneau (who served from 2004 to 2013) was a strong public advocate for policies that promote diversity and inclusion at all levels. In 2005 he launched the Berkeley Diversity Research Initiative to promote research on how UC can better serve the needs of our multicultural state. In 2007 he established in the Office of the Vice Chancellor for Equity and Inclusion (VCEI), a cabinet-level appointment that coordinates all of Berkeley's diversity initiatives and resources with the goal of improving access, retention, graduation rates, research and professional opportunities, and campus climate for all groups. Vice Chancellor Gibor Basri is charged with finding innovative ways to promote excellence and diversity without the race-based admissions/employment practices that were in place in California before the implementation of Proposition 209.

Among VCEI's initiatives is the \$16 million charitably-funded "Initiative for Equity, Diversity, and Inclusion," which supports a sweeping array of research projects, faculty chairs, student scholarships and dozens of new courses and programs designed to promote diversity and access. Berkeley has also initiated multiple programs to promote college preparation in K-12 schools and community colleges and to nurture students from disadvantaged backgrounds. It is one of the only universities in the nation with an office designed solely to help integrate undocumented students in all aspects of campus life, including opportunities for work authorization as provided by the federal government's Deferred Action for Childhood Arrivals program. These efforts continue under the administration of Nicholas Dirks, who was appointed Berkeley's Chancellor in 2013.

## **Equitable Access and the Proposed Project under the National Resource Centers and Foreign Language and Area Studies Fellowships Programs (CFDA 84.015A&B)**

Under the grants from the U.S. Department of Education Title VI National Resource Centers (NRC) and Foreign Language and Area Studies (FLAS) Fellowships Programs, we are proposing the types of activities outlined below.

### **Support for Area Studies Instruction**

We propose to support and add to the courses of instruction that focus our world area. In order to make these courses accessible to all qualified students at the University, we will work with the Disabled Students' Program (DSP) to ensure that all students with disabilities have equal access. DSP services include academic advising, academic accommodations, attendant referral, assistive technology, disability access services, disabled students grants, financial advising, housing services, priority enrollment, and a residence program. Immediate classroom services include note-takers, readers, sign language interpreters, real-time captioning, assistive listening devices, alternative media, and proctoring services.

Except in the study of world areas to which they identify as heritage students, our area studies programs have historically enrolled only a small percentage of students from underrepresented minority student populations, such as Black, Hispanic, and Native American. To improve access to our programs, CLAS and other campus area studies centers secured a grant from the Division of Equity and Inclusion Office to launch a course in fall 2014 to provide pathways to area studies for underrepresented students. The course will focus on increasing participation in study abroad, faculty-led research projects, and language/area studies courses. CLAS will also encourage students to explore internationally-focused careers through government service. In addition to this UC Berkeley-based initiative, we have also begun a partnership with Berkeley Community College, a minority-serving institution, to provide more information about and access to our programs.

### **Support for Language Instruction**

We propose to support and add to the courses of language instruction in our world area. The same services for disabled students mentioned above under Area Studies Instruction apply to students enrolled in language courses. The Berkeley Language Center (BLC) also provides faculty and students with state-of-the-art learning facilities and equipment. With these facilities, students with learning disabilities are able to take advantage of different learning technologies and media as well as to put in any additional study time needed to become proficient in a language.

### **Public Outreach**

We propose to support programs that reach out to the public, government officials, and business representatives to better inform these constituencies about issues in our world area relevant to them. In order to accommodate individuals who may have special accessibility needs, we will consult with the campus Disability Access Services, which provides information and assistance to the campus community and individuals with disabilities who

require access to participate in University sponsored non-course related programs or activities. We will also schedule events in wheelchair accessible buildings and rooms. Accessibility information for our public program will be publicized widely and special accommodations will be coordinated with the Disabled Students' Program or with a campus Disability Access Specialist. We will also provide alternative media for visually impaired attendees, such as voice recording of the program, when requested in advance. For web access issues, we will work with a campus group that helps web administrators and developers make their sites more accessible for all.

### **K-14 Outreach**

We propose to provide projects that include teacher training activities on the world area of our center. In order to accommodate individuals who may have special accessibility needs, we will provide the services stated above in the Public Outreach section. Many of the services described in the Area Studies Instruction and Language Instruction sections are also suitable for assisting disabled teachers who come to our teacher training programs.

As with the student programs mentioned above, in order to reach out to historically underserved minority populations, such as Blacks and Hispanics, we will continue to work with four-year and community colleges in California that come under Title III and Title V designations to draw these instructors to our teacher-training programs.

### **Foreign Language and Area Studies Fellowships**

We propose to provide fellowships to eligible students to become proficient in the languages of our world area, particularly less commonly taught languages, giving priority to those who demonstrate financial need. The same services mentioned above under Language Instruction and Area Studies Instruction apply to students receiving these fellowships as they are required to enroll in language and international and area studies courses.

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

### *Statement on Diverse Perspectives*

A diversity of perspectives is the hallmark of strong and open academic inquiry. The Center for Latin American Studies (CLAS) has consistently provided a wide range of political, cultural, and geographic views on all issues the Center engages. We have drawn on a broad range of constituencies and have engaged people from many racial, gender, and ethnic backgrounds.

The public program and research CLAS has conducted concerning immigration issues, for example, have drawn on the views of: highly regarded scholars from disciplines ranging from Anthropology to Economics; political leaders from both major U.S. parties as well as independent observers; members of sending as well as receiving countries; and those constituencies most directly impacted, including employers, unions, and immigrants themselves. We place issues such as immigration in a broader social and economic context and include diverse opinions when examining policy implications.

The Center's programs on Chile and Mexico are some examples that demonstrate this approach. CLAS examined the significance of the 2012 Mexican and U.S. presidential elections with commentary and publications from graduate students in the field, noted scholars from both countries, and a group of journalists who provided searing analysis about all of the candidates. The topic was covered in the context of the future of the U.S.-Mexico relationship. The Center's Chilean network is so extensive that in analyzing the social unrest in that country, we are able to engage political figures at the highest levels, students leaders often at odds with those in office, economists, and scholars from every major Chilean university. The resulting discussions have been rich, candid, at times controversial, but certainly reflective of a broad diversity of opinion.

CLAS is very proud of its strong track record on promoting open dialogues. We plan to continue this approach with Title VI funding in the future, insuring the presentation of a wide

range of ideas from throughout the Americas. Our goal is to explore complex issues with as broad a range of perspectives as possible and subsequently translate those discussions to a broad audience through video, social media, articles, working papers, and through our new partnership with Univision. An academic setting is an ideal place to explore deep differences and to seek better understanding, though not necessarily unanimity of opinion. The ability to present rigorous research, diverse points of view, and strong opinions, and to do so in a collegial manner within a constructive framework, is at the heart of what the Center for Latin American Studies contributes.

*Statement on Areas of National Need*

The Center for Latin American Studies (CLAS) maintains a strong record of sponsoring courses and programs that encourage service in areas of national need. All but one of the federal agencies that provided recommendations for the Title VI competition listed Spanish, Portuguese and/or Latin America as critical languages and/or world area regarding national need. CLAS plays a critical role in enhancing the preparation students receive at UC Berkeley. The university exemplifies a strong tradition of public service with prominent Berkeley faculty serving in key government positions. Robert Reich served in three different administrations, most recently as Secretary of Labor; Janet Yellen was recently appointed Chair of the Federal Reserve; Steven Chu served four years as Secretary of Energy; and CLAS-affiliated lecturer Maria Echaveste served in the Clinton administration as White House Deputy Chief of Staff.

Berkeley faculty work closely with students to prepare them academically and professionally. Alain de Janvry, professor of Agricultural and Resource Economics, is a distinguished economist working on international economic development with expertise in Latin America. He has a long history of working with development agencies such as the World Bank.

Dan Kammen, a professor of Energy and founding director of the Renewable Energy Laboratory at Berkeley, was appointed the first Environment and Climate Partnership for the Americas Fellow by the State Department in 2010. Kammen and his students are active participants in CLAS programs and contributors to CLAS publications. The Center has assisted students working on renewable energy in Latin America with research grants and opportunities to highlight their research.

Students who focus on Latin America are encouraged to pursue careers in government service through many channels. The university's Career Center sponsors thirteen annual career fairs. Over thirty city, country, state and federal agencies participate in recruitment activities including national laboratories, the Department of State and the USDA. The Peace Corps program on campus has a strong legacy given that UC Berkeley has produced more Peace Corps volunteers than any other institution. Additionally, CLAS partners with professional schools that each host their own career fairs to encourage students to use their world area and language expertise in government service. The Berkeley Law School holds an annual Public Interest/Public Sector Career Fair where students are given the opportunity to connect with over 75 organizations. The Goldman School of Public Policy carefully tracks alumni employment data and reports that 40% of 2013 graduates transitioned to jobs in government service.

CLAS provides travel grants for graduate students to conduct summer fieldwork throughout Latin America. Thirteen students from various professional schools, including Law and Public Health, have used this opportunity to travel to Latin America over the last two years. CLAS has seen a rise in demand for FLAS Fellowships from students in the School of Public Health and the UC Berkeley-UC San Francisco Joint Medical Program, due in part to the success of the newly-established Global Children's Oral Health and Nutrition Program. CLAS is serving

a growing demand for students seeking to become more proficient in Spanish to serve an increasing Spanish-speaking population and better understand that population's home country.

CLAS also encourages students to explore government service in a much more direct way through faculty participation in the UC Washington Center Program (UCDC). The program is a UC-wide initiative to that provides students and faculty with opportunities to study, research, work, and live in Washington D.C. while interning with Congress, the White House, cabinet agencies, and scientific laboratories. Prof. Nancy Scheper-Hughes and Stanley Brandes participate by teaching courses in Washington D.C. that allow students to fulfill the academic component of the program.

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 California, Berkeley, Center for Latin American Studies

Name/Title of Authorized Representative (Printed): Noam Pines

Title: Assistant Director Telephone: (510) 642-0120

Signature: Noam Pines E-mail: sपोawards@berkeley.edu

Date: 6/25/14

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## APPENDICES

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## Abstract

### *Center for Latin American Studies, University of California, Berkeley*

As the premier public institution in a state where nearly 40% of residents trace their roots to Latin America, the University of California at Berkeley (UCB) offers an extensive program related to Latin America. The Center for Latin American Studies (CLAS) uniquely links three rich, diverse communities to leading scholars, policy makers, and writers from throughout the Americas. The first community is Latin Americanist faculty, students, and researchers at UC Berkeley; the second community involves non-Latin Americanist faculty whose work from inequality to cosmology is of great interest to Latin Americans; the third community includes K-12 teachers and community college faculty and reaches out to the broader public through its outreach efforts. The result is “an innovative intellectual environment that has generated new analytic insights, research ideas, and public policy proposals” and will prepare the next generation of experts in regions, disciplines, and languages of national need.

**Degree programs:** UCB boasts the largest number of highly ranked graduate programs in the country. In addition to the B.A. and M.A. degrees offered through the LAS program, undergraduate and graduate degrees with a regional emphasis are offered by the Colleges of Natural Resources and Letters and Science and in many professional schools. CLAS will strengthen area studies through course development and the involvement of these units in new CLAS research, program, and activities.

**Language and discipline coverage:** UCB offers 285 non-language courses with 25 percent or more LA content in 39 different departments and professional schools. The Spanish and Portuguese Department alone offers 61 language instruction courses in 4 levels of Spanish and 3 levels of Portuguese. CLAS seeks to supplement those courses with support for a Brazilian Writer in Residence (a priority language) and for support of Nahuatl (a LCTL) courses.

**Faculty:** The recent appointments of 16 ladder-ranked Latin Americanist faculty to UCB brings new strength to an internationally renowned group. NRC funding would allow CLAS to continue support for faculty and students with funding for research, training, course development, and exchange programs.

**Enhancement activities unique to CLAS:** CLAS organizes a public program featuring noted scholars, artists, and public figures from student leaders to presidents. The Center’s extensive teaching, research, and outreach activities enable UCB to contribute to national and international dialogues. Title VI funding will allow us to expand programs such as “Alternative Energy and the Americas” and “The US-Mexico Futures Forum.” Original research will continue to appear in *The Berkeley Review of Latin American Studies*, through policy and working papers, and in our extensive online presence.

**Library:** Ranked among the top public university libraries, UCB’s collection includes 500,000 bound volumes and 1,290 serial subscriptions covering LA. NRC funds will support new acquisitions to meet faculty and student research needs.

**Outreach:** CLAS will establish new programs with the Graduate School of Education and the Office of Resources in International and Areas Studies to infuse much-needed pedagogy training into K-16 workshops for teachers and assist instructors in implementing newly-developed curriculum (NRC CPP2). A new program with the Peralta Community College District will establish an office at Berkeley City College and partner with the MSI to plan and implement programs for pathways to career exploration, international research, and the study of foreign languages for that student population (NRC CPP1).



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

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

Name of Institution/Organization

The Regents of the University of California, Berkeley

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	82,048	83,619	85,224	86,861	0	337,752
2. Fringe Benefits	31,972	34,785	37,621	38,947	0	143,324
3. Travel	26,530	26,530	25,930	25,930	0	104,920
4. Equipment	0	0	0	0	0	0
5. Supplies	53,350	49,950	44,750	41,800	0	189,850
6. Contractual	0	0	0	0	0	0
7. Construction	0	0	0	0	0	0
8. Other	69,900	67,400	65,900	64,400	0	267,600
9. Total Direct Costs (lines 1-8)	263,800	262,284	259,425	257,938	0	1,043,446
10. Indirect Costs*	21,104	20,983	20,754	20,635	0	83,476
11. Training Stipends	202,500	202,500	202,500	202,500	0	810,000
12. Total Costs (lines 9-11)	487,404	485,767	482,679	481,073	0	1,936,922

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

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

- (1) Do you have an Indirect Cost Rate Agreement approved by the Federal government?  Yes  No  
Period Covered by the Indirect Cost Rate Agreement: From: 07 / 01 / 2012 To: 06 / 30 / 2016 (mm/dd/yyyy) The Indirect Cost Rate is 56.5 %  
Approving Federal agency: ED  Other (please specify): DHHS
- (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 8 %

**Center for Latin America Studies  
University of California, Berkeley  
2014-17 Budget Detail**

	Year 1 2014-15	Year 2 2015-16	Year 3 2016-17	Year 4 2017-18	TOTALS	Narrative Page Reference
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**1. PERSONNEL**

**A. Administrative Staff**

**1. Program Assistant, Mariana Gonzalez Insua**  
(50%/100%) with 2% cost-of-living increase each year  
*coordinates all public programs/40 events per year*  
Fringe Rate @ 44.6-51.3%

pp. 29, 36

\$26,376

\$27,442

\$27,442

\$26,904

\$27,991

\$108,713

\$11,764

\$12,806

\$13,858

\$14,359

\$27,991

\$52,788

**Subtotal AI**

**\$108,713**

**B. Instruction**

**1. Nahuatl Instructor (2 courses per year)**

(25%/100%)

Dept. of Spanish & Portuguese will cover portion of salary cost  
Fringe Rate @ 36.8%-42.6%

\$13,600

\$3,400

\$3,400

\$3,400

\$3,400

\$13,600

(FLAS CPP 2)  
pp.37, 44

**2. Graduate Student Assistant**

(25%/100%) with 2% increase each year

*Area studies course development*

Fringe Rate: N/A

\$40,258

\$10,365

\$10,162

\$9,963

\$10,365

\$40,258

pg. 12

**Subtotal B1 thru B2**

**\$53,858**

**C. Outreach Staff**

**1. K-12 Outreach Coordinator, Jean Spencer**

(40%/80%) with 2% increase each year

*coordinates all teacher training activities with partners*

Fringe Rate @ 44.6-51.3%

\$102,705

\$26,444

\$25,925

\$25,417

\$24,919

\$102,705

Absolute

**2. Community College Coordinator, Deolinda Adao**

(4%/100%)

*coordinates all outreach activities with Berkeley City College*

Fringe Rate @ 44.6-51.3%

\$8,284

\$2,133

\$2,091

\$2,050

\$2,010

\$8,284

NRC CPP 1  
pp. 32, 35

**3. Webmaster/Visual Design, Greg Louden**

(25%/100%) with 2% increase each year

*designs and disseminates all video and print content online*

\$64,192

\$16,528

\$16,204

\$15,885

\$15,575

\$64,192

pp. 27, 42

Center for Latin America Studies  
 University of California, Berkeley  
 2014-17 Budget Detail

	Year 1 2014-15	Year 2 2015-16	Year 3 2016-17	Year 4 2017-18	TOTALS	Narrative Page Reference
Fringe Rate @ 44.6-51.3%	\$6,946	\$7,561	\$8,183	\$8,479	\$31,170	
<b>Subtotal C1 thru C3</b>	<b>\$42,504</b>	<b>\$43,352</b>	<b>\$44,220</b>	<b>\$45,105</b>	<b>\$175,181</b>	
<b>TOTAL PERSONNEL</b>	<b>\$82,048</b>	<b>\$83,619</b>	<b>\$85,224</b>	<b>\$86,861</b>	<b>\$337,752</b>	
<b>2. FRINGE BENEFITS</b>						
Academic Salaries @ 36.8-42.6%	\$1,251	\$1,343	\$1,431	\$1,448	\$5,474	
Staff Salaries @ 44.6-51.3%	\$30,720	\$33,442	\$36,189	\$37,498	\$137,850	
<b>TOTAL FRINGE BENEFITS</b>	<b>\$31,972</b>	<b>\$34,785</b>	<b>\$37,621</b>	<b>\$38,947</b>	<b>\$143,324</b>	
<b>3. TRAVEL</b>						
<b>A. FOREIGN</b>						
1. Strengthen linkages and exchanges: 5 trips per year						AP
<i>Airfare: \$1300 per trip</i>	\$6,500	\$6,500	\$6,500	\$6,500	\$26,000	pp. 9, 26, 35
<i>Lodging: 5 days per trip @ \$190/day</i>	\$4,750	\$4,750	\$4,750	\$4,750	\$19,000	
<i>Subsistence: 5 days per trip @ \$96/day</i>	\$2,400	\$2,400	\$2,400	\$2,400	\$9,600	
2. Librarian travel for new acquisitions: 2 trips per year						pp. 23, 35
<i>Airfare: \$1000 per trip</i>	\$2,000	\$2,000	\$2,000	\$2,000	\$8,000	
<i>Lodging: 4 days per trip @ \$190/day</i>	\$1,520	\$1,520	\$1,520	\$1,520	\$6,080	
<b>Subtotal Foreign Travel</b>	<b>\$17,170</b>	<b>\$17,170</b>	<b>\$17,170</b>	<b>\$17,170</b>	<b>\$68,680</b>	
<b>B. DOMESTIC</b>						
1. For linkages & exchanges/strengthen research/teaching						pg. 35
<i>Airfare: Estimated 3 trips @ average \$600 ea.</i>	\$1,800	\$1,800	\$1,800	\$1,800	\$7,200	
<i>Lodging: 4 days per diem @ \$190/day per trip</i>	\$2,280	\$2,280	\$2,280	\$2,280	\$9,120	
<i>Subsistence: 4 days @ \$50/day</i>	\$600	\$600	\$600	\$600	\$2,400	
2. Professional Meetings						
<i>Airfare: Estimated 3 trips @ average \$600 ea.</i>	\$1,800	\$1,800	\$1,800	\$1,800	\$7,200	
<i>Lodging: 4 days @ \$190/day per trip</i>	\$2,280	\$2,280	\$2,280	\$2,280	\$9,120	
<i>Subsistence: 4 days @ \$50/day</i>	\$600	\$600	\$600	\$600	\$2,400	

**Center for Latin America Studies  
University of California, Berkeley  
2014-17 Budget Detail**

	Year 1 2014-15	Year 2 2015-16	Year 3 2016-17	Year 4 2017-18	TOTALS	Narrative Page Reference
Subtotal Domestic Travel	\$9,360	\$9,360	\$8,760	\$8,760	\$36,240	
<b>TOTAL TRAVEL</b>	<b>\$26,530</b>	<b>\$26,530</b>	<b>\$25,930</b>	<b>\$25,930</b>	<b>\$104,920</b>	
<b>4. SUPPLIES</b>						
A. Library acquisitions (Argentina, Cuba, Peru, Ecuador)	\$5,000	\$4,500	\$4,000	\$3,500	\$17,000	pp. 23, 35
<b>B. Publications (Dissemination of Research)</b>						
1. Berkeley Review of Latin American Studies	\$20,000	\$20,000	\$18,000	\$18,000	\$76,000	pp. 32, 40-42, 47
2. Occasional Publication Series	\$3,500	\$3,000	\$2,500	\$2,500	\$11,500	pg. 42
<b>C. Outreach</b>						
1. CLAS Area Studies Teacher Training Workshop	\$2,500	\$2,500	\$2,500	\$2,500	\$10,000	pp. 27-28, 30, 32 AP
2. ORIAS Cross-Regional Teacher Training Workshop	\$1,200	\$1,200	\$1,200	\$1,200	\$1,200	AP
3. ORIAS Community College History Curriculum Wkshp	\$2,200	\$2,000	\$1,500	\$1,500	\$7,200	NRC CPP 1
4. UCB History Social Science Project( K-12 Curriculum)	\$1,250	\$1,250	\$1,250	\$0	\$3,750	NRC CPP 2
5. Berkeley City College outreach programs	\$1,000	\$800	\$700	\$700	\$3,200	NRC CPP 1 pg. 32, 35
<b>D. Course Support</b>						
1. Curriculum Development (area studies)	\$5,000	\$4,000	\$3,800	\$3,400	\$16,200	pg. 12-13, 36
2. Brazilian Writer in Residence	\$5,000	\$5,000	\$4,500	\$4,500	\$19,000	FLAS CPP 2 pg. 37
3. International Pathways for underrepresented students	\$2,500	\$2,200	\$1,800	\$1,500	\$8,000	pg. 4, 37
4. Updating materials for area studies courses	\$4,200	\$3,500	\$3,000	\$2,500	\$13,200	pg. 36, 47
<b>TOTAL SUPPLIES</b>	<b>\$53,350</b>	<b>\$49,950</b>	<b>\$44,750</b>	<b>\$41,800</b>	<b>\$189,850</b>	
<b>5. OTHER</b>						
<b>A. Latin Americans in residence teaching specialized courses</b>						
Professional service fee, 2 @ \$17,500 per year	\$35,000	\$35,000	\$35,000	\$35,000	\$140,000	AP pp. 12-13, 35-36
*Ricardo Lagos & Denise Dresser in Yr1	\$2,600	\$2,600	\$2,600	\$2,600	\$10,400	Airfare:
Lodging: 1 month stay per visitor	\$5,000	\$5,000	\$5,000	\$5,000	\$20,000	Lodging: 1 month stay per visitor

**Center for Latin America Studies  
University of California, Berkeley  
2014-17 Budget Detail**

	Year 1 2014-15	Year 2 2015-16	Year 3 2016-17	Year 4 2017-18	TOTALS	Narrative Page Reference
<b>B. Academic Exchanges and Linkages</b>						
1. Public Program (Dissemination of research) <i>travel of speakers to Berkeley, 3 per year</i>	\$6,500	\$5,500	\$5,000	\$4,500	\$21,500	AP
<i>Airfare: Estimated 5 trips at \$700</i>	\$3,500	\$3,500	\$3,500	\$3,500	\$14,000	pg. 36
<i>Lodging: Estimated 2 nights for 5 visits at \$200</i>	\$1,200	\$1,200	\$1,200	\$1,200	\$4,800	
2. Art and Film Series (Educational screening fees) <i>To promote cultural awareness, 6 films/year</i>	\$3,000	\$2,500	\$2,000	\$2,000	\$9,500	pg. 36
3. International Conferences (Dissemination of research) <i>Airfare: Estimated 2 trips at \$900</i>	\$4,000	\$3,500	\$3,500	\$3,000	\$14,000	pg. 36
<i>Lodging: Estimated 2 nights for 2 visits at \$200</i>	\$1,800	\$1,800	\$1,800	\$1,800	\$7,200	
<i>Lodging: Estimated 2 nights for 2 visits at \$200</i>	\$800	\$800	\$800	\$800	\$3,200	
<b>C. Evaluation</b>						
1. Independent evaluator @ \$2,000/year <i>Evaluator costs for outreach shared w/ UCB NRCs</i>	\$2,000	\$2,000	\$2,000	\$2,000	\$8,000	pp. 30, 37, 44-45
<b>D. Support for Interdisciplinary Research and LCTL</b>						
1. Graduate Student Research Working Groups <i>Training opportunities provided to graduate students</i>	\$4,500	\$4,000	\$3,500	\$3,000	\$15,000	AP pp. 32, 39, 46
<b>Subtotal Other A thru D</b>	<b>\$69,900</b>	<b>\$67,400</b>	<b>\$65,900</b>	<b>\$64,400</b>	<b>\$267,600</b>	
<b>TOTAL OTHER</b>	<b>\$69,900</b>	<b>\$67,400</b>	<b>\$65,900</b>	<b>\$64,400</b>	<b>\$267,600</b>	
<b>TOTAL DIRECT COSTS</b>	<b>\$263,800</b>	<b>\$262,284</b>	<b>\$259,425</b>	<b>\$257,938</b>	<b>\$1,043,446</b>	
<b>INDIRECT COSTS @ 8 %</b>	<b>\$21,104</b>	<b>\$20,983</b>	<b>\$20,754</b>	<b>\$20,635</b>	<b>\$83,476</b>	
<b>TOTAL NRC COSTS</b>	<b>\$284,904</b>	<b>\$283,267</b>	<b>\$280,179</b>	<b>\$278,573</b>	<b>\$1,126,922</b>	



## BUDGET NARRATIVE

The Center for Latin American Studies (CLAS) at the University of California, Berkeley proposes the attached budget for the 2014-17 NRC/FLAS competition. The budget is designed to achieve the greatest impact according to NRC and FLAS priorities and effectively leverage funds by collaborating with various campus departments. Most projects will be jointly or entirely funded by existing UC Berkeley resources, with NRC funds applied to priority projects.

The PI has determined that this is a major project, as defined by OMB Circular A-21, and that it meets A-21 requirements for direct charging of administrative expenses. All effort and expenses charged to this project will relate to services specific to the project, and not for general support of the center's academic activities. In addition, any effort charged to this project will be tracked and reported in ERS, the university's effort reporting system. This project involves extensive data accumulation and analysis on an on-going basis to evaluate programs and meet U.S. Department of Education requirements for reporting and tracking.

The direct-cost request for salaries and benefits represents only a fraction of the personnel costs CLAS incurs to produce programs and publications of high quality. Salaries and benefits facilitate the primary activities of the NRC, including teaching and outreach, and in all cases are supported with state, private donor, or university funds. UC Berkeley recently introduced a "composite benefits rate" system that was negotiated with the federal government. For 2014-15, benefits rates are fixed at 36.8% for academics, and at 44.6% for staff. Rates will rise annually, and are expected to reach 42.6% for academics and 51.3% for staff by 2017-18. We have budgeted accordingly for these expected costs.

Request for travel funds will allow our faculty and staff to participate in conferences and meetings that strengthen linkages with institutions in the U.S. and abroad. New agreements that CLAS has signed with foreign government agencies and institutions throughout Latin America as a result of this travel have yielded numerous opportunities for faculty and students to conduct research abroad. Requested travel funds represent a small portion of what CLAS actually expends to support these activities and faculty/staff development opportunities. Travel funds will also support the Latin American Collections librarian for travel required to acquire new materials at international book fairs.

The proposed "Supplies" category represents seed funding for a large number of teacher training and outreach activities, consistent with the NRC Absolute Priority, and the two NRC Competitive Preference Priorities. This includes modest costs to launch a new collaborative project with the Peralta Community College District (4C5), consistent with CPP 1, and the California History Social Science Project (4C4) for CPP 2. Costs will be shared with seven other NRCs on the Berkeley campus and therefore will be funded at a relatively low cost per center. Outreach funds will also support existing ORIAS programs that continue to meet NRC teacher training goals to develop curriculum for K-12 and community college instructors (4C2,3). Additional savings on ORIAS programs are achieved due to the institution's continued commitment to cover full salary and benefits costs for Michele Delattre, the ORIAS director. CLAS publications and course support both represent a portion of the full costs, with UC Berkeley providing important sustained funding through endowments. Costs in these proposed

categories decrease over the four-year period. CLAS publications (4B) provide faculty and students important opportunities to publish their research work and in turn, all CLAS published materials are distributed widely and provide a public service.

CLAS requests partial support for the proposed series of conferences, lectures and other projects of importance to our world region. NRC funds will provide a significant boost to enable ambitious programs and conferences that allow for the dissemination of important research and policy discussions (5B). CLAS supports the majority of costs of each activity and despite rising costs, the budget reflects decreasing dependence on NRC funds. The Latin Americans in Residence program (5A) allows CLAS to bring major figures to campus to teach specialized courses and provide valuable opportunities for students and faculty. The requested funds for this program represent only a limited portion of the cost required to secure the visiting professors' appointment. Remaining costs are covered by the university and by private donors. Evaluation costs (5C1) for independent evaluator Dr. Brad Washington will be kept low by partnering with UC Berkeley NRC's for the assessment of joint outreach activities.

The FLAS budget requests five graduate awards each academic year and five graduate or undergraduate awards each summer. UC Berkeley demonstrates a strong commitment to funding students through FLAS awards by waiving non-resident tuition fees and by supplementing subsistence allowances for incoming students.

## ACRONYMS GUIDE

AP	Absolute Priority
ACTFL	American Council on the Teaching of Foreign Languages
BLC	Berkeley Language Center (UC Berkeley)
CEP	Center for Educational Partnerships (UC system)
CLAS	Center for Latin American Studies (UC Berkeley)
CONICYT	Chile's National Commission for Scientific and Technological Research
COR	Committee on Research (UC Berkeley)
CPP	Competitive Preference Priority
EAP	Education Abroad Program
ED	U.S. Department of Education
EOP	Educational Opportunity Program (UC Berkeley)
ETS	Educational Testing Service
FAFSA	Free Application for Federal Student Aid
FLAS	Foreign Language and Area Studies
GPRA	Government Performance and Results Act
IAS	International and Area Studies (UC Berkeley)
IFLE	International and Foreign Language Education
LAS	Latin American Studies
LCTL	Less and Least Commonly Taught Languages
NRC	National Resource Center
OPI	Oral Proficiency Interview
ORIAS	Office of Resources in International and Area Studies (UC Berkeley)
S & P	Department of Spanish and Portuguese (UC Berkeley)
UC	The University of California system
UCB	University of California, Berkeley
UCBHSSP	UC Berkeley History Social Science Project

**NRC and FLAS Comprehensive Application  
Center for Latin American Studies,  
University of California, Berkeley**

**1. COMMITMENT TO LATIN AMERICAN STUDIES**

As the premier public institution in a state where nearly 40% of residents trace their roots to Latin America, the University of California at Berkeley (UCB, Berkeley) offers an extensive program related to Latin America. The Center for Latin American Studies (CLAS) links Latin Americanist faculty, students, and researchers at UC Berkeley with leading scholars, policy makers, artists, and writers from the Americas. In addition, CLAS has developed strong relationships with non-Latin Americanist faculty whose work is of great interest to Latin America; they are a unique community of scholars who transcend disciplines as well as borders. The Center involves K-12 teachers and community college faculty in this diverse, transnational community and reaches out to the broader public through its extensive program and outreach efforts. The result is what Professor Peter Winn, a Tufts historian and noted Latin Americanist, has described as “an innovative intellectual environment that has generated new analytic insights, research ideas, and public policy proposals.” With over 350 academic programs, 130 academic departments, and 80 interdisciplinary research units, UCB and CLAS are preparing the next generation of experts in regions, disciplines, and languages of national need.

**1A. University and Other Support:** The Center draws on the extraordinary intellectual engagement of Berkeley as well as on unique campus resources such as the Bancroft Library’s Latin American collections and the cutting-edge research related to climate change at Lawrence Berkeley National Laboratories. Another resource is the newly-established Global Engagement Office, which works closely with CLAS to facilitate institutional collaborations between UCB and universities in Latin America. While it is difficult to measure an atmosphere of global

engagement, what is quantifiable is UCB’s support of over \$16 million to Latin America-related teaching, research, library operations, student support, and CLAS in 2012-13 (Table 1, pg. 2).

**Center Operation:** The University provides financial support for CLAS staff salaries including that of the chair, vice chair, web/visual designer, and program coordinator. Through the Vice Chancellor for Research, the University provides accounting and computing services as well as a fellowships director and a grants administrator (Criterion 10). UCB also provides space, maintenance, and utilities for the 2,700 sq. ft. CLAS building, which serves as the campus hub for Latin America-related research, scholars, and activities.

**Teaching Staff:** UCB’s largest financial commitment is the \$14.2 million it contributes for permanent teaching staff. Currently, 112 faculty members work on Latin America, of whom 91 are senate faculty and 74 have tenure. In the past three years, UCB has recruited 16 top scholars (Criterion 6A. 1, Table 7, pg. 25) in departments ranging from Spanish to Public Health and an additional eight highly qualified lecturers for a total of 24 new hires focusing on Latin America.

	<i>Amount</i>
Center Operations	
• Administration, outreach programs, classes, conferences, seminars, staff salaries, grants administration, computing, accounting, space, and maintenance.	\$852,000
Teaching Staff	
• 112 teaching staff	\$14,200,000
• UCB support for faculty research and curriculum development	\$448, 000
Library Resources	
• Library staff	\$250,000
• Library acquisitions	\$289,580
<b>Total</b>	<b>\$16,039,580</b>

**Library Resources:** The University’s libraries hold over 11 million volumes in more than 400 languages. Since 2010, UCB has invested \$1,158,323 on Latin American imprints, including subscriptions to 1,290 active serials. Berkeley also has a \$1,000,000 endowment that generates \$25,000 annually for Doe Library to acquire Iberian and Latin American materials, ensuring ongoing support for these collections. The University contributes \$250,000 a year to

Latin Americanist library staff, funding two librarians and support staff (Criterion 5A).

**Linkages with Institutions Abroad:** The University of California (UC) provides support for an exchange agreement with Mexico's National Council of Science and Technology, providing students the opportunity to pursue Mexico-related research. We are currently in discussions with the Undersecretary for North America in the Mexican Foreign Ministry concerning a significant expansion of this relationship. Chile and the University of California have an active Memorandum of Understanding, signed in 2008 with the involvement of CLAS, to collaborate in areas such as transportation, water resource management, and education.

The University has signed a critical agreement with Chile's National Commission for Scientific and Technological Research (CONICYT) to accelerate and intensify the movement of scholars and researchers between Berkeley and Chilean research institutions for the purpose of advancing scientific and technological development. With CLAS administering key elements of this agreement, the University is providing support to dozens of faculty members from the biological and environmental sciences, engineering, and the Energy and Resources Group to facilitate collaborative research with Chilean counterparts. In its first year of funding, CLAS connected Berkeley faculty and graduate students with researchers from 22 different Chilean universities and research institutions. UCB also supports direct exchange agreements with 11 other Latin American institutions including the National University of Tres de Febrero in Argentina and the Pontifical Catholic University of Rio de Janeiro, Brazil.

**Outreach:** K-14 outreach is carried out collaboratively by the campus' eight world area research units through the Office of Resources for International and Area Studies (ORIAS). UCB covers 100% of the ORIAS director's salary, and the Vice Chancellor for Research has confirmed that this commitment will continue for the next four years. CLAS seeks to involve K-

12 teachers and community college faculty in developing and implementing its teacher training activities (Criterion 7.1a & b). Through in-person conferences and online materials, CLAS provides important resources for teachers so that they can incorporate Latin American content into their curriculum. Teachers also have access to UCB's vast library system and media resource center. In addition, campus units—including the Berkeley Art Museum, the Phoebe A. Hearst Museum of Anthropology, and the Graduate School of Journalism—have partnered with CLAS to make staff, exhibits, and programs available to teachers.

CLAS has collaborated with the Center for Educational Partnerships (CEP) and the Educational Opportunity Program (EOP), both campus-funded programs in the Division of Equity and Inclusion, to expand outreach efforts to community college students and underrepresented students at UCB (Criterion 7.2 a & b, 9B). The Division of Equity and Inclusion recently awarded CLAS a \$10,600 grant to develop a one-unit course that addresses cultural and financial obstacles to study abroad and international research opportunities for traditionally underrepresented and community college transfer students who represent a vital part of the campus community. In 2013-14, Berkeley enrolled almost 2,540 transfer students—overwhelmingly from community colleges—who comprised over 30% of the entering class.

**1A. and 1B. Student Support:** UCB support for Foreign Language and Area Studies (FLAS) fellowship applicants includes a supplement of \$1,500 for new students, \$500 for continuing students, and \$15,102 for entering out-of-state students. Latin American Studies (LAS) graduate students receive funding from their department in the form of research awards and teaching fellowships. Student parents who demonstrate financial need receive subsidized childcare so that they have sufficient time for their studies.

UCB insures tuition support to virtually all admitted graduate students and has extensive

support available to lower income undergraduates. There are more students from low-income families receiving Pell Grants at Berkeley than at all eight Ivy League universities combined. Close to 30% of Berkeley freshmen are the first in their families to attend college.

## **2. QUALITY OF CURRICULUM DESIGN**

**2A. (1) Undergraduate Degree Programs:** UCB offers many degree programs for the study of Latin America. Many undergraduates who choose to focus on Latin America without declaring the LAS major become “concentrators,” completing 15 or more LAS-related semester units. Concentrators pursue a broad range of majors, largely in the social sciences and humanities. In 2012-13, a total of 876 undergraduates completed degrees with a concentration on Latin America (Table 3, pg. 13). Since 2010, 2,655 undergraduates have received such degrees. Across all disciplines, 11,809 undergraduates enrolled in non-language courses with 25% or more Latin American content last year (Table 2, pg. 10, Criterion 3A.1).

One program that attracts many LAS concentrators is the Global Poverty and Practice Minor offered through the Blum Center for Developing Economies. Launched in 2007, the program trains students in the analysis of global poverty and inequality and the ethics of global citizenship. The program has attracted students from the biological sciences, natural resources, and engineering programs to the study of Latin America. Since 2010, 65 students have completed their mandatory practice experience in Latin America. The Haas School of Business offers undergraduate students the opportunity to pursue an internationally oriented career with its Global Management concentration. The concentration has four components, which include studying abroad for at least one semester, completing a third-year level of a foreign language, and taking four international business courses and three upper-division Latin America-focused courses.

**2A. (2) Undergraduate Requirements:** The intellectual engagement and excitement of a

Berkeley undergraduate education is exceptional. Since 2010, a total of 65 undergraduates received a B.A. in LAS, an increase over the previous four years, and far more took LAS courses. Faculty members from 24 departments participate in the LAS major and are responsible for its design and implementation as well as admissions. The flexibility within this major encourages students to construct a program appropriate to their specific intellectual and geographic interests. The structure of the major is three-tiered. First, two lower division courses are required: “Introduction to LAS” and “Latin American History.” Second, language proficiency in both Spanish and Portuguese is needed as demonstrated by coursework equivalent to four college-level semesters in the primary language and two college-level semesters in the secondary language. Third, the major requires at least 30 upper division units in LAS, including two literature/culture courses, two history courses, and five elective courses, which provide both breadth and depth.

The Department of Spanish and Portuguese (S&P) offers both a major and a minor. Within the major, students focus on one of five options: Latin American Literatures, Hispanic Languages and Bilingual Issues, Spanish, Luso-Brazilian, or Iberian Language and Literature. S&P offers three minor programs in Spanish Linguistics, Spanish Language and Literature, and Luso-Brazilian Language and Literature. Students are encouraged to participate in study abroad programs in Latin America and are required to take relevant area studies courses outside the department.

**2A. (3, 4, 5) Graduate Degree Programs:** According to the National Research Council, in 2010 Berkeley had the most top-ranked doctoral programs in the nation, based on a regression analysis of 20 criteria from more than 5,000 programs at 212 institutions (<http://nationalacademies.org/nrc/>). The top five academic institutions that hire Berkeley Ph.D.’s are: the UC system, Stanford, the University of Washington, MIT, and Harvard.

In 2013, UCB awarded graduate degrees to 117 students specializing in Latin America from

20 different disciplines and eight professional schools, including Business, Education, Journalism, Law, Public Health, and Public Policy (Table 3, pg. 13). Since 2010, 405 Latin America specialists have received graduate degrees.

Berkeley was one of the first universities in the nation to offer graduate degrees in LAS and currently offers an M.A. degree. Since 2010, 19 students have completed LAS graduate degrees. The M.A. degree is made up of two tracks. Under Plan I, students complete 20 units of coursework and write a Master's thesis. Plan II requires 24 units of coursework and a comprehensive oral exam. Coursework must be concentrated primarily in two or three disciplines. Students must enroll in two LAS seminars in their first semester and take a research methodology course appropriate to their field. Program graduates must fulfill the requirement for proficiency in both Spanish and Portuguese, including the ability to write and conduct research in the primary language (Criterion 4B.1). The proficiency level expected for the secondary language is comparable to the completion of advanced college-level language instruction.

The Ph.D. in Hispanic Languages and Literatures allows students to develop a specialization in one of three tracks: Hispanic and Spanish American Literature and Culture, Luso-Brazilian Literature and Culture, or Hispanic Linguistics. Each track is organized around four field concepts (space, time, voice, and method). The Department of Spanish and Portuguese also offers a Ph.D. in Romance Languages and Literatures with an emphasis on Spanish that takes a multilingual approach to literary and linguistic study.

**2B. (1) Academic and Career Advising:** All Latin Americanist faculty serve as supervisors and advisors to graduate students focusing on the region in their respective departments. LAS students are directly advised by the faculty director of the major, Estelle Tarica (Appendix II, pg. B61). In addition, the International and Area Studies (IAS) Teaching Program provides two

student affairs officers who advise graduate and undergraduate students (Criterion 6A. 3).

The Division of Undergraduate Education and the College of Letters and Science provide extensive advising services to help undergraduates plan their studies and choose a major and concentration. Following the selection of a major, students work with the departmental undergraduate adviser and are also assigned a faculty adviser.

Graduate students work with a department graduate adviser and a faculty member who specializes in the same geographical area or subdiscipline and, in their later studies, with a dissertation committee. In addition, Career and Graduate School Services provides advising, career planning, help with graduate school applications, and job placement. They sponsor 13 career fairs annually with participants from over 30 city, county, state, and federal agencies, including national laboratories, the Department of State, and the U.S. Department of Agriculture.

Additionally, CLAS partners with professional schools, which each have their own career centers, to encourage students to use their world area and language expertise in government service. For example, the Berkeley Law School holds an annual Public Interest/Public Sector Career Fair where students are given the opportunity to connect with over 75 organizations.

Underrepresented undergraduate students have an additional resource in EOP where they receive advising on how to balance academic demands with personal responsibilities unique to the low-income, first-generation student population. EOP recorded nearly 14,000 student contacts in 2012, the largest number in the campus' history.

**2B. (2) Formal Agreements for Research and Study Abroad:** Berkeley participates in a UC-wide education abroad program, which maintains 10 affiliated campuses in six Latin American countries: Brazil, Costa Rica, Argentina, Chile, the Dominican Republic, and Mexico. Between 2010 and 2014, 511 UCB students studied in Latin America. In addition, UCB students

have received more Gilman Scholarships than students at any other institution for at least the last five years. This federally-funded program supports underrepresented students who study abroad. Since 2010, 46 UCB students received Gilman Scholarships to study in Latin America.

The Mexico study abroad program assists students in designing a research project and pairs them with Mexican professors at one of its sites in Mexico. Intensive language programs are offered in Argentina and Brazil. Students also participate in Berkeley's own Summer Abroad and Global Internship programs. Thirty-five students participated in these programs in Mexico and Argentina between 2010 and 2014. CLAS participates in the campus travel abroad fair to promote opportunities for study in Latin America. In addition, CLAS facilitated a three-year agreement between UCB and Chile's CONICYT to increase academic exchanges and collaborative research. All 11 of the binational research teams include graduate students and provide them opportunities to conduct research alongside faculty in Chile (Criterion 1A).

Berkeley students are finding innovative ways to connect classroom training with meaningful practice. The Cal Energy Corps is an undergraduate internship program created to engage students in the design, development, and delivery of sustainable energy and climate change solutions worldwide. The program has established agreements with labs and research institutions in Nicaragua and Brazil, where students are placed in three-month internships to carry out real-world projects and train for careers in the energy field. The Nicaragua program gives preference to students with proficiency in Spanish. Over the last three years, 16 students—over 20% of all program participants—traveled to Latin America through Cal Energy Corps. An additional exchange program links UCB with Peru. Prof. Carlos Bustamante refers to his pioneering approach as “twin labs.” A leading researcher on single-molecule manipulation techniques, he operates laboratories at both UCB and Cayetano Heredia University in Lima, Peru. Six students

from Lima spend the summer in Berkeley, and six Berkeley students study in Lima.

**2B. (3) Opportunities for Study Abroad and Summer Language Programs at Other Institutions:** The Center has formed a network of universities that provide instruction in less- and least-commonly-taught languages (LCTLs) not currently offered at UCB. These languages include Aymara, Haitian-Creole, Guaraní, Mayan languages, Quechua, and Nahuatl. The CLAS website lists recommended language programs that involve research and coursework for credit and publicizes these programs to its students. For its part, the campus makes available an Independent Study Abroad Guide that outlines hundreds of study, internship, volunteer, and teaching abroad opportunities administered by other universities. Students are guided by the Admissions Office to ensure that they select appropriate programs and are informed about financial aid opportunities and department approval requirements.

### 3. QUALITY OF NON-LANGUAGE INSTRUCTIONAL PROGRAM

**3A. (1) Non-Language Course Offerings:** UCB provides an extensive range of courses taught by internationally recognized Latin Americanist faculty. Berkeley offers 285 non-language Latin America courses from 39 different departments and professional schools. Of these, 112 are courses in which 50% to 100% of the content is related to the region, and 173 contain 25% to 50% Latin America-related content (Appendix I). A number of other courses cover themes related to Latin America or use case studies from the region, such as the School of Public Policy’s “Environmental Economics” and “Renewable Alternative Energy.” In 2012-13,

<i># of Courses</i>	<i>UG Enrollment</i>	<i>G Enrollment</i>	<i>Total Enrollment</i>
285	11,809	1,762	13,571

13,571 graduate and undergraduate students were enrolled in non-

language area studies classes, including summer enrollments. Faculty such as Dan Kammen, named by Secretary of State Hilary Clinton as the first Clean Energy Fellow to the Americas

(Appendix II, pg. B25), and Elisabeth Sadoulet, a frequent consultant to the World Bank and Latin American governments, bring unusual depth and real world experience to the courses they teach (Appendix II, pg. B2).

**3A. (2) Professional School** students are able to register for area studies courses as well as courses within their own schools that focus on the region. The professional schools offer a total of 68 Latin America-related courses. Prof. Lydia Chávez, the former Latin America bureau chief for *The New York Times*, teaches international reporting with a focus on Mexico at the Graduate School of Journalism (Appendix II, pg. B27). In the Haas School of Business, the International Business Development Program allows graduate students to gain hands-on experience in overseas consulting projects. Over the last decade, 20% of those projects were based in Latin America and drew on the expertise of faculty such as Pablo Spiller, Paul Gertler, and Ernesto Dal Bo (Appendix II, pp. B28-29).

The School of Public Health has an exceptionally strong emphasis on Latin America. Twenty-one faculty members conduct research in 11 countries in the region on issues including infectious diseases and malnutrition. The faculty is led by Dean Stefano Bertozzi, a prominent global health scientist who spent over a decade at Mexico's National Institute of Public Health and most recently served as the director of HIV and tuberculosis programs for the Bill & Melinda Gates Foundation (Appendix II, pg. B41). Lee Riley, Professor of Epidemiology and Infectious Diseases, trains public health graduate students to work in the field, researching diseases like tuberculosis that proliferate in slum conditions. As the director of the National Institutes for Health-funded Global Health Equity Scholars Fellowship Program, he places students in field sites in Salvador, São Paulo, and Rio de Janeiro, Brazil, where they join research teams made up of local health professionals (Appendix II, pg. B45).

**3B. Depth of Course Coverage:** The diversity of Berkeley’s courses across disciplines allows students to examine all Latin American countries with strengths in Mexico, Guatemala, Nicaragua, Cuba, Brazil, Bolivia, Chile, Argentina, Peru, and Colombia. Certain disciplines are especially strong in courses offered: Natural Resources (40), Anthropology/Folklore (25), and History (17) (Table 3, Appendix I). The breadth and depth of the curriculum are reflected in courses such as Prof. Christine Hastorf’s “Andean Archaeology.” With over 24 years of research experience in the Southern Andes, Prof. Hastorf is able to draw on a wealth of knowledge to prepare her students to work on excavations near Lake Titicaca (Appendix II, pg. B4). Maria Echaveste, Deputy Chief of Staff in the Clinton White House, now teaches at the Berkeley Law School, bringing her extensive public policy experience as well as her engagement with Mexico into courses on immigration (Appendix II, pg. B39). Prof. Alain de Janvry is another scholar with extensive field experience. His work advising institutions such as the Inter-American Development Bank and the World Bank inform his course “Economic Development Policy.” His practical guidance has helped launch the careers of many of his students, including Sergio Núñez de Arco, who was dubbed “the king of quinoa” by *Time* magazine. Núñez de Arco credits de Janvry with inspiring him to market the humble grain from his native Bolivia. Quinoa has since become a supermarket staple in the United States, resulting in a tenfold increase in the incomes of Bolivian quinoa farmers. (Appendix II, pg. B2).

Students also benefit from CLAS-sponsored specialized courses featuring renowned Latin American scholars, public intellectuals, and political leaders. These courses offer students the opportunity to discuss contemporary policy issues with the figures who shaped them. Consider this partial list since 2010: President Michelle Bachelet taught “Women, Development, and Democracy” while serving as the executive director for UN Women; Sergio Aguayo, a professor

at the Colegio de México and a prominent political commentator, taught a special seminar on “Rescuing Mexican Democracy”; President Ricardo Lagos taught, “Latin American Development After the Crisis,” which focused on the emerging middle classes; and award-winning journalist Alma Guillermoprieto taught journalism students about reporting in Latin America. The latter course was made possible with the co-sponsorship of the School of Journalism. These visiting faculty remain involved with CLAS, have all made multiple visits to Berkeley, and have been unusually welcoming to Berkeley students when they are doing research in the field.

*Table 3: Latin America Focused Courses, Faculty, and Degrees Granted*

Discipline/Department	AREA FOCUSED Courses and Faculty		DEGREES 2012-13	
	# of Courses	# of Faculty	UG	G
Anthropology/ Archeology/Folklore	25	9	54	6
Area and Interdisciplinary Studies (including LAS)	24	4	295	6
Art/Art History	3	1	3	0
Communications	0	0	6	n/a
Drama/Music/Film	6	2	3	1
Environment/Natural Resources/Agricultural Resource Economics	40	7	98	11
Economics/Math/Statistics	11	2	33	8
English	2	2	0	1
Ethnic Studies/Chicano Studies	20	8	51	7
Geography/Demography	22	4	32	1
Sciences: Integrative Biology/Nutritional Services	2	3	26	0
History	17	3	30	8
Language/Literature	64	23	38	8
Legal Studies	2	0	12	n/a
Linguistics	3	1	1	0
Political Science	21	4	97	3
Sociology	11	6	36	7
Women’s Studies	5	1	5	n/a
<b>Professional Schools</b>				
Architecture/City & Regional Planning	15	4	6	6
Graduate School of Journalism	6	3	n/a	1
School of Social Welfare	4	1	25	4
Graduate School of Education	7	3	n/a	5
Berkeley Law School	11	3	n/a	20
Haas School of Business	7	2	15	0
Graduate School Public Policy (Goldman)	7	1	n/a	2
School of Public Health	11	15	10	12
<i>(Total excluding language/literature)</i>	282	89	838	99
<b>Total</b>	<b>346</b>	<b>112</b>	<b>876</b>	<b>117</b>

**3C. Interdisciplinary Courses** are available to undergraduates through majors such as Political Economy, Development Studies, Peace and Conflict Studies, IAS, and LAS (Appendix I). The Interdisciplinary Studies Field Major is unique in offering students a core curriculum as well as the opportunity to develop a specialized major that incorporates interdisciplinary LAS courses from the social sciences, humanities, and professional schools. UCB also makes funds available for faculty from different disciplines to team-teach interdisciplinary courses.

UCB recently launched the Master of Development Practice in response to a core recommendation from the International Commission on Education for Sustainable Development Practice, which found a need for scholars prepared to address the complexities of sustainable development. The program combines courses in management as well as in the health, natural, and social sciences. Students take courses such as “Environmental Economics and Policy” and “Climate Change and Energy.” Among the 2014 graduate class were students who conducted their practice experience with NGO’s in Colombia, Paraguay, Guatemala, and Costa Rica.

**3D. (1) Non-Language Faculty:** Berkeley has an unusual depth of Latin Americanist faculty. CLAS has 90 non-language Latin America specialists among its Core Faculty who devote 25% to 100% of their time to Latin America-related topics (Table 3, pg. 13). The normal teaching load is four courses per academic year. A number of departments also bring visiting professors who focus on Latin America. History, for example, hosted a professor from the Universidad Michoacana. During her stay she presented her research on the history of armed conflict in Mexico and contributed an article for the CLAS journal.

In 2012, CLAS organized a four-part seminar on inequality, an issue that has become increasingly prominent in the United States and throughout Latin America. The seminar involved Berkeley Latin Americanist faculty, the broader Berkeley faculty community, and Latin

American scholars and political leaders in Chile and Colombia. Live video conferencing as well as in-person discussions at Berkeley linked students and faculty in three countries. The seminars paired President Ricardo Lagos and Public Policy Professor Robert Reich (UCB); Economics Professors Oscar Landerretche (University of Chile) and Brad DeLong (UCB); Economics Professor Daniel Hochman (University of Chile and Harvard) and Political Science Professor Paul Pierson (UCB); Governor Sergio Fajardo (Antioquia, Colombia) and Economics Professor Emmanuel Saez (UCB). The discussions reached a broader audience through *The Berkeley Review of Latin American Studies* as well as the CLAS and Berkeley websites.

**3D. (2) Pedagogy Training for Teaching Assistants:** The Graduate Student Instructor (GSI) Teaching and Resource Center provides extensive pedagogical support. Programs include: orientation conferences, workshops, grants for course improvement, awards for outstanding teaching, and a language proficiency program for non-native English speakers.

*Table 4: GSI Pedagogy Training Resources*

<b>Event</b>	<b>Description/Title</b>
Workshops	Developing teaching portfolios, feedback on teaching philosophy, syllabus & course design
Conference	Intensive teaching preparation for all new GSIs
Development Courses	Teaching and Learning in Higher Education; Mentoring in Higher Education; Academic Writing for Graduate Students; Professional Standards and Ethics in Teaching
Institute/Seminars	Summer Institute for Preparing Future Faculty
Awards	Outstanding GSI; Teaching Effectiveness; Faculty Award for Mentorship of GSIs
Grants	Course Improvement (\$300); Departmental Grants for GSI development
Other Resources	Training in conflict resolution, student diversity, ethics, health and safety, online teaching

#### **4. QUALITY OF LANGUAGE INSTRUCTIONAL PROGRAM**

**4A. (1) Spanish and Portuguese:** Berkeley offers performance-based instruction in four levels of Spanish and three levels of Portuguese, with an emphasis on Brazilian Portuguese. In 2012-13, 61 Spanish, Portuguese, and Nahuatl courses in language and literature were offered (26 language classes and 35 cultural studies and literature classes) (Appendix I, pp. 22-25).

During the academic year, the Spanish language program provides five hours of classroom time

a week for students enrolled in levels 1-4. Intensive language courses that meet for a minimum of 15 hours per week are offered during the summer term.

Berkeley began offering Nahuatl courses in 2013. The Department of Spanish and Portuguese is sponsoring the courses with the guidance of Prof. Ivonne del Valle (Appendix II, pg. B53) and additional funding from the Department of Ethnic Studies. Prof. John Sullivan, a leading Nahuatl language and culture instructor, teaches the weekly courses. Interest among students is growing, prompting CLAS to work with S&P to expand course offerings and develop curriculum. Recently the office that oversees UCB graduate programs approved a student's petition to take his translation exam in Nahuatl, an important precedent on the campus.

Since 2010, CLAS has sponsored specialized courses in Spanish and Portuguese with visiting writers and faculty. Visiting professors have included Luiz Ruffato, winner of the Casa de las Américas Prize, one of Latin America's oldest and most prestigious literary awards; Adriana Lisboa, winner of the José Saramago Prize; Gabriela Cabezón Cámara, novelist and editor of the Arts and Culture section of the Argentine newspaper, Clarín; Evelio Rosero, winner of the prestigious Tusquets Prize; and the prolific young Mexican author Guadalupe Nettel. Lecturers-in-residence teach language and area studies courses, participate in public events, and hold office hours for students to practice the language outside of the classroom.

**4A. (2) Enrollments:** In 2012-13, enrollments in S&P classes at all levels totaled 3,082. Portuguese course enrollments have continued to reach capacity, with classes consistently reaching the maximum enrollment of 25 students. To meet student demand, S&P receives a language instruction grant from the Dean of Arts and Humanities, which allows the department to offer an additional section of 101A each fall semester. In addition, S&P hosts a lecturer from the Camoes Institute every year who teaches one lower-division introductory Portuguese

language course and one upper-division literature course.

	Portuguese	Spanish	Nahuatl	
Undergraduate	398	2,282	3	
Graduate	76	316	7	
Totals:	474	2,598	10	=3,082

**4B. (1) Levels of Language Training:** The four-level Spanish curriculum is designed to satisfy the needs of a diverse student population, and language courses are offered in two tracks. In Track One, students interested in Spanish as a second language take Spanish 1, 2, 3, and 4. Track Two is designed for heritage students whose experience with the language has been limited to informal settings and consists of Spanish 21 and 22, which are equivalent to 3 and 4. Heritage students and those taking Spanish as a second language come together in Spanish 25 “Reading and Analysis of Literary Texts,” which is designed to be a bridge to upper division coursework. After completing Spanish 25, students are eligible to take upper division classes.

Three levels of instruction are offered in Portuguese. At the beginning level, Portuguese 11 and 12 are part of a two-semester program for students who have little or no background in Romance Languages. Portuguese 101 is an intensive course designed for students who have already studied Spanish for at least two years at the college level; it covers a year’s worth of study in one semester. Students who enroll in Portuguese language classes come from an array of disciplines, including: Architecture, Civil Engineering, Molecular Biology, and LAS (for which 101 is a requirement). Portuguese 102 (Brazilian culture and grammar review) and 103 (composition) prepare students for literature courses and are designed for concurrent enrollment, thereby enabling students to take at least one literature course before graduating.

**4B. (2) Courses Offered in Foreign Languages:** Most upper-level cultural studies and theory courses in S&P are taught in the target languages by non-language faculty. In 2012-13, 35

such courses were offered. Target languages are also incorporated into classes in other disciplines. Since Fall 2010, CLAS has sponsored five such seminars in which Spanish-language reading materials and writing assignments were infused into the coursework on topics ranging from Development to Journalism. In addition, CLAS offered a course on the history of Latin American music taught by Horacio Salinas, the founder and musical director of the Chilean folk group Inti-Illimani and one of Latin America's most highly regarded musicians and composers. The course was taught entirely in Spanish, and the final written assignment was also in Spanish.

Two departments outside of S&P also offer Spanish language courses. The Law School offers "Spanish for Lawyers" and the School of Social Welfare offers "Essential Spanish for Social Workers." At the School of Public Health, Lee Riley, a professor of Epidemiology and Infectious Diseases, requires Portuguese language proficiency in order to be considered for placement in his Brazilian field sites. At the undergraduate level, CLAS director Prof. Harley Shaiken teaches a 400-student course that incorporates reading and video materials in Spanish and Portuguese and includes guest lectures in Spanish.

**4C. (1) Language Faculty:** Ten lecturers (eight in Spanish, two in Portuguese) teach, supervise, and develop Level 1-4 language courses. An additional 13 faculty (10 in Spanish and three in both Spanish and Portuguese) teach upper division language, culture, literature, and theory; 10 of the 13 are tenured. In addition, the Department expects to hire another Brazilianist in the next academic year. Each year, over 30 graduate student instructors teach language classes and are trained and supervised by Miriam Hernández-Rodríguez, the Director of Spanish Language Instruction (Appendix II pg. B55), who has over 20 years' experience in academic language development. Clélia Donovan, a lecturer with 15 years' experience, supervises Portuguese language instruction (Appendix II, pg. B54).

**4C. (2) Pedagogy Training:** Miriam Hernández-Rodríguez, an ACTFL-trained (American Council on the Teaching of Foreign Languages) certified oral proficiency interviewer and writing proficiency test rater, attends and presents at annual language and pedagogy conferences. Together, Donovan and Hernández-Rodríguez have developed performance-based pedagogies advocated by the National Standards in Foreign Language Education Project for Spanish and Portuguese. This pedagogy focuses on language system, communication strategies, learning strategies, cultural content, critical thinking skills, and technology.

A three-day language-training workshop is compulsory for all new graduate student instructors. The workshop focuses on practical issues of language teaching methodology, performance-based classroom techniques, and use of computer-assisted methods and audio-visuals as well as the use of texts, testing, and self-assessment tools. For Spanish, a methodology course, “Teaching Spanish in College,” is required for teaching assistants their first semester. All instructors must also enroll in Spanish 375, a practicum to discuss challenges emerging from classroom experiences. Mini-trainings emphasizing diverse topics such as ethics, grading by rubric, and common rules are offered regularly to instructors.

The Berkeley Language Center (BLC) is a major resource for all UCB language instructors. Directed by Prof. Richard Kern (Appendix II, pg. B9), the BLC keeps instructors informed of new developments in the fields of language pedagogy, second language acquisition, and applied linguistics through its lecture series, workshops, online resources, and library. The BLC also promotes the use of new language-learning technologies through workshops and individual consultations and offers fellowships to lecturers and graduate students for research in language acquisition and pedagogy. Fellows both present and publish the results of their research.

Spanish instructor Amelia Barili (Appendix II, pg. B51) has received two such fellowships to

advance language learning programs through an innovative pedagogy that integrates recent findings of Cognitive Science Neurobiology and Service Learning. Barili integrates a component of service learning, which gives students the opportunity to reflect on course readings while volunteering with Spanish speakers at immigrant and refugee organizations. Students translate documents and conduct research on human rights conditions in various Latin American countries to help prepare political asylum cases. Her work has been acknowledged campus-wide with additional grants and with the Chancellor’s Award for Public Service.

The BLC is also home to the East Bay World Language Project, a program that provides pedagogy training for high school language teachers from four local counties. The programs provide multiple paths of entry designed to accommodate the varied backgrounds and experiences of teachers of world languages, English language learners, and heritage language learners. Additionally, language departments and the Graduate School of Education offer in-service courses on pedagogical training for language instructors.

<i>Table 6 : Language Pedagogy Training</i>	
Spanish & Portuguese Department	<ul style="list-style-type: none"> <li>• Mandatory, three-day language training workshop for GSIs</li> <li>• 375: Teaching Spanish in College</li> <li>• 302: Practicum in College Teaching of S&amp;P</li> </ul>
Berkeley Language Center	<ul style="list-style-type: none"> <li>• Nine lectures attended by an average of 40 participants</li> <li>• 12-week seminar attended by 24 lecturers</li> <li>• Reading group discussions on foreign language pedagogy</li> <li>• Travel support for lecturers to attend professional conferences</li> <li>• Professional development fellowships for lecturers</li> <li>• Professional development fellowships for graduate students</li> </ul>

**4D. (1) Performance-Based Instruction:** Spanish and Portuguese instructors emphasize academic reading and writing competency, and the program is moving toward an approach that focuses on literacy. Instruction is tailored to individual strengths and weaknesses with the goal of elevating the students’ ability to communicate at an academic level. Students transitioning out of beginning-level courses must complete an oral exam to enroll in courses at the next level. Those

taking more advanced courses complete a research project and present their findings in an oral presentation in the target language. Instructors follow ACTFL guidelines in measuring a student's competency and eligibility to advance to the next level. Upper-division language courses require that students give an oral presentation about a research project they undertake to prepare for rigorous academic oral, reading, and writing skills in a foreign language.

The department offers a B.A., M.A., and Ph.D. Undergraduates majoring in Spanish and Portuguese focus on one of five areas: Latin American Literatures, Hispanic Languages and Bilingual Issues, or Spanish, Luso-Brazilian, or Iberian Language and Literature. Graduate students can take one of two tracks that lead to a degree in Hispanic Languages and Literatures or Romance Languages and Literatures (Criterion 2A). Emphasizing service learning and performance in real-life situations, the program teaches language skills and cultural comprehension, preparing undergraduates for advanced study and independent research and enabling graduate students to conduct research with near-native proficiency after four semesters.

**4D. (2) Resources for Language Teaching and Language Practice:** The Berkeley Language Center is the repository for a wide array of language resources. The BLC provides print materials on language teaching methodology and instructional media (both video and audio) in more than 90 languages. A newer resource, the Library of Foreign Language Film Clips, is also available to language instructors. A recording studio, travel grants, and fellowships are available to faculty and graduate student instructors to improve language instruction. In 2011 and 2012, S&P received Brazilian teaching assistants through the Fulbright Foreign Language Teaching Assistant program, who infused cultural elements into language courses.

**4D. (3) Language Proficiency Requirements:** The department has objective data to ascertain the quality of student learning in Spanish and Portuguese, including competency-based

written and oral testing with a focus on obtaining full professional proficiency as outlined by the Interagency Language Roundtable Standards. Certified Oral Proficiency Interviewers supervise evaluations based on 1) oral proficiency interviews (ACTFL); 2) a writing portfolio; 3) reading ability (Educational Testing Service (ETS)); 4) grammar knowledge (ETS); and 5) aural comprehension (ETS, other).

## **5. STRENGTH OF LIBRARY**

**5A. (1) Strength of Holdings:** Berkeley Latin American library materials, including the renowned Hubert Howe Bancroft Library, are among the richest collections of retrospective, contemporary, and documentary materials in the United States. These collections consist of some 500,000 bound volumes and 1,290 current serials subscriptions. The library provides access to over 1,100 electronic indexes and, since beginning collaboration with the California Digital Library, has gained access to over 53,000 full-text serial titles.

The Main Library (Doe) and the 40 branch and affiliated libraries have benefited greatly from long-standing exchange programs that complement the regular acquisition of materials from dealers and publishers. The Berkeley Library System maintains exchange programs with 50 institutions across Latin America and the Caribbean.

**5A. (2) University Support for Acquisitions:** For the period 2010-14, Doe Library invested \$1,158,323 on monographs and subscribed to an average of 89 new serial titles per year. An estimated 55% of the collection is in Spanish, 15% in Portuguese, 20% in English, and 10% in other languages. Approximately \$303,000 is appropriated annually for Latin American library acquisitions in Doe Library. The library also has a \$1,000,000 endowment, which generates about \$25,000 annually for the acquisition of Iberian and Latin American materials.

**Staff:** UCB maintains two librarians and support staff for Latin American collections at a cost of approximately \$250,000 annually. Librarian Carlos Delgado oversees collection development at the Main Library and helps coordinate the efforts of subject and format selectors in other areas with regard to Latin American materials. Theresa Salazar is the Latin America curator for the Bancroft Library. Additional support in developing specialized collections is provided by Teresa Stanton at the Berkeley Law Library. Library outreach programs include personal visits to new faculty and graduate students, bibliographic instruction in specialized courses, a Latin America website, new acquisitions lists, and announcements for new services.

**5B. (1 & 2) Cooperative Agreements, Online Databases, and Access:** In addition to regional and national consortia, UCB maintains cooperative agreements with the Seminar on the Acquisition of Latin American Library Materials' Latin American Microform Project and the Joint UCB/Stanford University/University of Texas, Austin Library Development Project. For the latter project, which divides responsibility for acquiring less frequently used materials from Latin America, Berkeley is responsible for acquisitions from Argentina, Peru, and Ecuador. UCB also actively collaborate with 33 other libraries in the Association of American Universities/ Association of Research Libraries' "Latin Americanist Research Resources Project."

UCB is at the forefront of electronic library developments. All public terminals provide access to major bibliographic databases. Students, faculty, and staff can also use these databases off-campus via remote access. In addition, UC has created the California Digital Library, which designs and implements systems that support shared UC collections. A key Digital Library goal is to increase access to electronic information while decreasing overall costs. Non-UCB faculty and students, K-14 teachers, and the general public may obtain a library card for borrowing privileges and may also access the Bancroft Library special collections.

## 6. STAFF RESOURCES

**6A. (1) Quality of Teaching Faculty and Other Professional Staff:** Latin Americanist faculty are central to Berkeley's record of outstanding scholarship, and they have been recognized with many important awards. For example, UCB faculty have won the LASA Bryce Wood Award for an outstanding book on Latin America in the Social Sciences and Humanities more times than the faculty of any other university. Anthropology Prof. Nancy Scheper-Hughes became the first recipient of the new Anthropology in Public Policy Award in 2013 for her work on health and organ trafficking (Appendix II, for all faculty references). Professor of Spanish and Portuguese, Candace Slater, has been awarded the Ordem de Rio Branco, the highest honor Brazil grants a non-Brazilian, for "originality and value of research." Journalism Prof. Lowell Bergman has won a Pulitzer Prize, numerous Emmys, and a 2014 Alfred I. DuPont-Columbia award for his PBS Documentary "Rape in the Fields."

UCB remains committed to the highest level of teaching and research excellence in Latin American Studies and has recruited 16 top candidates for ladder-rank faculty positions since 2010 (Table 7, pg. 25) These new faculty, including eight senior hires, give a sense of where Berkeley is headed and indicate considerable promise for the future. Climate scientist Jeffrey Chambers holds a joint appointment with Geography and the Lawrence Berkeley National Lab, where he is part of an international team that will study pollution and climate change in the Amazon; Seth Holmes, Anthropology and Public Health, was awarded the Rudolf Virchow Award by the American Anthropological Association for advancing critical perspectives in medical anthropology; Aila Matanock, Political Science, received the Helen Dwight Reid Award for the best dissertation in the field of international relations, law, and politics by the American Political Science Association; and Thad Dunning, Political Science, won the 2013 Luebbert Prize

for the best book in comparative politics from the American Political Science Association.

**Table 7: New Ladder Rank Hires Since 2010**

<b>Name</b>	<b>Department</b>	<b>Rank</b>
John Balmes	Public Health	Professor
Stefano Bertozzi	Public Health	Professor and Dean
Jeffrey Chambers	Geography	Associate Professor
Raul Coronado	Ethnic Studies	Associate Professor
Daylet Dominguez	Spanish & Portuguese	Assistant Professor
Thad Dunning	Political Science	Professor
Seth Holmes	Public Health/Anthropology	Assistant Professor
Mara Loveman	Sociology	Associate Professor
Angela Marino	Theater & Performance Studies	Assistant Professor
Aila Matanock	Political Science	Assistant Professor
Cristina Mora	Sociology	Assistant Professor
Leslie Salzinger	Gender & Women's Studies	Associate Professor
Alexandra Saum Pascual	Spanish & Portuguese	Assistant Professor
Nathan Sayre	Geography	Associate Professor
Elena Schneider	History	Assistant Professor
Lisa Trever	Art History	Assistant Professor

By incorporating non-Latin Americanists whose work is of great interest to Latin America, CLAS develops a broader, richer intellectual community, one that includes some of Berkeley's most distinguished and influential faculty. This larger group includes faculty such as Prof. Randy Schekman, winner of the 2013 Nobel Prize in Physiology or Medicine. Prof. Schekman's research team received a 2013 CLAS grant to conduct research in Chile on biological systems at the single-molecule level.

Over the last four years, 44 UCB faculty members have presented their research through CLAS programs, and 20 faculty have contributed to CLAS publications. Among them are Economics Prof. Emmanuel Saez, winner of the prestigious John Bates Clark Medal, whose work with French economist Thomas Piketty has helped transform the public debate over wealth and income inequality, and Robert Reich, Chancellor's Professor of Public Policy, who was elected to the American Academy of Arts and Sciences in 2014.

CLAS staff members hold Master's degrees in International Policy, Political Science, Public Policy, and Public Administration and have years of experience. They are fluent in Spanish

and/or Portuguese and have conducted research and worked in the region (Appendix II, pp. B10-13). The CLAS program coordinator, who plans all aspects of the Center’s public programs, holds Master’s degrees in LAS and Public Diplomacy.

**6A. (2) Professional Development for Faculty and Staff:** CLAS awards approximately 10 faculty research and travel grants per year and offers curriculum development grants to faculty who wish to enhance their courses with LAS content. The Committee on Research (COR), a standing committee of the Academic Senate, also awards research grants in several categories (Table 8). UCB provides professional development opportunities for all staff through the Office of Employee Development.

*Table 8: Research Support for Latin Americanist Faculty from COR and CLAS*

<b>Grant</b>	<b>Description</b>
Research Enabling Grants	Supports basic research expenses (e.g. books, library, field travel) (COR).
Faculty Research Grants	Awarded according to potential impact; the average award is \$5,000 (COR).
Research Assistantship in the Humanities Grant	Covers the cost of hiring a graduate student researcher to assist in research in the humanities and social sciences; award maximum is \$4,000 (COR).
Bridge Grants	Grants to tenured faculty to explore research representing a significant departure from their career areas. Up to \$20,000 for a two-year period (COR).
Conference Travel Grants	Travel grants may cover the cost of airfare, lodging, ground transportation, registration, and meals (COR).
Intercampus Travel Grants	Grants to collaborate with colleagues or to use research resources at other UC campuses, including the Huntington and Getty Museums (COR).
LA Faculty Research Grant	Annual faculty grants that may be used for pilot research projects as well as research assistance and support for ongoing projects (CLAS).
LA Curriculum Development	Grants to develop new and/or enhance existing courses on LA. Grants may be used to acquire course materials such as films, documents, and slides (CLAS).
Travel to Conferences Abroad	Encourages linkages between the U.S. and LA by supporting faculty travel to professional meetings and other activities abroad (CLAS).

**6A. (3) Teaching, Supervision, and Advising:** Berkeley faculty are involved both in graduate student training and mentoring undergraduates (Criterion 2B. 1). Prof. Nancy Scheper-Hughes and Prof. Stanley Brandes have taught courses in Washington D.C. as part of Berkeley’s UC Washington Center, which provides students the opportunity to intern with Congress, the White House, cabinet agencies, and scientific laboratories. In addition, more than 20 affiliated faculty members have participated in the Undergraduate Research Apprentice Program

mentoring undergraduates and including them in their research.

Students who contribute to CLAS publications and are awarded CLAS travel grants receive valuable feedback on their articles and reports from Publications Coordinator Jean Spencer. Librarian Carlos Delgado provides instruction on research skills for the library's Latin American collections and holds regular office hours.

**6B. (1) Faculty Representation and Oversight:** CLAS has a Faculty Advisory Committee and an International Advisory Board. The Faculty Advisory Committee has five members and meets once a semester to provide input and feedback on CLAS activities. The International Advisory Board, formed in Spring 2008, helps CLAS identify important issues and resources. It is comprised of David Bonior, Member of Congress (1976-2002) and Democratic Whip (1992-2002); Christopher Edley, faculty director of the Chief Justice Earl Warren Institute on Law and Social Policy at the Berkeley Law School; Agustín Huneeus, former head of the Chile-California Council and businessperson; Ricardo Lagos, President of Chile (2000-06); and Steve Silberstein, a philanthropist who spent 10 years working for the UC Berkeley library before co-founding a company that creates technology for over 700 college and university libraries. Additionally, CLAS is overseen by the Office of the Vice Chancellor for Research, which has overall managerial responsibility for Berkeley's research units.

**6.B (2) CLAS Administration and Outreach Staff:** CLAS is led by faculty Chair, Prof. Harley Shaiken and Vice Chair Dionicia Ramos. Four program and administrative staffers coordinate public and outreach programs, produce CLAS publications and multimedia, administer grants, develop the website, and provide support for students. The Outreach Coordinator, in consultation with the director of ORIAS and the director of the UCB History-Social Science Project (UCBHSSP), plans outreach activities for K-12 and community college

instructors (Criterion 7). Prof. Alan Karras, who lead's CLAS's curriculum workshop for community colleges, serves on the College Board committee charged with implementing the new world history curriculum and its AP exam (Appendix II, pg. B34).

**6C. Nondiscrimination:** UCB is an affirmative action/equal opportunity employer. The University undertakes affirmative action to assure equal employment opportunity for minorities and women, persons with disabilities, and covered veterans. CLAS makes a strong attempt to develop diverse pools of candidates for job openings. Aside from traditional academic channels, CLAS posts all job announcements with Spanish-language media and professional associations with regional and national readership (Criterion 9B). The CLAS staff is representative of these efforts with over half belonging to underrepresented groups.

## **7. OUTREACH ACTIVITIES**

CLAS promotes a deeper understanding of Latin American peoples, cultures, and societies through its outreach activities. The core of these efforts is a vibrant public program that informs K-14 teacher training. One dimension of that program explores critical public policy issues such as climate change, inequality, security, immigration, and U.S.-Latin America relations. Another dimension engages cultural themes and has brought to Berkeley writer Isabel Allende, artist Fernando Botero, musician Horacio Salinas, and actor/director Diego Luna. Often both these dimensions are intertwined as when actor Demián Bichir discussed immigration with students in the context of the film "A Better Life" for which he received an Oscar nomination.

**7. (1a & b) Elementary and Secondary Schools:** Given California's cultural and economic links with Latin America and its demographic characteristics, CLAS outreach efforts provide relevant resources for elementary and secondary school teachers. Historically, the Center has provided training to K-12 teachers through three channels: first, the Center's public program;

second, workshops organized by CLAS and focused specifically on Latin America, and third, efforts organized by a consortium of UC Berkeley National Resource Centers that has a global focus. For the next grant cycle, the Center plans to add a fourth resource for K-12 teachers by partnering with the UCB History-Social Science Project, which is administered by the California Department of Education; the State Board of Education; the University of California, Office of the President; and California State University, among others.

**CLAS Public Program:** Outreach works most effectively when K-12 teachers are involved at all levels in an active way. Consider the Oakland International High School, a public school whose students are largely refugees and immigrants, many from Latin America. Carmelita Reyes, the principal, has given a highly popular lecture annually for the last four years in the Southern Border, a 400-student undergraduate course. Students find the interchange so valuable that some become volunteers at the school. A number are education majors who plan to pursue K-12 teaching as a career; others are inspired to pursue this career through outreach efforts. When President Bachelet came to Berkeley after stepping down as president in 2011, CLAS brought her to the Oakland International High School where she engaged in a conversation with graduating seniors about their mutual experiences as refugees. Teachers worked with CLAS to prepare the students for the discussion, and CLAS provided materials that gave context for the visit both before and after it took place.

CLAS has developed partnerships with a number of schools, often initiated by teachers, to provide materials and involve teachers and students in the CLAS public program. The Center plans to establish a “K-12 Teacher Advisory Council” to deepen this relationship and insure teacher perspectives are present from outreach planning to implementation.

**CLAS Workshops:** Every year, CLAS hosts at least one teacher-training workshop that focuses either on language pedagogy or on aspects of Latin American history and culture that can be tied to the California History-Social Science Standards. These workshops are planned by the CLAS Outreach Coordinator, Jean Spencer, and draw on UCB faculty and graduate students for resources. Maria Echaveste (Berkeley Law School) and Prof. Alex Saragoza (Ethnic Studies) are recent participants. Among the workshops offered in the last grant cycle were “Remembering the Mexican-American War” and “Futuro Perfecto: A Spanish-Language Workshop for Spanish and ELD Teachers.” Over 113 unique individuals from 21 public school districts, seven community college districts, and two California state colleges have participated in these workshops over the past four years. To make the materials accessible to an even broader audience, CLAS maintains an outreach webpage where videos, reading materials, and resources from each workshop are posted and are used in K-14 curriculum throughout the year.

For the next grant cycle, CLAS plans to adapt to the Common Core standards by combining our traditional strengths in content with a greater emphasis on pedagogy and curriculum development. We also plan to change our evaluation practices to capture the extent to which teachers are using the curriculum they create in CLAS workshops during the school year.

**ORIAS:** The second prong of CLAS’ K-14 outreach efforts is the Office of Resources for International and Area Studies (ORIAS). Funded by a consortium of National Resource Centers (NRC) on the UC Berkeley campus, ORIAS hosts teacher training activities during the year in addition to its flagship summer institute. During the last grant cycle, ORIAS offered summer institutes such as “Absent Voices: Experience of Common Life in World History.” Since 2010, attendance at ORIAS trainings has exceeded 200 teachers from nearly 30 different school districts.

**Partnership with the UCB History-Social Science Project:** In response to Priority 2, CLAS and the other Berkeley NRCs plan to collaborate with the Berkeley History-Social Science Project (UCBHSSP) to offer continuing education for history teachers. The UCBHSSP is part of the statewide Subject Matter Project, which has over 90 branches in California and is administered by the Department of Education, among others. CLAS opted to work with the Project rather than a school of education because California's system of teacher credentialing offers few avenues for our input. The Project brings together teachers and university faculty to create workshops that combine content knowledge with instruction in pedagogical techniques, and its director, Rachel Reinhardt, also teaches at UCB's Graduate School of Education (NRC CPP 2).

The Berkeley NRC Consortium plans to work with the Project, already an innovative leader in adapting history curriculum to the Common Core standards, to offer three Saturday workshops a year on world history topics. These workshops will explore topics in the standards through a variety of historical lenses such as comparing how events of the Cold War were viewed in Latin America vs. Eastern Europe. By the end of the four-year cycle, three of the workshops will have focused on Latin America.

**7. (2a & b) Postsecondary Institutions:** CLAS sponsors a variety of initiatives to reach out to postsecondary institutions, among them the Bay Area Latin America Forum, Working Groups, the UC-Cuba Academic Initiative, the Chile-California Conference, the Teaching World History at Community College Project, and our partnership with Berkeley Community College, a new program that will serve as a bridge to the UC Berkeley campus.

The Bay Area Latin America Forum is an ongoing series of lectures highlighting the research of Bay Area faculty from a variety of institutions. Articles based on the speakers'

research are frequently published in *The Berkeley Review of Latin American Studies*, lectures are videotaped and featured on the CLAS website, and some appear on the national Univision/Fusion website or television network. CLAS Working Groups are open to both UCB and Bay Area faculty and foster research and discussion about Latin American topics. Current working groups include “Latin American Cities” and “Sustainability in Latin America.”

CLAS has provided funding to the UC-Cuba Academic Initiative since 1986. Scholars engaged in this initiative are committed to establishing and enhancing links between UC and centers for advanced study in Cuba. Currently, eight UC campuses participate in the Initiative as do research collaborators from nearby institutions such as Stanford University.

CLAS supports the Chile-California conference, which is a graduate student-led effort to explore innovation, entrepreneurship, and key social issues such as inequality with participation of students from UC Davis, UC San Francisco, Stanford, UC Berkeley, UC Santa Cruz, and other Bay Area universities and colleges. Over 300 people attend the annual conference.

The Teaching World History at Community College Project, hosted by ORIAS, brings together community college instructors and their UC Berkeley counterparts. They work collaboratively to align community college world history curriculum with that of UC Berkeley so transfer students can be assured of receiving transfer credit for their coursework.

In collaboration with the other Berkeley NRCs, CLAS plans to establish an Office for Global Awareness on the Berkeley City College campus that aims to foster interest in international studies and provide students with the tools and information they need to transition successfully to UCB academic programs in our world area. The office will be staffed at 33% time by Deolinda Adao, an instructor with links to both campuses. In addition, CLAS, which has

a history of hiring transfer students as student assistants, plans to involve community college transfer students in developing outreach programs to community colleges in the area.

**7. (3a & b) Business, Media, and the General Public:** CLAS has a vibrant program of outreach to the private sector, civil society, and media outlets. Our most recent initiative is a joint project with Fusion, a new national television network formed by Univision and ABC News that targets Hispanic millennials. CLAS now hosts a West Coast news bureau for Fusion, coordinated by a graduate student from UCB's Graduate School of Journalism. Isaac Lee, Univision News President and Fusion CEO, stated that, "Partnering with an academic institution as prestigious as UC Berkeley is not only an honor for Univision News and Fusion, but also speaks to our steadfast commitment to driving innovation in the field of broadcast journalism. Establishing an official news bureau housed within a major university campus is a truly groundbreaking effort...." Over the past year, the unique partnership has led to original videos and articles featuring the CLAS program appearing on the Fusion website as well as news and interview segments on Univision and Fusion television. CLAS also links faculty experts on Latin America to the media, and their comments regularly appear in *The New York Times*, *The Washington Post*, *The Los Angeles Times*, *The San Francisco Chronicle*, NPR, PBS Newshour, CBS, Univision, and many other outlets. In addition, CLAS Chair, Prof. Harley Shaiken, is one of the UCB faculty members most frequently quoted in the media.

CLAS has built new relationships with the business and nonprofit sectors through its International Advisory Board, which counts two local entrepreneurs among its members, and its involvement in the Chile-California Council. The Council supports joint endeavors between Chile and California by promoting education, cultural exchange, and human capital and technology development. The CLAS Chair serves on the council along with 15 business leaders,

two government and state officials, four diplomats, and five scholars. Its upcoming event, Silicon Valley Impact 2014, is designed to connect women to the latest trends in innovation.

The Latin American and Hispanic Business Association (LAHBA) is a CLAS-supported student organization at the UCB Haas School of Business. As one of the largest student organizations within the school, LAHBA strives to create a community of students with personal and professional interests in the region and provide opportunities for students to connect with Latin American business professionals in Silicon Valley as well as U.S. companies with business interests in Latin America. The group's activities throughout the year culminate in an annual conference that draws business leaders from the energy, tech, and financial sectors.

## **8. PROGRAM PLANNING AND BUDGET**

**8A. Quality and Purposes of Activities:** Through high quality training at the undergraduate and graduate levels, UCB produces leading scholars, researchers, and teachers to meet critical national needs in education, government, and the private sector. Our strengths in the social sciences, humanities, science and engineering, professional schools, and language instruction have been greatly aided by Title VI planning and support. We are excited to be more fully integrating the sciences and engineering into our activities through new partnerships such as the one with Chile's National Commission for Scientific and Technological Research. New outreach activities are being developed to more fully include teachers and community college instructors and to expand our online presence. We look forward to future collaborations and to applying data from previous outreach assessments to improve our programs.

The Center has a strong track record of meeting its goals. Title VI funds will allow CLAS to meet new invitational priorities and to build on existing strengths. The enclosed budget describes our plan to achieve several broad goals: a) expand our core program targeting critical national

needs with scholars, policy makers, artists, writers, entrepreneurs, and social movement leaders from the U.S. and Latin America; b) develop strong, integrated outreach to K-14 communities through information technology and new partnerships with organizations with proven track records; c) support new curriculum, including language and interdisciplinary research and analysis across thematic and geographic boundaries; d) support graduate students and faculty through working groups, opportunities for publishing their scholarly work, research opportunities, travel, and maintaining strong library collections; e) establish regular Nahuatl courses and develop curriculum through a collaborative effort with other West Coast universities; and f) develop more effective evaluation approaches to improve programming and assessment of the Center's activities.

CLAS operates within a larger framework of institutions that share a sense of urgency for the priorities laid out by the Department of Education (ED). In a January 2014 meeting, the heads of the state's UC, community college, and state school systems met to renew their commitment to the California Master Plan, which guarantees access to higher education for all California residents. At the heart of the discussions was the need to drastically improve access to higher education for underrepresented students and to improve transfer rates from community colleges to four-year institutions. CLAS has begun plans to establish a partnership with Berkeley City College, a minority-serving institution (NRC CPP1).

**8B. (1) Development Plan and Timeline for a Strengthened Program:** CLAS plans a series of intensive seminars led by prominent Latin Americanist scholars and public figures in residence. We propose two seminars per year, which will be attended by advanced undergraduate and graduate students as well as faculty across disciplines. While on campus, visiting faculty will give public presentations as well as interact with governmental, business, labor, and K-14

communities. We plan to use video conferencing to link these events to live audiences and speakers in Latin America as well as our community college and university partners. Visiting scholars will include Sergio Fajardo, governor of Antioquia, Colombia, whose education initiatives have transformed the state; Denise Dresser, prominent Mexican public intellectual and political scientist; Javier Couso, a law professor whose latest book has been influential in shaping economic and constitutional policy in Chile; Claudia Paz y Paz, Guatemala's first female attorney general and human rights advocate; and President Ricardo Lagos (Chile, 2000-06).

In addition, CLAS plans to continue or develop series that complement instructional programs at Berkeley: "The U.S.-Mexico Futures Forum," for example, is a year-long series of events that focus on contemporary issues that impact Mexico and the United States such as climate change and immigration. The Forum culminates in an invitational conference of about 25 people co-hosted with ITAM in Mexico City that alternates between Mexico and the U.S. The Forum has brought together distinguished scholars such as Professors Sergio Aguayo (Colegio de Mexico) and Dan Kammen (UCB); political leaders such as California Attorney General Kamala Harris and former Mexico City Mayor Cuauhtémoc Cardenas, and entrepreneurs and social movement leaders from both countries. In addition, other series include the "Chile-UCB partnership"; "Cine Latino;" and the "Bay Area Latin America Forum." NRC funding is invaluable for these efforts and would allow CLAS to continue offering 30-40 high-quality public programs per semester, some with national and international significance. These events allow for discussion on current research and result in publications, video available to a large online audience, and important interactions for faculty and students researching related themes.

CLAS will strengthen existing ORIAS outreach programs, which include world history training seminars for K-14 teachers and biannual curriculum development workshops for world

history community college instructors (NRC CPP 1). In response to the ED's priority to work with community colleges, CLAS has initiated partnerships with Berkeley's EOP program, which aids underrepresented students newly transferred to Berkeley, and the CEP, a Berkeley consortium of outreach programs that partners with 96 schools and 30 California community colleges to offer postsecondary opportunities to over 35,000 underserved students and their teachers.

CLAS is requesting NRC support to formalize Nahuatl instruction. Professor Ivonne del Valle of S&P will lead the initiative with financial and institutional support from two academic departments assisting CLAS in this effort. The immediate goal is to establish a course each semester to meet current demand for Nahuatl. In collaboration with UCLA, Stanford, and the University of Utah, Berkeley will form the Western Alliance for Nahuatl with the goal of creating and enhancing curriculum, creating standardized (OPI) tests for Nahuatl, and supporting distance-learning pedagogy workshops to train native-language instructors in distance-learning technology. The Department of Spanish and Portuguese has agreed to partner with CLAS to provide the funding needed to fulfill Berkeley's commitment to the consortium goals. CLAS will continue to host a Latin American writer and a Brazilian writer for a one-month residency each year in support of language learners in Spanish and Portuguese.

FLAS fellowships will allow us to train the next generation of Latin America specialists. Support for new and existing courses and increased collaboration with professional schools will allow CLAS to attract students from varied disciplines to apply for FLAS grants and CLAS-funded research grants in critical languages and to critical world areas (FLAS CPP 2).

In addition, CLAS proposes to expand a joint-evaluation effort amongst Berkeley NRCs. The Center's approach to a multi-tiered evaluation plan will result in important feedback for

improved public programs, teacher trainings, publications, and course offerings.

**8B. (2) Use of Resources and Personnel:** Berkeley provides substantial support to LAS through funding for teaching faculty, language programs, and study abroad opportunities. CLAS has a strong track record in fundraising for student research travel grants and special programs that supplement the LAS curriculum (Table 9).

<b>Outreach</b>	<ul style="list-style-type: none"> <li>• Collaboration and resource leveraging with UCB to deliver outreach programs. ORIAS staff salary fully paid by Vice Chancellor’s Office</li> <li>• Free use of UCB workshop space, museums, and library resources</li> <li>• Partnering with existing UCB outreach programs (Center for Educational Partnerships, UCB History-Social Science Project) to expand outreach delivery</li> <li>• CLAS teacher trainings developed by Outreach Coordinator (former teacher)</li> </ul>
<b>Research Support</b>	<ul style="list-style-type: none"> <li>• LA-related courses are offered by 40 departments and schools</li> <li>• FLAS and other fellowships centrally administered by the Graduate Division</li> <li>• Major effort led by UCB to provide opportunities for underrepresented students</li> <li>• Vast LA library resources available to students and funded primarily by UCB</li> <li>• Affiliated faculty funded by UCB in various departments and schools</li> </ul>
<b>Evaluation</b>	<ul style="list-style-type: none"> <li>• Cost-sharing with NRCs for independent evaluator to develop assessment survey evaluations and overall evaluation plan for CLAS proposed activities</li> </ul>
<b>Publications</b>	<ul style="list-style-type: none"> <li>• All publications designed and edited in-house by two staff</li> <li>• All publications available on CLAS website, maximizing dissemination</li> <li>• Production and mailing costs subsidized by UCB funding</li> </ul>
<b>Linkages</b>	<ul style="list-style-type: none"> <li>• Sponsorship of special programs (i.e. climate change, health) supplement LAS</li> <li>• Research collaboration with over 20 Chilean institutions funded entirely by CONICYT</li> <li>• CLAS staff partially funded through state funds and private grants</li> </ul>
<b>Courses</b>	<ul style="list-style-type: none"> <li>• Support from departments for hiring GSIs, course administration, cross-listing</li> <li>• Language courses primarily funded by UCB through Spanish and Portuguese Dept.</li> <li>• Shared development of Nahuatl program shared with other UCB departments</li> <li>• Curriculum development shared with West Coast consortium (UCLA, Utah, Stanford)</li> </ul>

**8C. Costs:** CLAS will leverage federal funds with university support and foundation grants to fund staff salaries and programs. Funding sought for proposed activities, such as the Latin Americans in Residence Program, represents only a fraction of the actual activities CLAS carries out every year. This is illustrative of the Center’s success in leveraging resources to provide a robust and unique program. The Center continues to collaborate with and receive support from other campus departments, including the Office of the Chancellor and NRCs for new initiatives and course offerings. This collaboration allows increased teacher training opportunities and

programs for students and faculty without increasing staff and administrative costs.

**8D. Long-Term Impact on Undergraduate, Graduate, and Professional Training:** The long-term impact will be seen in the continued quality and number of Latin America specialists trained at UCB and placed in government, education, and private and public sector jobs. NRC funds will be used for program building rather than one-time initiatives. Investments in faculty and staff development, as well as exchanges with Latin American scholars and institutions will result in rich interactions and an exceptional community for Latin American Studies. These activities will increase student opportunities to study LCTLs and to refine their research interests with participation in working groups, CLAS courses, publications, and interaction with visitors.

CLAS provides critical graduate student support for international research projects at an early stage of their graduate studies that allows them to gain the contacts and experiences that will shape their professional careers. This experience also gives students the opportunity to publish their research findings for a large audience. FLAS fellowships have been equally vital to graduate and undergraduate students seeking funding to improve their language comprehension in Quechua, Nahuatl, Haitian Creole, Guaraní, Mayan, Spanish, Portuguese, and Nahuatl.

## **9. IMPACT AND EVALUATION**

**9A. Impact on University:** NRC-supported courses and activities have a significant and measurable impact on faculty and students at Berkeley and beyond. Overall enrollments in LAS non-language courses totaled 13,571 in 2012-13 (Table 2, pg. 10) with 3,068 students enrolled in courses offered by professional schools. Among undergraduates, 876 completed degrees with a concentration on Latin America. Enrollments in language courses totaled 3,082. Graduate degrees with a concentration in Latin America totaled 117 during that same period.

In addition to benefiting from courses and strong faculty interest in affiliated departments,

students studying Latin America at all levels take advantage of the resources the Center has to offer. These include lectures, special seminars, research funding, working groups, and interaction with leading scholars, political leaders, and writers from throughout the Americas. Of the 85 students who have received field research grants from CLAS since 2010, 20 have since graduated and are employed at top-ranked universities or other organizations tied to their field of study. The quality and value of the program transcend what the numbers alone can convey. Political science doctoral students doing thesis research on Latin American political economy, for example, were able to interact extensively with leading political scientists as well as highly-regarded presidents during their respective CLAS-sponsored visits to campus.

The 2013 visit of the three Guatemalan justices who convicted Gen. Efraín Ríos Montt of genocide is representative of CLAS-organized activities. During their week at Berkeley, CLAS convened a series of discussions and other activities that directly involved students and faculty as well as Governor Jerry Brown. The visit was coordinated with the Berkeley Law School, the Center for Justice and Accountability, and UC Hastings College of the Law, among others. The justices delivered a guest lecture in one of the largest LAS undergraduate courses on campus. During their stay, CLAS was able to facilitate important discussions about human rights, impunity, and the rule of law. The visit resulted in an article for *The Berkeley Review of Latin American Studies*, a widely-distributed video of their public event, and an article for Fusion. Governor Brown followed the case closely through CLAS and tweeted his support along with a photo taken of him and the justices to his 1,000,000 followers. Shortly after their visit to Berkeley, lead justice Yassmin Barrios was awarded the U.S. Secretary of State's International Women of Courage Award by First Lady Michelle Obama for her work.

**Community and Regional Impact:** The Center's online presence, community, and regional

impact tend to blend with national and international influence. The impact of CLAS activities flows through five channels: 1) public program; 2) *The Berkeley Review of Latin American Studies* and other publications; 3) the CLAS website; 4) social media (YouTube, Twitter, Facebook); and 5) through videos and articles published to a national audience through Fusion.

CLAS programs reach a large, diverse audience throughout the Bay Area. In the past four years, CLAS organized and sponsored 189 seminars, lectures, film screenings, readings, and other events attended by almost 13,501 people (Table 10). Speakers have included Claudia Paz y Paz (Guatemala's first female Attorney General); Demián Bichir (Academy Award-nominated actor); Giorgio Jackson (Chilean student movement leader turned political leader); and Isabel Allende (writer). CLAS is unusual in that these visitors have become a vital part of the Center's broader community. Many have made multiple trips to the campus, including periods of residence, and have participated in other CLAS events.

A typical CLAS event attracts an audience comprised of 50% to 70% students, 8% to 10% faculty (UCB and other) and 20% to 25% community members. We reach non-traditional audiences through social media and targeted publicity. CLAS often partners with local Latin American consulates. Through their cultural and community affairs representatives, CLAS has access to their vast database of community contacts, which we use to publicize campus events. The CLAS email list reaches 4,000 subscribers throughout the Bay Area and now nationally as well as internationally (Table 10, pg. 42). Over the past four years, nearly 280 K-14 teachers have participated in summer institutes organized by CLAS and ORIAS, impacting approximately 7,500 students.

**National and International Impact:** *The Berkeley Review of Latin American Studies* (the *Review*) is published biannually and includes the original work of leading scholars and

influential policy makers as well as faculty and students. The *Review* uses the CLAS program as its point of departure. Recent issues have contained articles by, or interviews with: Prof. J. Bradford DeLong (Deputy Assistant Secretary for Economic Policy, 1993-95); Daniel Alarcón (award-winning Peruvian novelist); and Alma Guillermoprieto (Mexican journalist and contributor to *The New Yorker* and *The New York Review of Books*). Over the last four years, *Review* articles and full issues have been downloaded almost 800,000 times and these downloads are often shared with others including classes. The *Review* has an influential print circulation of over 1,300 and is sent electronically to the 4,000 people who subscribe to our email list as well as to over 1,600 dedicated *Review* subscribers. All articles and complete issues are available for download on the CLAS website and through Issuu, the world’s fastest growing digital publishing platform.

<i>Table 10: Impact Indices</i>	
<i>Description</i>	<i>Impact (U=University; R=Regional; N=National; I=International)</i>
CLAS Website	<b>13,000</b> page views per month from 150 countries. <i>U, R, N, I</i>
Email Calendar	<b>4,000</b> subscribers. <i>U, R, N, I</i>
Berkeley Review of Latin American Studies	<b>800,000</b> downloads over last four years. Influential hard copy circulation among scholars, journalists, and political leaders throughout the Americas. <i>R, N, I</i>
CLAS Working and Policy Papers series	<b>Over 175,000</b> downloads in last four years and <b>280,000</b> total downloads. CLAS website and California Digital Library. <i>U,R,N,I</i>
Social Media	<b>400,978</b> views of CLAS-produced videos on CLAS and UCB YouTube, <b>3,236</b> Facebook and Twitter followers <i>U,R,N,I</i>
Public lectures, film screenings, art exhibits, and conferences	<b>189</b> total CLAS-sponsored public events in 2010-14 <i>U,R,N,I</i> <b>13,501</b> total attendance
CLAS/ORIAS Outreach (Criterion 7)	<b>7,500</b> students impacted; aggregate teacher attendance <b>280</b> <i>R</i>
CLAS Working Groups	<b>8</b> current groups, <b>69</b> student members from <b>26</b> departments. <i>U,R</i>

The CLAS website receives more than **13,000** page views per month and draws an audience from over 150 countries. CLAS activities are frequently highlighted on the UCB home page, one of the most accessed academic websites in the world. CLAS also posts webcasts of events on the UCB and CLAS sites. The top five CLAS events have been viewed nearly **220,000** times. Finally, CLAS Working and Policy Papers, which are accessed primarily through the CLAS

website and the California Digital Library, have been downloaded over 175,000 times since 2010 and 280,000 times since their inception.

**9B. Access:** Close to 30% of UCB freshmen are the first in their families to attend college. The Office of the Vice Chancellor for Equity and Inclusion was established in an effort to recruit, retain, and promote a diverse group of faculty, students, and staff and become the national leader for equity and inclusion in higher education. To this end, the campus has undertaken massive initiatives that seek to promote, fund, and assess diversity efforts at every level, including the university's K-12 outreach programs and inclusion of undocumented students into campus life. UCB is the first major research university to establish diversity directors in academic departments. Over the last four years, 50% of graduates in the LAS program were from underrepresented minority groups.

CLAS embraces this campus mission through its own initiatives. Special arrangements are made for courses and programs, including special seating, audio, and sign language interpretation, when requested. The CLAS building and all venues used for CLAS programs are wheelchair accessible, thanks in part to a university-funded project to bring the CLAS building up to code. In the last three years, all five undergraduate students recruited to work in paid, volunteer, and internship capacities belonged to underrepresented groups. Through its K-14 outreach efforts, CLAS provides teaching resources for schools in the Bay Area where large numbers of students speak English as a second language. CLAS also serves as a regional resource for a large and diverse population through Spanish-language television and radio media partners. With a grant from the Division of Equity and Inclusion Office, CLAS and other campus area studies centers will launch a course in the Fall 2014 semester to provide important pathways for underrepresented students. The course will focus on increasing participation in study abroad,

faculty-led research projects, and language/area studies courses. CLAS will also encourage students to explore internationally-focused careers through government service.

**9C. (1)** CLAS seeks funding to address International and Foreign Language Education (IFLE) GPRA measures through a set of activities that specifically meet NRC and FLAS priorities. The evaluation plan also keeps in mind ED’s broader priorities to improve K-14 instruction and increase educational opportunities for underserved students. CLAS designed the plan with guidance from Dr. Brad Washington, an independent evaluator who has worked with CLAS over the last four years to plan and assess all CLAS activities. Dr. Washington is experienced with the IFLE program goals, having presented at the 2013 NRC Conference on UCB’s outreach to California community colleges. The performance measure forms (Appendix III) offer goals and performance measures that allow CLAS to assess how investment in courses, faculty, outreach, and new partnerships will result in measurable outcomes (Table 11). Enrollment figures, course information, faculty updates, participation rates, and student placements are among the data sets CLAS plans to collect and analyze to measure the effectiveness of its program.

<i>Table 11: Evaluation Plan</i>		
<i>Goal</i>	<i>Performance Measure</i>	<i>Priority Addressed</i>
Increase number of students at UCB trained in languages and areas of national need.	<ul style="list-style-type: none"> <li>• Specialized area studies courses</li> <li>• Portuguese language students</li> <li>• Nahuatl courses</li> </ul>	<ul style="list-style-type: none"> <li>• IFLE GPRA 1.3</li> <li>• NRC Program Goal</li> <li>• FLAS Comp. Preference Priority 2</li> </ul>
Increase educational opportunities for underserved students and contribute to their success in higher education	<ul style="list-style-type: none"> <li>• Comm. college partnership</li> <li>• Pathways course: UCB students</li> <li>• FLAS students with financial need</li> </ul>	<ul style="list-style-type: none"> <li>• NRC Comp. Preference Priority 1</li> <li>• FLAS Comp. Preference Priority 1</li> <li>• ED GPRA Goal #4</li> </ul>
Strengthen K-16 teacher trainings/improve ability to produce college/career-ready students	<ul style="list-style-type: none"> <li>• Pedagogy training</li> <li>• Refine assessment tool</li> <li>• Reach new districts</li> </ul>	<ul style="list-style-type: none"> <li>• NRC Absolute Priority</li> <li>• NRC Competitive Preference Priority 2</li> <li>• ED GPRA Goal #2</li> </ul>
Increase capacity to produce and disseminate research for better understanding of LA	<ul style="list-style-type: none"> <li>• Public program</li> <li>• Publishing research</li> <li>• Online resources</li> </ul>	<ul style="list-style-type: none"> <li>• NRC Absolute Priority</li> </ul>

Evaluation efforts are supported at the institutional level, which makes the data collection

and analytical phase possible. UC Berkeley offers extensive resources that complement the CLAS evaluation plan. Faculty and academic staff members are reviewed at intervals not to exceed five years for continuation, merit increases, and tenure. Classes are evaluated by students anonymously through a standard process at the end of each semester. Course evaluations become part of the instructor's file for reappointment and promotion deliberations. In addition, Berkeley's Center for Teaching and Learning supports improvements in the areas of pedagogy, curriculum, and assessment by working with faculty and departments to advance best practices.

CLAS was awarded Organized Research Unit status by the University Regents in 1958 and is overseen by the Office of the Vice Chancellor for Research. That office conducts an evaluation of all organized research units every five years and requires annual reports to determine the impact of CLAS activities and programs on faculty and students. Graduate programs and admissions standards are reviewed by the Graduate Council, a committee of the Academic Senate composed of 12 faculty and three graduate students. Through Graduate Division, the Council's administrative unit, CLAS has access to placement data and graduate student profile figures that inform CLAS on how best to support students. Through this collaboration, CLAS has outlined a plan for maintaining contact with FLAS recipients after graduation to ensure delivery and completion of the required survey (FLAS GPRA Measure 1).

**9C. (2) Recent Evaluations:** CLAS and a consortium of UCB NRC's have worked with Dr. Brad Washington, an independent evaluator, over the last four years to design assessment tools including survey templates to administer to target groups. These surveys have allowed us to collect important baseline data. CLAS is now transitioning to the next phase, removing open-ended queries and adding Likert-scale questions to the surveys. Outreach program survey data collected between 2010 and 2014 allowed CLAS and its NRC partners to set a foundation for

curriculum design. Based on the survey results, CLAS is moving forward to integrate pedagogy training as a key element of the summer institutes.

Assessment of the Community College World History workshop data is based on surveys (quantitative) as well as direct communication and facilitation with faculty (qualitative). As a result of CLAS effectively addressing concerns over the impact that changing curriculum would have on students, attendance at workshops has grown.

**9D. Improved Supply of Latin America Specialists:** Enrollments and placement data for undergraduates and graduates who are LAS concentrators demonstrate Berkeley's contribution to training Latin America specialists with competency in critical languages from the region. In 2012-13, 876 undergraduates earned degrees with a concentration in the language and/or world area, while 117 graduate students did so in this same time frame. (Please see criteria 9E.2 & 9F.2 for further placement data and criterion 9A for enrollment data.)

In 2012-13, 13 graduate students wrote articles for *The Berkeley Review of Latin American Studies* and the CLAS website, and 89 students and faculty were active participants in CLAS Working Groups. Over the last four years, CLAS has awarded 85 student research travel grants, many to study areas of national need.

**9E. (1) National Needs and Generation/Dissemination of Information:** The CLAS Chair regularly briefs members of Congress, state legislators, and current California Governor Jerry Brown on issues related to development, economic integration, and Latin America. He has frequently advised Representative Sander Levin, ranking member on the House Ways and Means Committee, on economic integration and relations with Latin America and has advised many other members of Congress on labor and workplace issues. In 2011, he was asked to brief a

delegation of California lawmakers led by Speaker of the California Assembly John Perez in Mexico City on relations and possible partnerships between Mexico and California.

The extensive range of CLAS-affiliated faculty allows Center programs to have a broad reach to students across campus, including in the sciences, social sciences, humanities, and professional schools. CLAS is integral to one of the largest undergraduate Latin America area courses, “The Southern Border.” This course, which generally enrolls 400 students, serves as an introduction to Latin America for many students who become involved with CLAS as volunteers and interns. As a public institution, CLAS considers the dissemination of information to the general public as the core of our mission. We bridge the gap between the U.S. and Latin America through the web, social media, public programs, and publications (Criterion 9A, Table 10, pg.42).

**9E. (2) and 9F. (2) Student Placement:** Latin American concentrators have a strong track record at UCB. Placement data kept by the campus for all graduate programs, in addition to data kept by individual professional schools, suggests that students fill vital roles in both education and government service (Table 12, pg. 48). UCB’s Department of Political Science, for example, has produced a new generation of scholars with expertise in the region, and those students have gone on to secure appointments at highly ranked universities and colleges throughout the country. CLAS will focus its resources on continuing to support courses, faculty, and research that help academic programs maintain this level of excellence.

CLAS will work with the university’s Career Center, which sponsors 13 annual career fairs where city, county, state, and federal agencies participate in recruitment activities. The Peace Corps program on campus also has a strong legacy: UCB has produced more Peace Corps volunteers than any other institution. Additionally, CLAS partners with professional schools that

each host their own career fairs to encourage students to use their world area and language expertise in government (Criterion 6A 3).

**Table 12: Graduate Placement Data**

<i>Program</i>	<i>Timeframes</i>	<i>Placements</i>
UCB Doctoral Degree Recipients	2009-2012	Academia, 60%; Business, 22%; Government (including National Labs), 8%
Public Policy	Class of 2013	42% to public sector. Of those, 19% to federal government, 37% to state government, 33% to local government
Public Health	Class of 2012	Research university/institute, 34%; healthcare system, 25%; federal, state, or county/city health agency, 11%
LAS Concentrators/ Ph.D.'s in Political Science	Since 2006	F. Daniel Hidalgo, Assistant Professor, MIT Veronica Herrera, Assistant Professor, Univ. of Connecticut Taylor Boas, Assistant Professor, Boston University Diana Kapiszewski, Assistant Professor, Georgetown University Ben Lessing, Assistant Professor, University of Chicago Thad Dunning, Professor, UC Berkeley Simeon Nichter, Assistant Professor, UC San Diego Jason Seawright, Assistant Professor, Northwestern University Jessica Rich, Assistant Professor, Marquette University Olivia Miljanic, Assistant Professor, University of Houston Lindsay Mayka, Assistant Professor, Colby College Sam Handlin, Assistant Professor, University of Utah Paul Dosh, Associate Professor, Macalester College Tasha Fairfield, Assistant Professor, The London School of Economics and Political Science

**9F. (1) Fellowships:** CLAS has awarded 20 academic year FLAS fellowships and 29 summer FLAS fellowships since 2010. Of those awards, 18 (or 37%) were given for the study of Portuguese or Quechua, the two priority languages for our world region. Another five were awarded to students studying LCTLs. We plan to build on this strong foundation for future FLAS competitions and award fellowships according to ED priorities.

**FLAS AWARDEE SELECTION PROCEDURES**

**10A. (1) Advertising:** CLAS will promote FLAS award information through the Fellowship Office, faculty, social media, and graduate advisors. The UCB FLAS Fellowship Coordinator (Appendix II, pg. B62) will hold informational meetings about the FLAS application process. Publicity will clearly address the need for students to submit their Free Application for Federal Assistance (FAFSA) if they wish to receive consideration on the basis of financial need.

## 10A. (2) Selection Process Timeline:

Dec. 1 to Jan. 15	Application deadline for entering graduate students' academic year fellowships
Third week in Jan.	Deadline for continuing students to apply for academic year and summer fellowships
First week of February	Deadline for new and continuing FLAS applicants to submit FAFSA
Mid Feb. to early Mar.	Faculty committee reviews academic year and summer applications
Early March	All FLAS rankings due to Graduate Division Fellowships Office
Mid-March	Summer FLAS fellows notified
TBD	Academic year FLAS fellows notified

**10A. (3) Meeting FLAS Priorities:** CLAS will give priority to FLAS applicants who demonstrate financial need (FLAS CPP 1). The UCB Fellowships Office receives regular data feeds from the Financial Aid Office, allowing the faculty review committee to access financial information for all applicants during the review period. Financial need will be considered once the faculty committee has ranked the applications on the basis of merit. The fellowship coordinator will set a deadline date for students to submit FAFSAs if they choose to have their financial need taken into consideration. The strength of the Portuguese language program results in many qualified applicants seeking to use FLAS to advance their language competency in this priority language. CLAS commits to award at least 25% of academic year awards for Portuguese (FLAS CPP2). Faculty with research sites in Brazil will encourage qualified applicants to learn this language at every level.

**10B. Application Process:** Prospective students may apply for the FLAS concurrently with their UCB application. Graduate advisors also recommend strong candidates to the Fellowship Office. All continuing students are encouraged to apply to the FLAS competition via Graduate Division e-mails and through the departmental Graduate Student Affairs Officers. Applicants must submit a statement of purpose, two letters of recommendation, and transcripts to the Fellowship Office. The Fellowship Office then compiles the pool of applicants, which is reviewed by the CLAS FLAS review committee.

**10C. (2 & 3) Selection Committee and Award Criteria:** CLAS recommends the FLAS Committee to the Graduate Dean. The committee is made up of four core LAS faculty members from the social sciences, humanities, and professional schools. The CLAS Vice Chair prepares information on U.S. Department of Education regulations and CLAS priorities. The committee evaluates applications based on these priorities. They look favorably upon applicants with strong academic records and demonstrated commitment to foreign language study, those considering careers in the public sector or professional fields, and students pursuing LCTLs and priority languages. Academic Year and Summer applicants are considered separately. Award recommendations are made to the Graduate Dean, who is charged with notification, fund distribution, accounting, and reporting.

## Appendix I: Course List

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## Appendix I: Course List

Course #	Course Title	Instructor	% LA Content	Term Offered	Units	Enrollment 2012-13 UG	Enrollment 2012-13 G	Offered 2013-14	To be offered 2014-15
<b>AREA STUDIES</b>									
<b>African American Studies</b>									
123	<b>Social and Political Thought in the Diaspora</b> Taught by Caribbean specialist	Small, S.	30%	Sp	3	13	1	x	x
131	<b>Caribbean Societies and Cultures</b>	Laguerre, M.	100%	Sp	3	28	0	x	x
137	<b>Multicultural Communities</b> Content: LA cases	Laguerre, M.	75%	F	3	20	1	x	x
241	<b>Special Topics in Development Studies of the Diaspora</b> Content: LA cases	Laguerre, M.	75%	F, Sp	4	1	2	x	x
<b>Agriculture and Resource Economics</b>									
153	<b>Environmental Economics and Policy</b> Content: Central America cases	Marsh, R.	25%	Sp	3	16	0	x	
219A	<b>Econometric Project</b> Content: LA cases taught by Latin America specialist	Sadoulet, E.	35%	F	2	0	14	x	x
259	<b>Rural Economic Development Workshop</b> Content: LA cases	Sadoulet, E.	35%	F, Sp	1	0	15	x	x
299	<b>Individual Research</b> Content: LA cases	Sadoulet, E. DeJanvry, A.	35%	Sp	5	0	8	x	x
C253	<b>International Economic Development Policy</b> Content LA cases; taught by Latin America specialist	De Janvry, A.	35%	F	3	0	6		x
<b>Anthropology</b>									
3AC	<b>Introduction to Social and Cultural Anthropology</b> Content: LA cases; taught by Latin America specialist	Hayden, C.	30%	F, Su	4	530	0	x	x
24	<b>Freshman Seminar</b> Content: LA cases; taught by Latin America specialist	Joyce, R.	45%	F, Sp	1	18	0	x	x

**Appendix I: Course List**

Course #	Course Title	Instructor	% LA Content	Term Offered	Units	Enrollment 2012-13 UG	Enrollment 2012-13 G	Offered 2013-14	To be offered 2014-15
119	<b>Medical Anthropology Topics</b> Content: LA cases; taught by Latin American specialist	Scheper-Hughes, N.	45%	F	4	33	0	x	x
122E	<b>Andean Archaeology</b>	Hastorf, C.	100%	Sp	4	49	0		x
135	<b>Paleoethnobotany</b> Content: LA cases	Hastorf, C.	75%	F	4	11	5	x	x
137	<b>Energy/Culture/Soc Org</b> Content: LA cases	Nader, L	50%	Sp	4	198	5	x	x
140	<b>Anthropology of Food</b> Content: LA cases; taught by LA specialist	Brandes, S.	50%	F	4	14	0	x	x
160A	<b>Forms of Folklore</b> Content: LA cases taught by LA specialist	Briggs, C.	40%	F	4	152	4	x	x
166	<b>Language, Culture &amp; Society</b> Focus on Mayan Culture	Hanks, W.	75%	Su	4	26	0	x	x
169C	<b>Linguistic Anthropological Methods</b> Focus on Mayan	Hanks, W.	75%	F	4	29	2	x	x
179	<b>Ethnography of the Maya</b>	Hanks, W.	100%	Sp	4	118	1	x	x
189	<b>Special Topics in Social/Cultural Anthropology</b> Content: LA cases; taught by LA specialist	Holston, J.	45%	F	4	27	0	x	x
196	<b>Undergraduate Seminar</b> Content: LA cases	Holston, J.	45%	F	4	13	1	x	x
219	<b>Topics in Medical Anthropology</b> Content: LA cases	Scheper-Hughes, N.	45%	F	4	0	10	x	x
229A	<b>Archaeology Research Strategies</b> Content: LA cases	Joyce, R.	45%	F	4	0	6	x	x
230	<b>Special Topics in Archaeology</b> Content: LA cases	Hastorf, C.	75%	F	4	0	4	x	x
240B	<b>Fundamentals of Anthropological Theory</b>	Hanks, W.	25%	Sp	5	0	17	x	x

**Appendix I: Course List**

Course #	Course Title	Instructor	% LA Content	Term Offered	Units	Enrollment 2012-13 UG	Enrollment 2012-13 G	Offered 2013-14	To be offered 2014-15
250R	<b>Special Topics in Social and Cultural Anthropology</b> Content: LA cases; taught by LA specialists	Brandes, S.	50%	Sp	4	0	4	x	x
250J	<b>Special Topics</b> Content: LA cases; taught by LA specialists	Scheper-Hughes, N.	50%	Sp	4	0	10	x	x
250X	<b>Special Topics</b> Content: LA cases; taught by LA specialists	Holston, J.	45%	Sp	4	10	5	x	x
262A	<b>Traditionalities</b> Content: LA cases (cross-listed: Folklore)	Briggs, C.	40%	F	4	0	7	x	x
270	<b>Fundamentals of Language in Context</b> Content: LA cases; taught by LA specialist	Hanks, W.	60%	Sp	4	2	14	x	x
<b>Architecture (College of Environmental Design-- Professional)</b>									
101	<b>Case Studies in Architecture</b> Content: LA Cases	Gutierrez, M	25%	F	5	12	0	x	x
111	<b>Housing: An International Survey</b>	Gonzalez, M.	25%	Sp	3	24	5	x	x
201	<b>Comparative Architecture Studies</b> Content: LA cases	Davids, R C	75%	F	5	0	10	x	x
204A	<b>Thesis Seminar</b> Content: LA cases	Davids, R C	50%	F	3	0	14	x	x
204A	<b>Thesis Seminar</b> Content: LA cases	Gutierrez, M	25%	F	3	0	13	x	x
204B	<b>Thesis Studio</b> Content: LA cases	Gutierrez, M	25%	Sp	5	0	12	x	x
215	<b>Landscape/Architecture/Infrastructure</b> Content: LA cases	Davids, R C	75%	Sp	1-4	0	9	x	x
229	<b>Special Topics in Digital Design Theories and Methods</b> Content: LA cases	Gutierrez, M	25%	Sp	3	1	7	x	x

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Course #	Course Title	Instructor	% LA Content	Term Offered	Units	Enrollment 2012-13		Offered 2013-14	To be offered 2014-15
						UG	G		
<b>Business Administration (Haas School of Business-Professional)</b>									
118	<b>International Trade</b> Content: LA cases	Gonzalez, J. et. al.	25%	F, Su	3	135	9	x	x
207	<b>Ethics and Responsibility in Business</b> Content: LA cases	Dal Bo, E.	25%	Sp	1	0	119	x	x
256	<b>Global Leadership</b> Content: LA cases	Gundling, E.	25%	F	3	0	15	x	x
268B	<b>International Marketing</b> Content: LA cases	Azhar, W.	25%	F	3	0	8	x	x
270	<b>Institutional Analysis Seminar</b> Content: LA cases	Dal Bo, E.	25%	F	2	1	11	x	x
298A	<b>International Business Development for MBA's</b> Content: LA cases	Scharffenberger, G.	25%	Sp	3	0	100	x	x
299B	<b>Global Strategy and Multinational Enterprise</b> Content: LA cases	Tiffany, P.	25%	Sp	2	0	38	x	x
<b>Chicano Studies</b>									
50	<b>Introduction to Chicano History</b> Content: Mexico cases	Saragoza, A. et.al	25%	F, Su	4	102	0	x	x
130	<b>Mexican/Chicano Art History</b> Content: Mexico cases	Rodriguez, C.	50%	F	3	29	0	x	x
135A	<b>Latino Film to 1980</b> Content: LA cases	Telles, R.	50%	F, Su	4	140	2	x	x
143	<b>Chicano/Latin American Literature</b>	Perez, L.	50%	Sp	3	14	0	x	x
150B	<b>History of the Southwest</b> Content: Mexico cases	Gonzalez, P. Montejano, D.	75%	Sp	4	18	0	x	x
159	<b>Mexican Immigration</b>	Saragoza, A. et.al	50%	Sp	4	31	2	x	x
C161	<b>Central American People</b> Cross-listed with Geography C157	Manz, B.	100%	Sp	2	2	6	x	x
163	<b>Caribbean Migration</b>	Grosfoguel, R.	100%	F	4	29	0	x	x

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Course #	Course Title	Instructor	% LA Content	Term Offered	Units	Enrollment 2012-13 UG	Enrollment 2012-13 G	Offered 2013-14	To be offered 2014-15
165	Cuba, U.S., & Cuban Americans	Saragoza, A.	75%	Sp	4	28	1	x	x
<b>City and Regional Planning (College of Environmental Design -Professional)</b>									
115	Urban Planning in Developing Countries Content: LA cases	Roy, A.	25%	F	4-Jan	202	4	x	x
120	Community Planning and Public Policy Content: LA cases	Dear, M.	40%	Sp	3	66	0	x	x
190	Advanced Topics in Urban Studies Content: Mexico border cases	Dear, M.	60%	F	3	29	0	x	x
200	History of City Planning Content: LA cases	Roy, A.	25%	F	3	0	49		x
271	Development Theories and Practices Content: LA cases	Roy, A.	25%	Sp	3-Jan	0	5	x	x
281	Theories of Planning Practice Content: LA cases	Roy, A.	25%	Sp	3	0	4	x	x
290	Topics in City Planning Content: LA cases	Dear, M.	50%	Sp	3	1	11	x	x
<b>Comparative Literature</b>									
60AC	Topics in the Literature of American Cultures Content: LA cases	Gadberry, A.	25%	Su	3	17	2	x	x
266	Nationalism, Colonialism & Culture Content: LA cases taught by LA specialist	Masiello, F.	100%	F, Sp	4	0	7	x	x
300	Teaching Comparative Literature Content: LA cases; taught by LA specialist	Masiello, F.	50%	Sp	4	0	9	x	x
<b>Demography</b>									
145AC	American Immigrant Experience Content: LA cases <i>Cross-listed with History 139</i>	Mason, C.	25%	Sp	4	16	0	x	x
240	Human Migration Content: LA cases	Lawton, L.	25%	Sp	2	2	7	x	x

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Course #	Course Title	Instructor	% LA Content	Term Offered	Units	Enrollment 2012-13 UG	Enrollment 2012-13 G	Offered 2013-14	To be offered 2014-15
<b>Development Practice</b>									
222	<b>Economics of Sustainable Resource Development</b> Content: LA cases	Zilberman, D.	25%	F	3	0	23	x	x
227	<b>Principles of Natural Resource Management</b> Content: LA cases	Resh, V.	25%	F	2	0	16	x	x
237	<b>Leadership, Resolutions, and Community Development</b> Content: LA cases	Ray, I.	25%	Sp	3	0	20	x	x
300	<b>Interactive/Multidisciplinary Seminar</b> Content: LA cases	Scharffenberger, G.	25%	F, Sp	2	0	31	x	x
<b>Development Studies</b>									
10	<b>Introduction to Development</b> Content: LA cases	Jelly-Schapiro, J.	25%	F	4	118	0	x	x
C100	<b>History of Development and Underdevelopment</b> Content: LA cases <i>Cross-listed as Geography C112.</i>	Hart, G	25%	Sp	4	96	7	x	x
150	<b>Advanced Studies in Development Studies</b> Content: LA cases	Hart, G	25%	F	4	40	1	x	x
<b>Economics</b>									
181	<b>International Trade</b> Content: LA cases	Kamala, C. et. Al.	25%	F, Su, Sp	4	278	3	x	x
191	<b>Topics in Economic Research</b> Content: LA cases	Eichengreen, B.	25%	F, Sp	4	67	0	x	x
210A	<b>Introduction to Economic History</b> Content: LA cases	Eichengreen, B.	25%	Sp	3	0	22	x	x
210B	<b>Introduction to Economic History</b> Content: LA cases	Eichengreen, B.	25%	F	3	0	4		x
211	<b>Economic History Seminar</b> Content: LA cases	Eichengreen, B.	25%	Sp	3	0	7	x	x
215B	<b>Political Economics</b>	Dal Bo, E.	25%	Sp	3	0	2	x	x

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Course #	Course Title	Instructor	% LA Content	Term Offered	Units	Enrollment 2012-13 UG	Enrollment 2012-13 G	Offered 2013-14	To be offered 2014-15
224	<b>Economics of Institutions</b> Content: LA cases taught by LA specialist	Spiller, P.	25%	F	3	1	6	x	x
250C	<b>Labor Economics</b>	Rothstein, J.	25%	Sp	3	0	13	x	
270A	<b>Analytics of Economic Development and Planning</b> Content: LA cases taught by LA specialist	Sadoulet, E.	25%	F	3	0	3	x	x
270C	<b>Development Economics</b> Content: LA cases	Rodriguez, C.	50%	F, Sp	3	0	35	x	x
271	<b>Seminar in Economic Development and Planning</b> Content: LA cases	Finan, F	25%	F	3	1	10	x	x
<b>Education (Graduate School of Education- Professional)</b>									
98	<b>Directed Group Study</b> Content: LA cases	Baquedano-Lopez, P.	25%	F	2	10	0	x	x
142	<b>Education in a Global World</b> Content: LA cases; taught by LA specialist	Murphy-Graham, E.	50%	Sp	3	35	0	x	x
186	<b>The Southern Border</b> <i>Cross-listed as Ethnic Studies 159AC and Geography 159AC.</i>	Manz, B., Shaiken, H.	100%	F	4	105	1	x	x
190B	<b>Unraveling Education: A Participatory Inquiry</b> Content: LA cases	Baquedano-Lopez, P.	25%	F	4	40	0	x	x
250B	<b>Second Language Acquisition</b> Content: Spanish language cases	Kramsch, C.	25%	Sp	3	0	11		x
280C	<b>Research Apprentice I</b> Content: LA cases	Baquedano-Lopez, P.	30%	F	3	0	4	x	x
288	<b>Intersections in Education</b> Content: LA cases	Garcia-Bedolla, L.	25%	F	3	0	6	x	x
<b>Energy and Resources Group</b>									
98	<b>Directed Group Study for Lower Division Students</b> Content: LA cases	Kammen, D.	25%	F, Sp	1	12	1	x	x

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Course #	Course Title	Instructor	% LA Content	Term Offered	Units	Enrollment 2012-13 UG	Enrollment 2012-13 G	Offered 2013-14	To be offered 2014-15
102	<b>Quantitative Aspects of Global Environmental Problems</b> Content: LA cases	Harte, J.	25%	Sp	4	81	14	x	x
C100	<b>Energy, Society</b> Content: LA cases; taught by LA specialist	Kammen, D.	50%	F	4	110	5	x	x
C180	<b>Ecological Economic History</b> Content: LA cases, <i>Cross-listed with Env. Economics</i>	Norgaard, R.	25%	Sp	3	10	1	x	x
198	<b>Directed Group Studies for Advanced Undergraduates</b> Content: LA cases	Kammen, D.	25%	F	2	12	0	x	x
280	<b>Energy Economics</b> Content: LA cases	Norgaard, R.	25%	Sp	3	1	17	x	x
283	<b>Information and Communications Technology for Development</b> Content: LA cases	Ray, I.	25%	F	3	0	8	x	x
299	<b>Research in Energy and Resources Individual Research</b> Content: LA cases	Kammen, D.	25%	Su	5	0	4	x	x
<b>English</b>									
24	<b>Freshman Seminars</b> Content: LA cases	Padilla, G.	25%	F, Sp	1	24	0	x	x
137 T	<b>Topics in Chicano Literature/ Culture</b> Content: Mexico cases	Padilla, G.	50%	Sp	4	35	0	x	x
<b>Environmental Economics and Policy</b>									
C118	<b>Introductory Econometrics</b> Content: LA cases; taught by LA specialist, <i>Cross-listed with Environmental Economics</i>	Sadoulet, E.	35%	F	4	47	0	x	x
131	<b>Globalization and the Natural Environment</b> Content: LA cases	Karp, L.	25%	F	3	22	0	x	x
C151	<b>Environmental Economics and Policy</b> Content: LA cases; taught by Latin America specialist	DeJanvry, A.	35%	F	4	63	4	x	x

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Course #	Course Title	Instructor	% LA Content	Term Offered	Units	Enrollment 2012-13 UG	Enrollment 2012-13 G	Offered 2013-14	To be offered 2014-15
153	<b>Population, Environment, and Development</b> Content: LA cases	Marsh, R.	25%	Sp	3	58	0	x	x
154	<b>Economics of Poverty and Technology</b> Content: LA cases	Boettiger, S.	25%	Sp	3	58	0	x	x
162	<b>Economics of Water Resources</b> Content: LA cases	Sunding, D.	25%	Sp	3	46	5	x	x
C175	<b>The Economics of Climate Change</b> Content: LA cases	Traeger, C.	25%	F	4	33	0	x	x
C180	<b>Ecological Economic History</b> Content: LA cases, <i>Cross-listed as Agriculture and Resource Economics C180</i>	Norgaard, R.	25%	Sp	3	26	2	x	x
C181	<b>International Trade</b> Content: LA cases	Kamala, C. Roland-Holst, L.	25%	F, Sp	4	96	1	x	x
<b>Environmental Science and Policy Management</b>									
6	<b>Environmental Biology</b> Content: LA cases; taught by LA specialist	Chapela, I.	30%	F	3	113	0	x	x
C11	<b>Americans and the Global Forest</b> Content: LA cases	Huntsinger, L.	25%	Sp	4	73	0	x	x
24	<b>Freshman Seminar</b> Content: LA cases	Frankie, G.	50%	F	1	19	0	x	x
39E	<b>Freshman/Sophomore Seminar</b> Content: LA cases	Chapela, I.	25%	F	2	18	0	x	x
90	<b>Introduction to Conservation and Resource Studies Major</b> Content: LA cases	Chapela, I.	25%	F	2	53	0	x	x
100	<b>Environmental Problem Solving</b> Content: LA cases; taught by LA specialist	Frankie, G.	25%	F	4	81	0	x	x
116	<b>Tropical Ecology</b> Content: LA cases	Silver, W.	25%	Sp	3	26	7		x

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Course #	Course Title	Instructor	% LA Content	Term Offered	Units	Enrollment 2012-13 UG	Enrollment 2012-13 G	Offered 2013-14	To be offered 2014-15
117	<b>Urban Garden Ecosystems</b> Content: LA cases	Altieri, M.	50%	F	4	67	0	x	x
118	<b>Agricultural Ecology</b> Content: LA cases; taught by LA specialist	Altieri, M.	75%	F	3	49	2	x	x
134	<b>Forest Ecosystem Disruption</b> Content: LA cases	Chapela, I.	50%	Sp	3	45	2	x	x
159	<b>Human Diet</b> Content: A cases; taught by LA specialist	Milton, K	25%	Sp	4	52	0	x	x
165	<b>International Rural Development Policy</b> Content: LA cases; taught by LA specialist	Carr, C.	50%	Sp	4	49	0	x	x
166	<b>Natural Resource Policy and Indigenous Peoples</b> Content: LA cases; taught by LA specialist	Carr, C.	75%	Sp	4	16	0	x	x
169	<b>International Environmental Politics</b> Content: LA cases	O'Neill, K.	25%	F	4	101	4	x	x
C180	<b>Air Pollution</b> Content: LA cases	Goldstein, A.	25%	F	3	4	1	x	x
185	<b>Applied Forest Ecology</b> Content: LA cases	O'Hara, K.	25%	F	4	19	3	x	x
C216	<b>Freshwater Ecology</b> Content: LA cases	Carlson, S.	25%	Sp	3	3	4	x	x
290	<b>Special Topics in Env.. Science, Policy, &amp; Management</b> Content: LA cases	Milton, K	75%	Sp	1	16	3	x	x
<b>Ethnic Studies</b>									
24	<b>Freshman Seminar</b> Content: Mexico cases <i>cross-listed w/ Chicano Studies</i>	Saragoza, A.	100%	Sp	1	10	0	x	x
103C	<b>Immigration &amp; Globalization</b> Content: LA cases	Niumeitohu, F.	75%	Sp	4	10	0	x	x

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Course #	Course Title	Instructor	% LA Content	Term Offered	Units	Enrollment 2012-13 UG	Enrollment 2012-13 G	Offered 2013-14	To be offered 2014-15
135	<b>Contemporary U.S. Immigration</b> Content: LA cases	Cacique, F.	75%	Su	4	11	0	x	x
136	<b>Immigrant Women</b> Content: LA cases	Reimer, J. Rondilla, J	50%	Su	4	21	0	x	x
159	<b>The Southern Border</b> Content: LA cases taught by LA specialists, <i>Cross-listed as Education C186AC and Geography 159AC.</i>	Manz, B., Shaiken, H.	100%	F	4	118	2	x	x
190	<b>Advanced Seminar in Comparative Ethnic Studies</b> Content: LA cases, taught by LA specialists	Grosfoguel, R. Manz, B.	50%	F, Sp	4	20	0	x	x
240	<b>Comparative Theoretical Methods</b> Content: LA cases	Grosfoguel, R.	50%	F	4	0	8	x	x
<b>Folklore</b>									
C262A	<b>Theories of Traditionality</b> Content: LA cases	Briggs, C.	40%	F	4	0	6	x	x
298	<b>Readings in Folklore</b> Content: LA cases	Briggs, C.	40%	F, Sp	4	0	3	x	x
299	<b>Readings in Folklore</b> Content: LA cases	Briggs, C.	40%	F, Sp	3,6	0	3	x	x
<b>Geography</b>									
4	<b>World Cultures and Environments</b> Content: LA cases	Marchesi, G. Devine, J.	25%	Su, Sp	4	133	1	x	x
10	<b>World Regions</b> Content: LA cases	Sayre, N.	25%	F	4	259	1	x	x
N20	<b>Globalization</b> Content: LA cases	Acker, R.	35%	Su	3	53	4	x	x
C32	<b>Introduction to Development</b> Content: LA cases	Jelly-Schapiro, J.	25%	F	4	30	0	x	x
35	<b>Global Ecology and Development</b> Content: LA cases	Thottathil, S.	35%	Su	4	21	1	x	x

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Course #	Course Title	Instructor	% LA Content	Term Offered	Units	Enrollment 2012-13 UG	Enrollment 2012-13 G	Offered 2013-14	To be offered 2014-15
50AC	<b>California</b> Content: Mexico cases	Negrin, D. Dillon, L.	50%	Su, Sp	4	142	1	x	x
C82	<b>Oceans</b> Content: LA cases	Bishop, J.	25%	F	3	32	0	x	
109	<b>Prehistoric Agriculture</b> Content: Mexico cases	Byrne, A.	35%	Sp	4	28	0	x	x
C112	<b>History of Development and Underdevelopment</b> Content: LA cases	Hart, G.	25%	Sp	4	23	3		x
123	<b>Postcolonial Geographies</b> Content: LA cases	Hart, G.	25%	F	4	42	2	x	x
130	<b>Food and the Environment</b> Content: LA Cases	Sayre, N. et. Al	25%	Sp, Su	4	214	1	x	x
137	<b>Top Ten Global Environmental Problems</b> Content: LA cases	Rhew, R.	25%	F	4	55	0	x	x
138	<b>Global Environmental Politics</b> Content: LA cases	Brown, S.	25%	Su	4	31	2	x	x
C146	<b>Communicating Ocean Science</b> Content: LA cases	Ingram, B.	25%	Sp	4	5	0	x	x
198	<b>Latin American Challenges</b>	Lagos, R.	100%	F	1	10	0		
157	<b>Central American People</b> <i>Cross-listed with Chicano Studies 161</i>	Manz, B.	100%	Sp	2	1	2	x	x
159C	<b>The Southern Border</b> Content: LA cases	Manz, B.	100%	F	4	111	0	x	x
175	<b>Undergraduate Seminars</b> Content: LA cases	Johns, M.	50%	F	4	17	0	x	x
220	<b>Capital, Value and Scale</b> Content: LA cases	Sayre, N.	25%	Sp	4	0	19	x	x
298	<b>Latin American Challenges</b> Content: LA cases	Lagos, R.	100%	F	1	0	20		

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Course #	Course Title	Instructor	% LA Content	Term Offered	Units	Enrollment 2012-13 UG	Enrollment 2012-13 G	Offered 2013-14	To be offered 2014-15
<b>Gender and Women's Studies</b>									
10	Introduction to Gender/Women's Studies Content: LA cases	Salzinger, L.	25%	Sp	4	28	0	x	x
14	Gender, Sexuality, and Race in Global Political Issues Content: LA cases	Agis, A.	25%	Su, Sp	4	163	0	x	x
102	Transnational Feminism Content: LA cases	Bacchetta, P.	25%	F	4	74	1	x	x
141	Interrogating Global Economic Development Content: LA cases	Bacchetta, P.	25%	Sp	4	46	0	x	x
195	Senior Seminar Content: LA cases	Salzinger, L.	25%	F, Sp	4	35	0	x	x
<b>Global Metropolitan Studies</b>									
201	Advanced Seminar in Methods in Comparative Urban Studies Content: LA cases	Post, A.	75%	Sp	3	0	7	x	x
<b>History of Art</b>									
88	Arts of Latin America	Trever, L.	100%	F	4	15	0	x	x
188	Latin American Art	Bryan-Wilson	100%	Sp	4	182	0	x	x
192	Undergraduate Seminar Content: LA cases	Bryan-Wilson	50%	F	4	13	0	x	x
<b>History</b>									
8A	Colonial Latin America	Chowning, M.	100%	F	4	65	0	x	x
8B	Modern Latin America	Ballenger, S. Iber, P.	100%	F, Sp	4	105	1	x	x
101	Historical Research and Writing Content: Mexico cases	Delay, B.	25%	Sp	5	15	0	x	x
103D	Proseminar: U.S. Content: Mexico border cases	Delay, B.	50%	Sp	4	15	0		x
103 E	Mexican Popular Culture	Galvan, M	100%	Sp	4	21	0	x	x

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103 E	Cities in Latin America: From Colony to Megalopolis	Selvidge, S.	100%	F	4	10	0	x	x
103 E	Latin American Borderlands	Ruckle, J.	100%	F	4	6	0	x	x
103 E	Latin American Revolutions	Vergara, G.	100%	Sp	4	14	0	x	x
127 AC	California Content: LA cases	Mujal, C. Chester, R.	25%	Su	4	283	1	x	x
C139B	American Immigrant Experience Content: LA cases <i>cross-listed w/ Demography 145</i>	Mason, C.	25%	Sp	4	10	0	x	x
141B	Modern Latin American Society	Segal, L.	100%	F	4	50	0	x	x
N143	Brazil	Emerson	100%	F	4	12	0	x	x
146	Latin America: Women	Chowning, M.	100%	Sp	4	11	0	x	x
C187	The History and Practice of Human Rights Content: LA cases	Hoffmann, S.	25%	F	4	91	0	x	x
280	Advanced Studies in Latin America Relationship w/ the West	Chowning, M.	100%	Sp	4	0	7	x	x
285 D	Research Seminar-U.S. Content: Mexico border cases	Delay, B.	25%	Sp	4	0	5	x	x
285E	Research Seminar-Latin America	Chowning, M.	100%	Sp	4	0	6	x	x
<b>International and Area Studies (IAS)</b>									
45	Survey of World History Content: LA cases	Klein, B. Bohling, J.	50%	Su, Sp	4	272	0	x	x
98	Issues in Political Economy and Development Content: LA cases	Roy, A.	25%	F	2	51	0	x	x
C118	Introduction to Econometrics Content: LA cases <i>cross-listed Env. Economics</i>	Sadoulet, E.	35%	F	4	21	0	x	x
120	Selected Topics: International and Area Studies Content: LA cases	Valle, V. Graham, T.	100%	Su, Sp	3	64	1	x	x

## Appendix I: Course List

Course #	Course Title	Instructor	% LA Content	Term Offered	Units	Enrollment 2012-13 UG	Enrollment 2012-13 G	Offered 2013-14	To be offered 2014-15
150	<b>Advanced Studies in International &amp; Area St.</b> Content: LA cases	Bartu, P.	50%	F, Sp	4	61	0	x	x
C175	<b>The Economics of Climate Change</b> Content: LA cases	Traeger, C.	25%	F	4	25	1	x	x
194	<b>Senior Seminar in International &amp; Area St.</b> Content: LA cases	Page, T.	75%	F, Sp	4	33	1	x	x
301	<b>Teaching in International &amp; Area Studies</b> Content: LA cases	Karras, A.	25%	F	2	0	14	x	x
<b>Journalism - Professional</b>									
24	<b>Freshman/Sophomore Seminars</b> Content: LA cases; taught by LA specialist	Chavez, L.	50%	Sp	1	9	0	x	x
201	<b>Advanced Reporting</b> Content: LA cases; taught by LA specialist	Chavez, L.	60%	Sp	3-4	0	17	x	x
211	<b>News Reporting Lab</b> Content: LA cases; taught by LA specialist	Chavez, L.	50%	F	4	0	12	x	x
213	<b>Documentary Photography</b> Content: Cuba cases	Chakarova, M.	50%	Sp	3	0	10	x	x
234	<b>International Reporting</b> Content: LA cases; taught by LA specialist	Chavez, L.	75%	F	1-2	1	12	x	x
260	<b>Investigative Reporting</b> Content: LA cases	Bergman, L.	25%	Sp	3	1	12	x	x
<b>Latin American Studies (100%)</b>									
10	<b>Introduction to Latin American Studies</b>	Page, T.	100%	F	4	62	0	x	x
130	<b>Contemporary Mexico</b>	Valle, V.	100%	Su	1-4	5	0	x	x
150	<b>Perspectives for Sustainable Rural Development in Latin America</b>	Nicholls, C.	100%	F, Su	1-4	42	1	x	x

**Appendix I: Course List**

Course #	Course Title	Instructor	% LA Content	Term Offered	Units	Enrollment 2012-13 UG	Enrollment 2012-13 G	Offered 2013-14	To be offered 2014-15
150	Advanced Studies in Latin America	Page, T.	100%	Sp	1-4	38	0	x	x
200	Pro-Seminar in Latin American Studies	Page, T.	100%	F	2	0	6	x	x
250	Advanced Studies in Latin America	Ballenger, S.	100%	F	4	0	7	x	x
298	Directed Group Study	Page, T.	100%	Sp	3	0	7	x	x
<b>Law School -Professional</b>									
208I	<b>International and Foreign Legal Research</b> Content: LA cases	Hoffmann, M.	25%	Sp	3	0	13	x	x
2611	<b>International Business Transactions</b> Content: LA cases	Gkantinis, S.	25%	Sp	3	0	39	x	x
2615	<b>Global Migration Issues</b> Content: LA cases	Jastram, K.	25%	F	3	0	32	x	x
2704	<b>Introduction to Energy Law</b> Content: LA cases	Weissman, S.	25%	Sp	1	0	39	x	x
2706	<b>Energy Regulation and the Environment</b> Content: LA cases	Weissman, S.	25%	F	3	0	36	x	x
283H	<b>International Human Rights</b> Content: LA cases	Fletcher, L.	40%	F, Sp	2	0	33	x	x
2831H	<b>International Human Rights</b> Content: LA cases	Fletcher, L.	40%	F, Sp	2	0	12	x	x
288	<b>Immigration Law and Politics</b> Content: LA caes	Echaveste, M.	67%	Sp	2	0	12	x	x
2955H	<b>International Human Rights Clinic</b> Content: LA cases	Fletcher, L.	80%	F, Sp	2	0	33	x	x
2955I	<b>International Human Rights Clinic</b> Content: LA cases	Fletcher, L.	80%	F, Sp	4	0	11	x	x
299	<b>International Human Rights Research</b> Content: LA cases	Altholz, R.	75%	F	5	0	4	x	x

**Appendix I: Course List**

Course #	Course Title	Instructor	% LA Content	Term Offered	Units	Enrollment 2012-13 UG	Enrollment 2012-13 G	Offered 2013-14	To be offered 2014-15
<b>Legal Studies</b>									
132AC	<b>Immigration and Citizenship</b> Content: LA cases	Volpp, L	25%	Su, Sp	4	148	0	x	x
158	<b>Law and Development</b> Content: LA cases	O'Connell, J.	25%	Sp	4	75	x	x	x
<b>Linguistics</b>									
R1B	<b>Endangered Languages</b> Content: LA cases	Ringhofer, T. et. Al.	50%	F, Su, Sp	4	70	0	x	x
123	<b>Pragmatics</b> Content: LA cases	Sweetser, E.	25%	F	3	24	1	x	x
255	<b>Introduction to Sociocultural Linguistics</b> Content: LA cases	Michael, L.	25%	Sp	3	0	5	x	x
<b>Music</b>									
139	<b>World Topics</b> Content: LA cases	Brunet, C.	25%	Su, Sp	4	85	0	x	x
179	<b>History, Culture, and Analysis</b> Content: LA cases	Guilbault, J. et. Al	50%	F, Sp	4	60	1	x	x
244	<b>Research Design</b> Content: LA cases	Guilbault, J.	50%	Sp	4	0	3		x
246	<b>Popular Music Studies</b> Content: LA cases	Guilbault, J.	50%	F	1	0	9	x	x
<b>Nutritional Sciences</b>									
104	<b>Human Food Practices</b> Content: LA cases	Rasmussen, K.	25%	Sp	2	146	0	x	x
C159	<b>Human Diet</b> Content: A cases; taught by LA specialist	Milton, K.	25%	Sp	4	44	0	x	x
<b>Peace and Conflict Studies</b>									
10	<b>Introduction to Peace and Conflict Studies</b> Content: LA cases	Zook, D.	25%	Sp	4	155	0	x	x

**Appendix I: Course List**

Course #	Course Title	Instructor	% LA Content	Term Offered	Units	Enrollment 2012-13 UG	Enrollment 2012-13 G	Offered 2013-14	To be offered 2014-15
100	<b>Peace Theory: Approaches and Analyses</b> Content: LA cases	Sanders, J.	25%	F, Sp	3	94	0	x	x
119	<b>Special Topics in Peace and Conflict Studies</b> Content: LA cases	Sanders, J.	25%	F, Su	4	49	3	x	x
126	<b>International Human Rights</b> Content: LA cases	Zook	25%	F	4	148	0	x	x
127	<b>Human Rights and Global Politics</b> Content: LA cases	Shackford-Bradley, J.	50%	Su, Sp	4	109	3	x	x
170	<b>Conflict Resolution, Social Change, and the Cultures of Peace</b> Content: LA cases	Shackford-Bradley, J.	25%	F	4	46	0	x	x
<b>Political Economy</b>									
24	<b>Freshman Seminar</b> Content: LA cases	Karras, A.	25%	F, Sp	1	29	0	x	x
100	<b>Classical Theories of Political Economy</b> Content: LA cases	Ballenger, S.	50%	Su, Sp	4	218	1	x	x
H195	<b>Senior Thesis Seminar</b> Content: LA cases	Ballenger, S.	50%	Sp	4	5	0	x	x
<b>Political Science</b>									
5	<b>Introduction to International Relations</b> Content: LA cases	Gurowitz, A.	25%	F	4	308	0	x	x
126A	<b>Topics in International Relations</b> Content: LA cases	Aggarwal, V.	25%	Sp	4	92	0	x	x
138G	<b>Immigrants, Citizenship and the State</b> Content: LA cases	Zysman, J.	25%	F	4	53	0	x	x
139	<b>Political Economies of Development</b> Content: LA cases	Chaudhry, K.	25%	Sp	4	41	1	x	x
207	<b>Political Violence/Individual Research</b> Content: LA cases	Arriola, L.	25%	Sp	4	0	10	x	x
226 A	<b>International Political Economy</b> Content: LA cases	Aggarwal, V.	50%	F	4	0	7	x	x

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Course #	Course Title	Instructor	% LA Content	Term Offered	Units	Enrollment 2012-13 UG	Enrollment 2012-13 G	Offered 2013-14	To be offered 2014-15
239	<b>Qualitative and Multi-Method Research</b> Content: LA cases	Dal Bo, E.	25%	Sp	4	0	3	x	x
249C	<b>Labor and Politics in the Americas</b> Content: LA cases	Collier, R.	75%	Sp	4	0	9	x	x
249R	<b>Research Workshop on Latin America</b>	Collier, D.	100%	Sp	4	0	5	x	x
296	<b>Declaring the Political Science Major</b> Content: LA cases; Taught by Latin American Specialist	Collier, R.	100%	Sp	5	0	5	x	x
<b>School of Public Health – Professional</b>									
14	<b>Introduction to Health Promotion</b> Content: LA cases	Gamble, S.	25%	Sp	4	140	0	x	x
24	<b>Freshman Seminar</b> Content: LA cases	Holmes, S.	60%	F	1	26	0	x	x
150B	<b>Introduction tot Environmental Health Sciences</b> Content: LA cases	Balmes, J.	25%	F	3	106	1	x	x
203	<b>Theories of Health and Social Behavior</b> Content: LA cases	Holmes, S.	50%	F	3	2	29	x	x
204D	<b>Community Building for Health</b> Content: LA cases	Minkler, M.	25%	F	3	0	22	x	x
210C	<b>Needs Assessment in Maternal and Child Health</b> Content: LA cases	Guendelman, S.	50%	F	3	0	8	x	x
212C	<b>International Maternal and Child Health</b> Content: LA cases	Guendelman, S.	50%	Sp	2	1	10	x	x
260F	<b>ID Res Developing Countries</b> Content: LA cases	Harris, E.	50%	Sp	1-4	1	20	x	x
271D	<b>Global Burden of Disease</b> Content: LA cases	Smith, K.	35%	Sp	3	0	13	x	x
292	<b>Special Seminar in Public Health</b> Content: LA cases	Minkler, M.	25%	F	1	0	24	x	x

**Appendix I: Course List**

Course #	Course Title	Instructor	% LA Content	Term Offered	Units	Enrollment 2012-13 UG	Enrollment 2012-13 G	Offered 2013-14	To be offered 2014-15
293	Doctoral Seminar Content: LA cases	Guendelman, S.	30%	F	1-4	0	11	X	X
<b>Public Policy - Professional</b>									
C103	Wealth and Poverty Content: LA cases	Reich, R.	25%	Sp	4	652	2	X	X
115	Global Poverty and Practice Content: LA cases	Roy, A.	25%	F	4	352	1	X	X
C184	Energy and Society Content: LA cases	Kammen, D.	25%	F	4	24	2	X	X
190	Special Topics in Public Policy Content: LA cases	Raphael, S.	25%	Su	3	30	0	X	X
205	Advanced Policy Analysis Content: LA cases	Kammen, D.	25%	Sp	5	0	12	X	X
C253	International Economic Development Policy Content: LA cases	De Janvry, A.	35%	F	4	0	19	X	X
C284	Energy and Society Content: LA cases	Kammen, D.	25%	F		2	9	X	X
<b>School of Social Welfare-Professional</b>									
116	Current Topics Content: LA cases	Organista, K.	40%	Su	2	25	0	X	
205	Psychosocial Problems Content: LA cases	Organista, K.	40%	F	2	0	23	X	
250J	Social Work With Latino Populations Content: LA cases	Gallegos-Diaz, G.	100%	Sp	2	3	15	X	X
274	Immigrants and Refugees in the US Content: LA cases	Chow, J.	40%	F	2	0	19	X	X
<b>Sociology</b>									
5	Evaluation of Evidence Content: LA cases	Sanchez-Jankowski, M.	25%	F	4	213	0	X	X
124	Sociology of Poverty Content: LA cases	Sanchez-Jankowski, M.	25%	F, Sp	4	108	0	X	X

**Appendix I: Course List**

Course #	Course Title	Instructor	% LA Content	Term Offered	Units	Enrollment 2012-13 UG	Enrollment 2012-13 G	Offered 2013-14	To be offered 2014-15
140	<b>Political Sociology</b> Content: LA cases	Enriquez, L J	60%	Sp	4	37	0	x	x
144	<b>Ethnic Politics</b> Content: LA cases	Mora-Torres, G.	25%	F	4	25	0	x	x
160	<b>Sociology of Culture</b> Content: LA cases	Herrala, E.	25%	Su	4	44	2		
190AC	<b>Seminar and Research in Sociology</b> Content: LA cases	Bloemraad, I.	35%	F	4	12	0	x	x
191	<b>Sociology Proseminar</b> Content: LA cases	Mora-Torres, G.	25%	F	4	12	0	x	x
271A	<b>Methods of Sociological Research</b> Content: LA cases	Bloemraad, I.	25%	Sp	4	0	13	x	x
273F	<b>Interview Methods</b> Content: LA cases	Enriquez, L.	40%	Sp	3	0	6	x	x
292	<b>Advanced Research Seminar</b> Content: LA cases	Bloemraad, I.	35%	Sp	4	0	12	x	x
301	<b>Professional Training: Teachers</b> Content: LA cases	Bloemraad, I.	25%	F	3	0	16	x	x
<b>Theater and Performance Studies</b>									
114	<b>Performance Workshop</b> Content: LA cases	Marino, A.	40%	Sp	3	9	1	x	x
121	<b>Performance and Culture</b> Content: LA cases	Marino, A. Steen, S.	40%	F, Sp	4	39	0	x	x
<b>Undergraduate and Interdisciplinary Studies</b>									
192A	<b>Research Apprentice (Humanities)</b> Content: working w/ LA specialist on research project	Slater, C. et. Al	50%	F, Sp	3	11	0	x	x
192 D	<b>Research Apprentice (Phys. Sciences)</b> Content: working w/ LA specialist on research project	Sadoulet, E. et. Al.	50%	F, Sp	4	13	0	x	x
192 E	<b>Research App. (Interdisciplinary)</b> Content: working w/ LA specialist on research project	Sokal-Gutierrez, K. et. Al	50%	F, Sp	1	41	0	x	x

**Appendix I: Course List**

Course #	Course Title	Instructor	% LA Content	Term Offered	Units	Enrollment 2012-13 UG	Enrollment 2012-13 G	Offered 2013-14	To be offered 2014-15
<b>LANGUAGE</b>									
<b>Spanish</b>									
1	Elementary Spanish	Staff	100%	F, Sp, Su	5	265	13	x	x
R1A	Spanish Speaking World	Brune, K., Young, A., Marie, D.,	100%	F, Su	4	60	0	x	x
R1B	Speaking World	Hicks-Bartlett, A.	100%	Sp	4	18	0	x	x
2	Elementary Spanish	Staff	100%	Su, F, Sp	5	259	12	x	x
3	Intermediate Spanish	Staff	100%	F, Sp	5	211	7	x	x
N3	Intermediate Spanish	Rodriguez- Corredo	100%	Su	5	16	0	x	x
4	Intermediate Spanish	Southard, D. et. Al	100%	Su, F, Sp	5	225	7	x	x
N4	Intermediate Spanish	Rodriguez- Corredo	100%	Su	5	14	0	x	x
N12	Beginning Spanish Language and Culture	Southard, D.	100%	Su	5	9	0	x	x
15	Intensive Beginning Spanish	Norberg, P.	100%	Su	10	13	3	x	x
16	Cultura Contemporanea	Southard, D.	100%	Su	1	39	0	x	x
20	Intensive Intermediate Spanish	Lambe, K.	100%	Su,	10	13	3	x	x
21	Spanish for Bilingual Students, First Course	Hernandez- Rodrigue	100%	F, Sp	3	33	1	x	x
22	Spanish for Bilingual Students, Second Course	Lopez, Malagamba, F., Hernandez- Rodrigue	100%	F, Sp	3	36	1	x	x
24	Freshman Seminars	Brizuela, N., Navarrete, I.	100%	F, Sp	1	47	0	x	x
25	Reading and Analysis of Literary Texts	Staff	100%	F, Sp	3	251	2	x	x

## Appendix I: Course List

Course #	Course Title	Instructor	% LA Content	Term Offered	Units	Enrollment 2012-13 UG	Enrollment 2012-13 G	Offered 2013-14	To be offered 2014-15
39	Freshman/Sophomore Seminar	Bergmann, E., Cascardi, A., Tarica, E.	100%	F	3	19	0	x	x
98	Supervised Group Study	De Morais Gama, C., Brizuela, N.	100%	F, Sp	2	25	0	x	x
100	Introduction to Spanish Linguistics	McFarland, T.	100%	F, Sp	3	60	0	x	x
102A	Advanced Grammar and Composition	Barili, A. et. Al.	100%	F, Sp, Su	3	83	2	x	x
102C	Creative Writing	Rubman, L.	100%	Sp	3	14	0	x	x
104A	Survey of Spanish American Literature	Del Valle, A.	100%	F	3	28	1	x	x
104B	Survey of Spanish American Literature	Jaramillo Castell	100%	Sp	3	28	0	x	x
107A	Survey of Spanish Literature	Bergmann, E.	100%	F	3	24	0	x	x
107B	Survey of Spanish Literature	Saum, Pascual, A.	100%	Sp	3	19	0	x	x
135	Studies in Hispanic Literature	Del Valle, I., et. al.	100%	F, Sp, Su	3	271	5	x	x
135W	Writing Intensive	Tarica, E., Del Valle, I.	100%	F, Sp	3	62	0	x	x
161	Spanish Phonetics and Phonology	McFarland, T.	100%	F	3	16	0	x	x
162	Structure of Spanish	McFarland, T.	100%	Sp	3	25	0	x	x
166	Language and Style	Azevedo, M.	100%	Sp	3	19	0	x	x
168	Language Narrative	Azevedo, M.	100%	F	3	29	0	x	x
H195A/B	Spanish Honors Course	Masiello, F., Navarrete, I., Bergmann, E.	100%	F, Sp	1.5	4	0	x	x
198	Supervised Group Study	Brizuela, N., De Morais Gama, C.	100%	F, Sp	2.0	42	0	x	x
200A	Spanish Proseminar	Bergmann, E.	100%	F	1.0	0	6	x	x
200B	Research Seminar I	Iarocci, M.	100%	Sp	4.0	0	5	x	x
200C	Research Seminar II	Dougherty, D.	100%	F	4	0	5	x	x

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Course #	Course Title	Instructor	% LA Content	Term Offered	Units	Enrollment 2012-13 UG	Enrollment 2012-13 G	Offered 2013-14	To be offered 2014-15
201	Literary Linguistics	Azevedo, M.	100%	Sp	4	0	5	x	x
203	Comparative Romance Literatures	Navarrete, I	100%	F	3	0	3	x	x
207	Spanish Language for Lawyers *Taught through Berkeley Law School	Slazar, P., Martinez-Olguin, A.	100%	Sp	3	0	29	x	x
242	Literary Theory and Criticism	Dougherty, D.	100%	F	4	1	5	x	x
280	Seminar in Spanish American Literature	Del Valle, I., Masiello, F., Brizuela, N.	100%	F, Sp	4	1	32	x	x
285	Seminar in Spanish Literature	Iarocci, M., Bergmann, E., Dougherty, D.	100%	F, Sp	4	1	18	x	x
298	Special Study Graduate Students	Masiello, F., et. al.	100%	F, Sp, Su	4	0	34	x	x
299	Special Advanced Study	Bergmann, E., Tarica E., et. al.	100%	F, Sp	10	0	37	x	x
301	Teaching Spanish in College	Staff	100%	F	3	0	8	x	x
302	Practicum in College Teaching of Spanish and Portuguese	Hernandez-Rodrigue	100%	F, Sp	3-6	0	44	x	x
602	Individual Study for PhD	Bergmann E.	100%	F, Sp	5-8	0	6	x	x
2501	Spanish for Social Work *Taught through School of Social Welfare	Herera, R.	100%	F, Sp	2	2	22	x	x
<b>Portuguese</b>									
11/12	Elementary Portuguese	De Morais Gama, C	100%	F, Sp	5	15	1	x	x
24	Freshman Seminar	Passos, J.L., Donovan, C.	100%	F	3	15	0	x	x
101A	Portuguese for Advanced Students	Donovan, C., et. al.	100%	F, Sp	3	115	26	x	x
101B	Portuguese for Advanced Students: Workshop	Kaneyasu Maranhao, De Morais Gama, C.	100%	F, Sp	2	106	19	x	x

**Appendix I: Course List**

Course #	Course Title	Instructor	% LA Content	Term Offered	Units	Enrollment 2012-13 UG	Enrollment 2012-13 G	Offered 2013-14	To be offered 2014-15
102	Readings in Portuguese	Donovan, C.	100%	F, Sp	3	59	12	x	x
103	Advanced Grammar and Composition	Moreira, L., Donovan, C.	100%	F, Sp	3	28	3	x	x
128	Twentieth-Century Brazilian Literature	Hong, M.	100%	Sp	3	16	3	x	x
N135	Brazilian Civilization	Donovan, C.	100%	Su	3	14	0	x	x
135	Studies in Luso-Brazilian Literature	Areas, V., De Morais, Gama, C.	100%	F	2-3	29	3	x	x
275	Critical and Stylistic Studies of a Single Author or Period	Areas, V., Cluver, C.	100%	F, Sp	3-8	1	7	x	x
298	Special Study for Graduate Students	Slater, C.	100%	F	3	0	2	x	x
<b>Nahuatl</b>									
198	Directed Study (Undergraduate) Nahuatl w/ IDIEZ instructor John Sullivan	Del Valle, I. (inst. of record)	100%	Sp	1	3	0	x	x
298	Directed Study (Undergraduate) Nahuatl w/ IDIEZ instructor John Sullivan	Del Valle, I. (inst. of record)	100%	Sp	1	0	7	x	x



## Appendix II

### Center for Latin American Studies Affiliated Faculty

### Table of Contents

#### ***African American Studies***

Laguerre, Michel S., Professor. . . . .	1
Small, Stephen A., Associate Professor. . . . .	1

#### ***Agricultural and Resource Economics***

de Janvry, Alain, Professor. . . . .	2
Sadoulet, Elisabeth, Professor. . . . .	2

#### ***Anthropology***

Brandes, Stanley H., Professor. . . . .	3
Briggs, Charles L., Professor. . . . .	3
Hanks, William F., Professor. . . . .	4
Hastorf, Christine, Professor. . . . .	4
Hayden, Corinne P., Associate Professor. . . . .	5
Holston, James, Professor. . . . .	5
Joyce, Rosemary, Professor. . . . .	6
Nader, Laura, Professor. . . . .	6
Scheper-Hughes, Nancy, Professor. . . . .	7

#### ***Architecture***

Davids, René C, Professor. . . . .	7
Gutierrez, Maria Paz, Assistant Professor. . . . .	8

#### ***Berkeley Language Center***

Kaiser, Mark, Staff: Associate Director. . . . .	8
Kern, Richard, Staff: Director. . . . .	9

#### ***Berkeley Library:***

Delgado, Carlos, Staff: Associate Librarian of the Latin American Collections. . . . .	9
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#### ***Berkeley Library: Bancroft Collection***

Salazar, Theresa, Staff: Curator of Western and Latin Americana. . . . .	10
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#### ***Center for Latin American Studies***

Fisher, Stephen, Staff: Univision Fellow. . . . .	10
Gonzalez Insua, Mariana, Staff: Program Coordinator. . . . .	11
Louden, Gregory, Staff: Technology and Visual Design. . . . .	11
Ramos, Dionicia, Staff: Vice Chair. . . . .	12
Spencer, Jean, Staff: Outreach and Publications Coordinator. . . . .	12
Sullivan, Jacqueline, Staff: Public Education Specialist. . . . .	13

#### ***City and Regional Planning***

Caldeira, Teresa, Professor. . . . .	13
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Masiello, Francine R., Professor. . . . .	56
Mcfarland, Teresa A., Lecturer. . . . .	57
Navarrete, Ignacio E., Associate Professor. . . . .	57
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<b><i>University of California, Berkeley Graduate Division</i></b>	
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<b><i>University of California, Berkeley History-Social Science Project</i></b>	
Reinhard, Rachel, Staff: Director. . . . .	63



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*African American Studies*

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**Name:** Laguerre, Michel S.  
**Title:** Professor  
**Tenure Status :** Tenured  
**Education:** B.A. 1971, Université de Quebec  
M.A. 1973, Roosevelt University  
Ph.D. 1976, University of Illinois  
**Overseas Exp:** Haiti, Dominican Republic, Brazil, Puerto Rico  
**Language Comp:** Spanish, 2; French, 5; Haitian Creole, 5  
**Teaching Devoted to Area/Language:** 25%      **Dissertations Supervised in Last Five Years** 2  
**Area Courses Taught** Caribbean Cultural History; Diaspora, Citizenship, and Transnationality  
**Research Specialization:** Transnational diaspora politics, globalization, and global metropolitan studies  
**Distinctions:** Regents' Junior Faculty Fellowship Recipient  
**Recent Publications:** "Wiring the Local: The Production of the Global" (2007).  
"Diasporic Globalization: Reframing the Local/Global Question" (2007).  
Diasporic Citizenship: Haitian Americans in Transnational America, Macmillan, 1998.  
Urban Poverty in the Caribbean: French Martinique as a Social Laboratory, Macmillan, 1990

**Name:** Small, Stephen A.  
**Title:** Associate Professor  
**Tenure Status :** Tenured  
**Education:** B.A. 1979, University of Kent at Canterbury  
M.Sc. 1983, University of Bristol  
Ph.D. 1989, University of California, Berkeley  
**Overseas Exp:** Brazil, France, Jamaica, Trinidad, Barbados, Dominican Republic, U.K.  
**Language Comp:** French, 2; Portuguese, 3; Spanish, 3  
**Teaching Devoted to Area/Language:** 30%      **Dissertations Supervised in Last Five Years** 2  
**Area Courses Taught** Globalization & Minority American Communities; Comparative International Race & Ethnic Relations  
**Research Specialization:** Historical sociology of Africans, Diaspora studies with particular focus on the U.S.  
**Distinctions:**  
**Recent Publications:** New Perspectives on Slavery and Colonialism in the Caribbean, (co-edited with Marten Schalkwijk, University of Suriname), Amrit Publishers, The Hague, February, 2012.  
"Slavery, Colonialism and the Transformation of Museum Representations in Great Britain: Old and New Circuits of Migration" in Human Architecture; Journal of the Sociology of Self-Knowledge, IX, 4, Fall, 2011, pp. 27-38.  
Inside the Matrix of Miscegenation. Black People of Mixed Origins Under Slavery in the British Caribbean and the United States. New York University Press, New York. 2010.

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***Agricultural and Resource Economics***


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**Name:** de Janvry, Alain  
**Title:** Professor  
**Tenure Status :** Tenured  
**Education:** Institut National Agronomique, Paris: Ingénieur Agronome (1962)  
 M.S., University of California, Berkeley, 1963  
 M.A., University of California, Berkeley: M.A., 1965  
 University of California at Berkeley: Ph.D., Agricultural Economics (1966)  
**Overseas Exp:** India, Dominican Republic, Mexico, Ecuador, Argentina, China, Guatemala  
**Language Comp:** French, 5; Spanish, 3  
**Teaching Devoted to Area/Language:** 35%                      **Dissertations Supervised in Last Five Years** 9  
**Area Courses Taught** International Development, International Economic Development Policy: Cases and Methods  
**Research Specialization:** Economic planning and development  
**Distinctions:**  
**Recent Publications:** Atkinson, Jesse, Alain de Janvry, Craig McIntosh, Elisabeth Sadoulet "Prompting Microfinance Borrowers to Save: A Behavioral Experiment from Guatemala" forthcoming Economic Development and Cultural Change.  
 de Janvry, Alain, Frederico Finan, and Elisabeth Sadoulet. 2011. "Local Electoral Incentives and Decentralized Program Performance." Review of Economics and Statistics, 94(3), 672-685.  
 Dubois, Pierre, Alain de Janvry, and Elisabeth Sadoulet. "Effects on School Enrollment and Performance of a Conditional Cash Transfers Program in Mexico." Journal of Labor Economics, 30(3): 555-90.

**Name:** Sadoulet, Elisabeth  
**Title:** Professor  
**Tenure Status :** Tenured  
**Education:** Licence en mathématiques, Lyon, 1966  
 Diplome d'etudes, Lyon, 1968  
 Doctorat en sciences économiques, Geneva, 1982  
**Overseas Exp:** Chile, Dominican Republic, Uruguay, Mexico, Colombia, Brazil, France  
**Language Comp:** French, 5; Spanish, 3  
**Teaching Devoted to Area/Language:** 35%                      **Dissertations Supervised in Last Five Years** 14  
**Area Courses Taught** Agriculture in Economic Development; International Trade; Economic Development and Planning  
**Research Specialization:** Economic development, agricultural policies  
**Distinctions:**  
**Recent Publications:** de Janvry, Alain, Marco Gonzalez-Navarro, Elisabeth Sadoulet. 2013 "Are land reforms granting complete property rights politically risky? Electoral outcomes of Mexico's certification program" forthcoming Journal of Development Economics.  
 Atkinson, Jesse, Alain de Janvry, Craig McIntosh, Elisabeth Sadoulet "Prompting Microfinance Borrowers to Save: A Behavioral Experiment from Guatemala" forthcoming Economic Development and Cultural Change.  
 De Janvry, Alain, Frederico Finan, and Elisabeth Sadoulet. 2012. "Local Electoral Incentives and Decentralized Program Performance." Review of Economics and Statistics, 94(3), 672-685

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**Anthropology**

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**Name:** Brandes, Stanley H.  
**Title:** Professor  
**Tenure Status :** Tenured  
**Education:** A.B. 1964, University of Chicago  
M.A. 1969, University of California, Berkeley  
Ph.D. 1971, University of California, Berkeley  
**Overseas Exp:** Mexico, Spain, Guatemala  
**Language Comp:** Spanish, 5; Catalan, 4; French, 3; Portuguese, 3; Italian, 2  
**Teaching Devoted to Area/Language:** 50% **Dissertations Supervised in Last Five Years** 2  
**Area Courses Taught** Intro to Social/Cultural Anthropology; Peoples of Mexico and Central America; Analysis of Field Data; Catholicism as a Cultural System  
**Research Specialization:** Cultural anthropology, psychological anthropology, and ritual  
**Distinctions:** Guggenheim Foundation Fellowship 2008  
**Recent Publications:** El Nacimiento de la Antropología Social en España. In: Lugares, Tiempos, Memorias (Luis Díaz Viana, Oscar Fernández Alvarez, Pedro Tomé Martín, eds.), pp. 27-51. León (Spain): Universidad de León.  
Obituary of José Antonio Fernández de Rota (with James Fernandez). Anthropology News 52(2):31.

**Name:** Briggs, Charles L.  
**Title:** Professor  
**Tenure Status :** Tenured  
**Education:** B.A.1974, Colorado College, Colorado Springs, Colorado  
M.A. 1978, University of Chicago  
Ph.D. 1981, University of Chicago  
**Overseas Exp:** Brazil, Cuba, Ecuador, Mexico, Venezuela  
**Language Comp:** Spanish, 5; Warao, 3; French and Portuguese, 2, German, 1  
**Teaching Devoted to Area/Language:** 40% **Dissertations Supervised in Last Five Years** 19  
**Area Courses Taught** Social Theory, Forms of Folklore, Folklore Theory and Practice; Race, Health, and the Global Politics of Inequality (all with substantial Latin American content); Ethnography of Latin America  
**Research Specialization:** Linguistic and medical anthropology, folklore, social theory, modernity, and citizenship  
**Distinctions:** Guggenheim Fellow (1994-1995)  
**Recent Publications:** 2009. The “Barrio Adentro” Experiment in Confronting Health Disparities: Cuban Doctors, Low-Income Communities, and Innovative Collaborations in Venezuela. American Journal of Public Health 99(3):549-555. (with Clara Mantini-Briggs) [Confronting Health Disparities AJPH]  
2008b. Poéticas de vida en espacios de muerte: Género, poder y el estado en la cotidianidad Warao (“The Poetics of Life in Space of Death: Gender, Power, and the State in Warao Everyday Life”). Quito, Ecuador: Editorial Abya-Yala. [xx]

**Biographical Information/ APPENDIX II**

**Name:** Hanks, William F.  
**Title:** Professor  
**Tenure Status :** Tenured  
**Education:** B.A. 1975, Georgetown University  
M.A. 1979, University of Chicago  
Ph.D. 1983, University of Chicago  
**Overseas Exp:** Mexico, Guatemala, Spain, France, Denmark  
**Language Comp:** French, 5; Spanish, 3.5; Yucatec Maya, 4; Colonial Yucatec Maya, 4  
**Teaching Devoted to Area/Language:** 60%      **Dissertations Supervised in Last Five Years** 0  
**Area Courses Taught** Ethnography of the Maya; Directed Reading; Directed Research; Independent Doctorate Study, Ecology of Language, Fundamentals of Language in Context, Seminar on Linguistic Practice  
**Research Specialization:** History and ethnography of Yucatan Mexico, Yucatec Maya language and culture  
**Distinctions:** Guggenheim Fellow (1996-1997)  
**Recent Publications:** Converting Words, Maya in the Age of the Cross. Berkeley: University of California Press, forthcoming 2010.  
Ed. With Sachiko Ide, Yasuhiro Katagiri. Special issue of Journal of Pragmatics, entitled Emancipatory Pragmatics, 2009.  
Lingua Como Pratica Social: Das Relacoes Entre Lingua, Culture E Sociedade a Partir de Bourdieu e Bakhtin. Cortez Editora: São Paulo, Brasil, 2008.

**Name:** Hastorf, Christine  
**Title:** Professor  
**Tenure Status :** Tenured  
**Education:** B.A. 1972, Stanford University  
M.A. 1977, University of California, Los Angeles  
Ph.D. 1983, University of California, Los Angeles  
**Overseas Exp:** Argentina, Bolivia, Peru  
**Language Comp:** Spanish, 4  
**Teaching Devoted to Area/Language:** 100%      **Dissertations Supervised in Last Five Years** 3  
**Area Courses Taught** Special Topics in Andean Archaeology, The South-Central Andes, People of the Andes  
**Research Specialization:** Andean Archaeology, ethnography  
**Distinctions:** MacArthur Fellow, 1997-1999  
**Recent Publications:** 2011 Reconstructing Past Life-Ways with Plants II: Human-Environment and Human-Human Interactions (D. Pearsall and C. A. Hastorf), In Ethnobiology, edited by E. N. Anderson, Karen Adams, Deborah Pearsall, Eugene Hunn and Nancy Turner, John Wiley & Sons, Inc, Hoboken NJ.  
2010 Sea Changes in Stable Communities What Do Small Changes in Practices at Çatalhöyük and Chiripa Imply about Community Making? In Becoming Villagers, Edited by Matthew Bandy and Jake Fox, University of Arizona Press, pp. 140-161.  
2010 Tradition brought to the surface: Continuity, innovation and change in the Late Formative Period, Taraco Peninsula, Bolivia, Cambridge Archaeological Journal 20:157-178. (Andrew Roddick and Christine Hastorf)

**Name:** Hayden, Corinne P.  
**Title:** Associate Professor  
**Tenure Status :** Tenured  
**Education:** B.A. 1992, University of Virginia  
 M.A. 1994, University of California, Santa Cruz  
 Ph.D., 2000, University of California, Santa Cruz  
**Overseas Exp:** Mexico, United Kingdom, Brazil, Spain, Germany, Costa Rica  
**Language Comp:** Spanish, 4; Portuguese, 3  
**Teaching Devoted to Area/Language:** 30%      **Dissertations Supervised in Last Five Years** 4  
**Area Courses Taught** Contemporary Latin America; Anthropology of Science; Anthropology of Publics; Kinship  
**Research Specialization:** Anthropology of science in the Americas; globalization, pharmaceutical politics  
**Distinctions:** Fellow, UCSD U.S.-Mexican Studies Research 2001  
**Recent Publications:** 2010. "The proper copy: the insides and outsides of domains made public", *The Journal of Cultural Economy* 3 (1): 85-102  
 "Vinculaciones: Pharmaceutical Politics and Science." In Deborah Poole, ed., *A Companion to Latin American Anthropology*, Oxford, UK: Blackwell, pp. 303-324, 2008.  
 "Sem patente não há genérico: acesso farmaceutico e políticas de cópia." *Sociologias* (Universidade Federal do Rio Grande do Sul, Porto Alegre, Brazil). 19 (Jan/Jun): 62-90, 2008.  
 "A generic solution? Pharmaceuticals and the politics of the similar in Mexico," Major article with commentary, *Current Anthropology* 48 (4): 475-495, 2007.

**Name:** Holston, James  
**Title:** Professor  
**Tenure Status :** Tenured  
**Education:** B.A. 1972, Yale University  
 M.A. 1976, New School for Social Research  
 M.Phil. 1977, Yale University  
 Ph.D. 1986, Yale University  
**Overseas Exp:** Brazil, France,  
**Language Comp:** French, 4; Portuguese, 5; Spanish, 2  
**Teaching Devoted to Area/Language:** 45%      **Dissertations Supervised in Last Five Years** 0  
**Area Courses Taught** Metropolis: Theory and Practice; New Technologies of Urban Detection Syndromics; Surveillance and Ethnography; Directed Reading  
**Research Specialization:** Cities and citizenship; political theory, democracy and law, planning, Brazil, the Americas  
**Distinctions:** Fulbright Fellow, 1988-89  
**Recent Publications:** "Insurgent Citizenship: Disjunctions of Democracy and Modernity in Brazil." Princeton: Princeton University Press, 2008.  
 "Dangerous spaces of citizenship: gang talk, rights talk, and the rule of law in Brazil." *Planning Theory* 1, 2009.  
 "Insurgent citizenship in an era of global urban peripheries." *Centre de Cultura Contemporània de Barcelona, CCCB Breus* núm. XX, 2008.  
 Urban peripheries and the invention of citizenship. (James Holston and Teresa Caldeira). *Harvard Design Magazine* 28(Spring/Summer): 18-23, 2008.  
 "Citizenship in disjunctive democracies." In *Citizenship in Latin America*, 75-94. Joseph S. Tulchin and Meg Ruthenburg, editors. Boulder: Lynne Rienner, 2006.

## Biographical Information/ APPENDIX II

**Name:** Joyce, Rosemary  
**Title:** Professor  
**Tenure Status :** Tenured  
**Education:** A.B. 1978, Cornell University  
Ph.D. 1985, University of Illinois at Urbana-Champaign  
**Overseas Exp:** Honduras, Costa Rica, Nicaragua, Mexico  
**Language Comp:** Spanish, 4; German, 2  
**Teaching Devoted to Area/Language:** 90%                      **Dissertations Supervised in Last Five Years** 4  
**Area Courses Taught** Analysis of Archeological Materials: "Ceramic Analysis"; Senior Honors; Mesoamerican Practical Knowledge; Directed Research. Anthropology and Archaeology of Mexico and Central America  
**Research Specialization:** Settlement patterns, ceramics, gender, Central America  
**Distinctions:**  
**Recent Publications:** 2013 (Julia A. Hendon, Rosemary A. Joyce, and Jeanne Lopiparo) Material Relations: The Marriage Figurines of Prehispanic Honduras. University Press of Colorado, Boulder, CO.  
2013 Confessions of an archaeological tour guide. International Journal of Historical Archaeology 17:296-314.  
2010 (Rosemary A. Joyce and John S. Henderson) Being "Olmec" in Formative Honduras. Ancient Mesoamerica 21:187-200

**Name:** Nader, Laura  
**Title:** Professor  
**Tenure Status :** Tenured  
**Education:** B.A. 1952, Wells College  
Ph.D. 1961, Radcliffe College  
**Overseas Exp:** Lebanon, Mexico  
**Language Comp:** Lebanese Arabic, 5; Spanish, 4  
**Teaching Devoted to Area/Language:** 50%                      **Dissertations Supervised in Last Five Years** 7  
**Area Courses Taught** Controlling Processes; Anthropology of Law; Special Topics: "Orientalism/Occidentalism and Control"; Seminar in Classic Ethnographics; Energy, Culture and Social Organization.  
**Research Specialization:** Cultural anthropology  
**Distinctions:**  
**Recent Publications:** With Ugo Mattei. "Plunder: When the Rule of the Law is Illegal." New York: Wiley-Blackwell, 2008.  
With Alison Dundes Renteln. "Colonial Legacies and Contemporary Contexts" in Marie-Claire Foblets et al (eds). The Response of State Law to the Expression of Cultural Diversity. Bruxelles: Franqui Foundation, 2009.  
Law and The Frontiers of Illegalities. Law, Power and Control. Griffiths, A.; Von Benda-Beckman, F.(eds). New York: Bergman Press, 2009

**Name:** Scheper-Hughes, Nancy  
**Title:** Professor  
**Tenure Status :** Tenured  
**Education:** B.A. 1970, University of California, Berkeley  
 Ph.D. 1976, University of California, Berkeley  
**Overseas Exp:** Brazil, Argentina, Ireland, Cuba, South Africa, Israel, Turkey  
**Language Comp:** Spanish, 3; Portuguese, 4  
**Teaching Devoted to Area/Language:** 45%      **Dissertations Supervised in Last Five Years** 4  
**Area Courses Taught** Medical Anthropology; Social Theory; Ethnographic Methods; Violence in War and Peace;  
 Fieldwork Inside Out; Violence, Medicine and Human Rights; Dissertation Writing; Human  
 Rights and Social Justice  
**Research Specialization:** Violence and social suffering; critical theory of medicine, psychiatry, and anthropology  
**Distinctions:** Sloane Coffin Award for moral leadership, 2007  
**Recent Publications:** The Last Commodity: Post-Human Ethics, Global (In)Justice, and the Traffic in  
 Organs. Dissenting Knowledges Pamphlet Series (no 6). Penang: Multiversity & Citizens  
 International, 2008.  
 "A Talent for Life: Reflections on Human Vulnerability and Resilience". ETHNOS 73:1,  
 March: 25-56, 2008

## *Architecture*

**Name:** Davids, René C  
**Title:** Professor  
**Tenure Status :** Tenured  
**Education:** B.A. 1972, Universidad de Chile  
 M.A., 1978, Royal College of Art, London  
**Overseas Exp:** Chile, Japan, Ecuador, U.K., Argentina, Mexico, Canada, Venezuela,  
**Language Comp:** Spanish, 5; German, 5; French, 3  
**Teaching Devoted to Area/Language:** 35%      **Dissertations Supervised in Last Five Years** 8  
**Area Courses Taught** Latin American: Architecture and Identity; Multiple Ways of Understanding the City; Buenos  
 Aires Studio; Landscape Urbanism  
**Research Specialization:** Chile; bungalow courts of Southern California; architecture and immigration  
**Distinctions:** Fellow--American Institute of Architecture 2008; John Simon Guggenheim Memorial Foundatio  
**Recent Publications:** Details Technology and Form New York: Princeton Architectural Press( forthcoming)  
 Restoring Bogotá's Waterscapes in Berkeley Review of Latin American Studies,( Fall 2012)41-  
 45  
 "Topography and Civic Order in Latin America" in Arhitekt Anul XIX Nr 6( 226) Nov-Dec.  
 2012 p75-85

## Biographical Information/ APPENDIX II

**Name:** Gutierrez, Maria Paz  
**Title:** Assistant Professor  
**Tenure Status :** Tenure Eligible  
**Education:** Arch. Dipl. Universidad de Finis Terrae, Chile  
Post-Graduate Study, Universidade de São Paulo, Brazil  
M.Arch., University of Pennsylvania  
**Overseas Exp:** Chile. Brazil  
**Language Comp:** Spanish, 5; Portuguese, 5  
**Teaching Devoted to Area/Language:** 25%      **Dissertations Supervised in Last Five Years** 0  
**Area Courses Taught** Environmental Construction and Materials; Visual Representation and Drawing; Case Studies in Architectural Design  
**Research Specialization:** Material systems and ecologies; interdisciplinary data visualization.  
**Distinctions:** Interior Design Magazine Award, 2006; 2010 National Science Foundation EFRI-SEED Award;  
**Recent Publications:** Material Bio-intelligence. Delaware: ACADIA, 2008.  
Architecture Responsiveness. Boston: Riverside Press, 2006.  
Built commissions: R.W. School Playspace and BFHS Plaza in Philadelphia, and Grant House, Brazil.

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### *Berkeley Language Center*

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**Name:** Kaiser, Mark  
**Title:** Staff: Associate Director  
**Tenure Status :** n/a  
**Education:** B.A.1976, University of Wisconsin  
M.A. 1983, University of Michigan  
Ph.D. 1989, University of Michigan  
**Overseas Exp:** Russia  
**Language Comp:** Russian, 5  
**Teaching Devoted to Area/Language: %**      **Dissertations Supervised in Last Five Years** 5  
**Area Courses Taught** Elementary Russian; Intermediate Russian; Research in Technology and Literacy: Theory and Practice of CALL  
**Research Specialization:** Language pedagogy, using technology and software to teach languages, Russian literature  
**Distinctions:** UC Consortium for Language Learning & Teaching  
**Recent Publications:** "A Conversation with Jim Negri: A view from the high school. "Language Teaching at Berkeley, vol. 22, no. 2, pp. 1-4, <http://blc.berkeley.edu/newsletterS2007.pdf>, 2007.  
"The University and National Foreign Language Policy: A lecturers' perspective" Language Teaching at Berkeley, vol. 21, no. 2, pp. 1-3, <http://blc.berkeley.edu/newsletterS2006.pdf>, 2006.

**Name:** Kern, Richard  
**Title:** Staff: Director  
**Tenure Status :** Tenured  
**Education:** B.A. 1979, Univeristy of California, Santa Cruz  
M.A. 1983, University of California, Berkeley  
Ph.D. 1988, University of California, Berkeley  
**Overseas Exp:** France  
**Language Comp:** French, 5  
**Teaching Devoted to Area/Language: %**                      **Dissertations Supervised in Last Five Years**    4  
**Area Courses Taught**    Introduction to French Linguistics; Practical Phonetics and Listening Comprehension;  
Conversation  
**Research Specialization:** French language and linguistics, applied linguistics, second language acquisition  
**Distinctions:** DOE grant, East Bay Language Project, 2008-2009  
**Recent Publications:** "Literacy and Technology in French Language Teaching: Issues and Prospects," in D. Ayoun  
(Ed.) Studies in French Applied Linguistics. Amsterdam: Benjamins, pp. 255-294, 2008.  
"Making connections through texts in language teaching," Language Teaching, 41, 3, pp. 367-  
387, 2008.  
"De l'apprenant au locuteur/acteur," with Anthony Liddicoat, in G. Zarate, D. Lévy, C. Kramsch  
(Eds.) Précis du plurilinguisme et du pluriculturalisme. Paris: Editions des Archives  
Contemporaines, pp. 27-33, 2008.

### *Berkeley Library:*

**Name:** Delgado, Carlos  
**Title:** Staff: Associate Librarian of the Latin American Collections  
**Tenure Status :** n/a  
**Education:** B.A. 1974, University of Puerto Rico  
M.L.I.S. 1975, University of Puerto Rico  
M.A. 1986, University of Puerto Rico  
Ph.D. 2001, University of California, Berkeley  
**Overseas Exp:** Puerto Rico, Brazil, Chile, Argentina, Colombia, Ecuador  
**Language Comp:** Spanish, 5; Portuguese, 2; French, 2  
**Teaching Devoted to Area/Language: 100%**                      **Dissertations Supervised in Last Five Years**    n/a  
**Area Courses Taught**    Research Skills and the Latin American Collection  
**Research Specialization:** Latin American collections and database development  
**Distinctions:**  
**Recent Publications:** "Las bibliotecas en América Latina sobreviven sin apoyo." Interview by Judith Gociol.  
Clarín.(April 27, 2000): 44, 2000.  
"Antonio Cornejo Polar and the Library." Antonio Cornejo Polar, 1936-1997. Lima, Peru.  
Berkeley, CA; CELACP, 51-52, 2000.

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***Berkeley Library: Bancroft Collection***


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**Name:** Salazar, Theresa  
**Title:** Staff: Curator of Western and Latin Americana  
**Tenure Status :** n/a  
**Education:** B.A. 1977, University of New Mexico, Albuquerque  
M.A. 1980, University of New Mexico, Albuquerque  
M.L.S. 1984, Columbia University  
**Overseas Exp:** Mexico, Canada  
**Language Comp:** Spanish, 5; Portugese, 3  
**Teaching Devoted to Area/Language: %**                      **Dissertations Supervised in Last Five Years**    n/a  
**Area Courses Taught**  
**Research Specialization:** Latin American collections, New Mexican folk art, local San Francisco history  
**Distinctions:** Helena Rubenstein Fellow  
**Recent Publications:** "The Bancroft Collection of Western Americana." Journal of the West, 2008.

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***Center for Latin American Studies***


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**Name:** Fisher, Stephen  
**Title:** Staff: Univision Fellow  
**Tenure Status :** n/a  
**Education:** MA, University of California, Berkeley, 2014  
BA, Evergreen State College, 2010  
**Overseas Exp:** Mexico  
**Language Comp:** Spanish 4  
**Teaching Devoted to Area/Language: %**                      **Dissertations Supervised in Last Five Years**    n/a  
**Area Courses Taught**  
**Research Specialization:** Investigative Journalism  
**Distinctions:** The Nation Institute, I.F. Stone Award, 2013, Fund for Investigative Journalism Award, 2012  
**Recent Publications:** California Drought Drives Unemployed Farm Workers to Food Banks, Fusion, 2014.  
Demián Bichir on The Power of Film And Telling The Immigrant Story, Fusion, 2014.  
Judges Who Convicted a Dictator of Genocide Speak Up, Fusion, 2013.  
Mexican Government's War on Drugs Tied to Increase in Homicides, Fusion, 2013.  
DREAMers Cross the Border to Raise Awareness About Deportations, Fusion, 2013.  
DREAMers Lead Hunger Strikes and Boycotts in Detention, Fusion, 2013.  
Immigrants Get Assembly-Line Justice in Federal Court, Fusion, 2013.

**Name:** Gonzalez Insua, Mariana  
**Title:** Staff: Program Coordinator  
**Tenure Status :** n/a  
**Education:** B.A., Universidad Torcuato Di Tella, Buenos Aires, 2005  
M.A., Stanford University, 2009  
M.A., University of Southern California, 2011  
**Overseas Exp:** Argentina, Germany  
**Language Comp:** Spanish, 5; Portuguese, 4; French, 3; German, 3  
**Teaching Devoted to Area/Language: %**                      **Dissertations Supervised in Last Five Years**    n/a  
**Area Courses Taught**  
**Research Specialization:**  
**Distinctions:**  
**Recent Publications:**

**Name:** Louden, Gregory  
**Title:** Staff: Technology and Visual Design  
**Tenure Status :** n/a  
**Education:** B.A. 1990, Stanford University  
M.A. 1990, Stanford University  
M.A. 1995, University of California, Berkeley  
**Overseas Exp:** France, Germany, Australia, Japan, Austria, Mexico, Ireland  
**Language Comp:** French 3, Japanese 2, Russian 2  
**Teaching Devoted to Area/Language: %**                      **Dissertations Supervised in Last Five Years**    n/a  
**Area Courses Taught**            International Relations  
**Research Specialization:**  
**Distinctions:**                    U.C. Berkeley Outstanding GSI  
**Recent Publications:**

**Biographical Information/ APPENDIX II**

**Name:** Ramos, Dionicia  
**Title:** Staff: Vice Chair  
**Tenure Status :** n/a  
**Education:** B.A., 2001, University of California, Berkeley  
M.A., 2008, California State University, East Bay  
**Overseas Exp:** Mexico  
**Language Comp:** Spanish,5  
**Teaching Devoted to Area/Language: %**                      **Dissertations Supervised in Last Five Years**    n/a  
**Area Courses Taught**  
**Research Specialization:** Public Management, Organizational Change  
**Distinctions:** Chancellor's Staff Service Award, 2011, Excellence in Management Award, 2011  
**Recent Publications:**

**Name:** Spencer, Jean  
**Title:** Staff: Outreach and Publications Coordinator  
**Tenure Status :** n/a  
**Education:** MPP, University of California, Berkeley, 2013  
Single Subject Credential, San Jose State University 1995  
B.A., University of California, San Diego, 1992  
Bilingual Cross-Cultural Language Acquisition and Development Certificate, 1996  
**Overseas Exp:** Spain, Costa Rica, Mexico, Nicaragua  
**Language Comp:** Spanish, 3  
**Teaching Devoted to Area/Language: %**                      **Dissertations Supervised in Last Five Years**    n/a  
**Area Courses Taught**  
**Research Specialization:**  
**Distinctions:** UC Berkeley Spot Award (2007) and STAR Achievement Award (2014)  
**Recent Publications:** "Scarcity Pricing and Saltwater Intrusion," PolicyMatters Journal, Spring 2013.  
"The Puzzling Whiteness of Brazilian Politicians," Berkeley Review of Latin American Studies,  
Fall 2012.

**Name:** Sullivan, Jacqueline  
**Title:** Staff: Public Education Specialist  
**Tenure Status :** n/a  
**Education:** B.A. 1996, Indiana University, Bloomington  
M.A. 2002, Monterey Institute of International Studies  
**Overseas Exp:** Spain, Brazil, Argentina, Mexico, Nicaragua, Cuba  
**Language Comp:** Spanish, 4; Portuguese, 4  
**Teaching Devoted to Area/Language: %**                      **Dissertations Supervised in Last Five Years**    n/a  
**Area Courses Taught**  
**Research Specialization:** International security, development  
**Distinctions:** DOD National Security & Education Program, Brazil  
**Recent Publications:**

### *City and Regional Planning*

**Name:** Caldeira, Teresa  
**Title:** Professor  
**Tenure Status :** Tenured  
**Education:** B.A. 1976, University of São Paulo  
M.A. 1982, University of São Paulo  
M.A. 1987, University of California, Berkeley  
Ph.D. 1992, University of California, Berkeley  
**Overseas Exp:** Brazil  
**Language Comp:** Portuguese, 5; Spanish, 4; French, 3, Italian, 2  
**Teaching Devoted to Area/Language: 50%**                      **Dissertations Supervised in Last Five Years**    4  
**Area Courses Taught**      Qualitative Research Methods for Planners; Introduction to Global Metropolitan Studies;  
Comparative Analysis of Urban Policies  
**Research Specialization:** Comparative urban studies, social theory, ethnography and qualitative methodology  
**Distinctions:** Guggenheim Fellow 2012  
**Recent Publications:** Espacio, segregación y arte urbano en el Brasil. Barcelona/Buenos Aires: CCCB/Katz. (2010)  
Ruth Cardoso. *Obra Reunida*. Organization and presentation by Teresa P. R. Caldeira. São Paulo: Mameluco. (2011)  
Imprinting and Moving around: New Visibilities and Configurations of Public Space in São Paulo. *Public Culture* 24(2): 385-419. (2012)

**Name:** Dear, Michael  
**Title:** Professor  
**Tenure Status :** Tenured  
**Education:** B.A. 1966, University of Birmingham, England  
M.Phil. 1969, University of London  
M.A. 1972, University of Pennsylvania  
Ph.D. 1974, University of Pennsylvania  
**Overseas Exp:** Mexico, U.K., South Korea, Canada, Australia, China, Italy, Germany, Norway, France  
**Language Comp:** Spanish 4, Italian, 2  
**Teaching Devoted to Area/Language:** 60%                      **Dissertations Supervised in Last Five Years** 0  
**Area Courses Taught** Community Planning and Public Policy, Advanced Topics in Urban Studies Content: Mexico  
Border Cases, Topics in City Planning, Group Studies  
**Research Specialization:** U.S.-Mexico borderlands, urban theory, social theory, comparative urbanism  
**Distinctions:** Guggenheim Fellow, 1988-89; 2013 Association of American Geographers Globe Book Award f  
**Recent Publications:** Why Walls Don't Work: Repairing the US-Mexico Divide, Oxford University Press, 2013  
Mr. President, Tear Down This Wall, New York Times, 10 March 2013  
Geohumanities: Art, History, Text at the Edge of Place, Routledge, 2010

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### *Comparative Literature*

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**Name:** Cascardi, Anthony  
**Title:** Professor  
**Tenure Status :** Tenured  
**Education:** Ph.D., Harvard University, 1980  
M.A., Harvard University, 1977  
B.A., Princeton University, 1975  
**Overseas Exp:**  
**Language Comp:** Spanish 5  
**Teaching Devoted to Area/Language:** 25%                      **Dissertations Supervised in Last Five Years** 2  
**Area Courses Taught** Early Modern Literature and Philosophy  
Tragedy and Philosophy  
Cervantes' Don Quixote  
The Writing of the Self  
Aesthetic Theory, Kant to Derrida  
**Research Specialization:** Cervantes, philosophy  
**Distinctions:** Fulbright Fellowship 2004  
**Recent Publications:** Introduction to Literature and Philosophy. Forthcoming, Cambridge University Press (2014)  
Cervantes, Literature, and the Discourse of Politics, 2012  
"Consequences of the Quixote: The Bearable Lightness of Cervantes' Influence," forthcoming  
in J. G. A. Ardila, ed. The Oxford Companion to Cervantes (forthcoming, OUP, 2013).  
"¿Qué es filosofar?: A Dog's-Eye View," forthcoming in Cervantes, 2014.

**Economics**

**Name:** Finan, Frederico, S.  
**Title:** Assistant Professor  
**Tenure Status :** Tenure Eligible  
**Education:** Ph.D., Univeristy of California, Berkeley, 2006  
M.S., University of California, Berkeley, 2001  
B.A., Univeristy of Arizona, 1997  
**Overseas Exp:** Brazil, Mexico  
**Language Comp:** Portuguese, 5  
**Teaching Devoted to Area/Language:** 35%      **Dissertations Supervised in Last Five Years**  
**Area Courses Taught** Development Economics  
Econometrics  
Political Economy  
**Research Specialization:** Applied Microeconimcs, Development Economics, Political Economy  
**Distinctions:**  
**Recent Publications:** "Motivating Politicians: The Impacts of Monetary Incentives on Quality and Performance", with Claudio Ferraz, January 2011. under revision at Econometrica.  
"Corrupting Learning: Evidence from Missing Federal Education Funds in Brazil", with Claudio Ferraz and Diana B. Moreira, April 2011. under revision at Journal of Public Economics.  
"Political Persistence and Economic Development", with Claudio Ferraz, December 2010.

**Name:** Rodriguez-Clare, Andres  
**Title:** Professor  
**Tenure Status :** Tenured  
**Education:** Ph.D., Stanford University 1993  
M.A. Ohio State University 1989  
B.S. Universidad de Costa Rica 1988  
**Overseas Exp:** Costa Rica, Uruguay, Brazil  
**Language Comp:** Spanish 5  
**Teaching Devoted to Area/Language:** 50%      **Dissertations Supervised in Last Five Years** 1  
**Area Courses Taught** Development Economics, Seminar in International Trade and Finance, International Trade, International Economics,  
**Research Specialization:** Gains from trade, industrial policy, multinational production and technology diffusion  
**Distinctions:**  
**Recent Publications:** "Productive Development Policies and Supporting Institutions in Latin America and the Caribbean, " (with Alberto Melo), in The State of State Reform in Latin America, edited by Eduardo Lora, Stanford University Press, 2007.  
"Toward a Strategy for Economic Growth in Uruguay," (with Ricardo Hausmann and Dani Rodrik) in Una Nueva Era de Crecimiento Economico en Uruguay, edited by Eduardo Fernández-Arias y Juan Blyde, Banco Interamericano de Desarrollo, 2007.

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*English*

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**Name:** Gonzalez, R. Marcial  
**Title:** Associate Professor  
**Tenure Status :** Tenured  
**Education:** Ph.D. Stanford University  
M.F.A University of Utah  
B.A. Humboldt State  
**Overseas Exp:**  
**Language Comp:** Spanish, 4  
**Teaching Devoted to Area/Language:** 25%      **Dissertations Supervised in Last Five Years** 2  
**Area Courses Taught** Topics in Chicana/o Literature and Culture: Gender and Class  
Literature of American Cultures: Repression and Resistance  
Research Seminar: Marxist Literary Theory  
**Research Specialization:** 20th and 21st Century American, Chicana/o and/ or Latina/o, Critical Theory, Cultural Studies  
**Distinctions:**  
**Recent Publications:** Chicano Novels and the Politics of Form: Race, Class and Reification (Ann Arbor: University of Michigan Press, 2008).  
"Reception and Authenticity: Danny Santiago's Famous All Over Town" in New Directions in American Reception Study, eds. Philip Goldstein and James L. Machor (New York: Oxford University Press, 2008): 179-194.

**Name:** Padilla, Genaro  
**Title:** Associate Professor  
**Tenure Status :** Tenured  
**Education:** Ph.D. 1981, University of Washington  
**Overseas Exp:** Mexico, France  
**Language Comp:** Spanish, 5  
**Teaching Devoted to Area/Language:** 25%      **Dissertations Supervised in Last Five Years** 2  
**Area Courses Taught** California and Ethnicity: Fiction and Film; Chicana Art, Fiction, and Filmmaking; Growing Up Chicano/a;  
**Research Specialization:** Literary and Cultural History of the American Southwest  
**Distinctions:**  
**Recent Publications:** The Daring Flight of My Pen: Cultural Politics and Gaspar Perez de Villagra's Historia de la Nueva Mexico. 2010  
"Afterword." In "A Poetry of Remembrance: New and Rejected Works." Levi Romero. Albuquerque: University of New Mexico Press, 2009.  
Ed. "Juan the Bear and the Water of Life: La Acequia de Juan del Oso." Albuquerque: University of New Mexico Press, 2008.

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***Environmental Science, Policy and Management***


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**Name:** Altieri, Miguel A  
**Title:** Professor  
**Tenure Status :** Tenured  
**Education:** B.S. 1974, University of Chile  
 M.S. 1976, National University of Colombia  
 Ph.D. 1979, University of Florida  
**Overseas Exp:** Argentina, Bolivia, Chile, Panama, Peru, Cuba, Venezuela  
**Language Comp:** Spanish 5; Portuguese, 3  
**Teaching Devoted to Area/Language:** 50%      **Dissertations Supervised in Last Five Years** 3  
**Area Courses Taught** Agricultural Ecology; Urban Garden Ecosystems; Agroforestry Sytems; Agroecology: A Brazilian Perspective  
**Research Specialization:** Agricultural ecology, sustainable development in Latin America  
**Distinctions:**  
**Recent Publications:** Altieri, M.A. and C.I. Nicholls 2011 El potencial agroecologico de los sistemas agroforestales en America Latina. LEISA Revista de Agroecologia 27: 32-25.  
 Altieri, M.A. and V.M. Toledo 2011 The agroecological revolution in Latin America. Journal of Peasant Studies 38: 587-612.  
 Altieri, M. A. 1993. Crop Protection Strategies for Subsistence Farmers. Westview Press, Inc. Boulder, CO. 197 p

**Name:** Carr, Claudia J  
**Title:** Associate Professor  
**Tenure Status :** Tenured  
**Education:** B.A. 1963, University of Oklahoma  
 M.A. 1966, University of Oklahoma  
 Ph.D. 1972, University of Chicago  
**Overseas Exp:** Ethiopia, Eritrea, western Latin America  
**Language Comp:**  
**Teaching Devoted to Area/Language:** 25%      **Dissertations Supervised in Last Five Years** 2  
**Area Courses Taught** International Rural Development; Natural Resource Policy and Indigenous Peoples; International Conservation and Development Policy.  
**Research Specialization:** International and rural resource development  
**Distinctions:**  
**Recent Publications:** "Humanitarian Catastrophe and Regional Armed Conflict Brewing in the Transborder Region of Ethiopia, Kenya and South Sudan: The Proposed Gibe III Dam in Ethiopia". 2012. 250 pp. <http://www.arwg-gibe.org>  
 "A Commentary on the Environmental, Socioeconomic and Human Rights Impacts of the Proposed Gibe III Dam in the Lower Omo River Basin of Ethiopia. 2009. 29 pp. <http://www.arwg-gibe.org>  
 Carr, C.J. "River Basin Development and Pastoralist Vulnerability: The Oromos of Eastern Ethiopia. Occasional Papers, Public Policy Research Institute, University of Montana. 2006.

## Biographical Information/ APPENDIX II

**Name:** Chapela, Ignacio H.  
**Title:** Associate Professor  
**Tenure Status :** Tenured  
**Education:** B.A. 1984, Universidad Autónoma de Mexico  
Ph.D. 1987, University of Wales  
**Overseas Exp:** Costa Rica, Mexico, Uruguay, Ecuador , Norway, Great Britain  
**Language Comp:** Spanish, 5  
**Teaching Devoted to Area/Language:** 30%                      **Dissertations Supervised in Last Five Years** 0  
**Area Courses Taught** Fire, Insects, and Diseases in Forest Ecosystems; Field Study in Environmental Research; Environmental Biology  
**Research Specialization:** Biodiversity, microbial ecology  
**Distinctions:** Altman Prize: Commitment to Scientific Integrity  
**Recent Publications:** With de la Barca and Colin, M. "Transgénicos¿ Quién los Necesita?" SIDALC - Sistema de Informacion y Documentacion Agropecuaria de las Americas, 2005.  
With M. Garbelotto. "Phylogeography and evolution in matsutake and close allies inferred by analyses of ITS sequences and AFLPs." *Mycologia*, 96(4), pp. 730-741, 2004.  
With M. Henn."Isotopic Fractionation during Ammonium Assimilation by Basidiomycete Fungi and Its Implications for natural nitrogen isotope patterns" *New Phytologist*, Vol. 162, No. 3, pp. 771-781, 2004.  
With Ortiz-Garcia, S, Gernandt, D., Stone, J., Johnston, P., Salas-Lizana, R., Alvarez-Buylla, E. "Phylogenetics of *Lophodermium* from pine." *Mycologia*, 95(5), pp. 846-859, 2003.

**Name:** Frankie, Gordon W  
**Title:** Professor  
**Tenure Status :** Tenured  
**Education:** B.S. 1963, University of California, Berkeley  
Ph.D. 1968, University of California, Berkeley  
**Overseas Exp:** Costa Rica  
**Language Comp:** Spanish, 3  
**Teaching Devoted to Area/Language:** 50%                      **Dissertations Supervised in Last Five Years** 0  
**Area Courses Taught** Environmental Problem Solving; Introduction to Conservation and Resource Studies; Field Studies  
**Research Specialization:** Behavioral ecology and community organization of bee species in California and Costa Rica  
**Distinctions:**  
**Recent Publications:** Rozen, J. G., Jr., B. Vinson, R. Coville, and G.W. Frankie 2010. Biology and Morphology of the immature stages of the cleptoparasitic bee: *Coelioxys chichimeca* (Hymenoptera: Apoidea: Megachilidae). *American Museum Novitates*. No. 3679 1-26.  
Pawelek, J., G.W. Frankie, R. Thorp, and R. Coville 2010. Starting your own native bee sanctuary. *Pacific Horticulture*. 71 (2):16-19.  
Frankie, G. W. M. Rizzardi, S. B. Vinson, and T. L. Griswold. 2009. Decline in bee diversity and abundance from 1972-2004 on a flowering leguminous tree, *Andira inermis* in Costa Rica at the interface of disturbed dry forest and the urban environment. *Journal of the Kansas Entomological Society* 82:1-20.  
Frankie, G. W. et al. (+9 authors) 2009. Native bees are a rich natural resource in urban California gardens. *California Agriculture*. 63:113-120.

**Name:** Milton, Katharine  
**Title:** Professor  
**Tenure Status :** Tenured  
**Education:** B.A.1962, Sweet Briar College  
M.A. 1973, New York University  
Ph.D. 1977, New York University  
**Overseas Exp:** Panama, Brazil  
**Language Comp:** Spanish, 4; Portuguese, 4  
**Teaching Devoted to Area/Language:** 85%                    **Dissertations Supervised in Last Five Years** 2  
**Area Courses Taught** Environmental Problem Solving; Human Diet  
**Research Specialization:** Human ecology, dietary anthropology and tropical ecosystems  
**Distinctions:** National Science Foundation grant, 1991-1993, 2002  
**Recent Publications:** With Jeffrey D. Lozier, and Eileen A. Lacey. Genetic structure of an isolated population of mantled howler monkeys (*Alouatta palliata*) on Barro Colorado Island, Panama. *Conservation Genetics*. DOI 10.1007/s10592-008-9584-3. *Conservation Genetics* 10(2):347-358, 2009.  
With S. Ryan, Philip T. Starks and W.M. Getz. Intersexual conflict and group size in *Alouatta palliata*: A 23-year evaluation. *International Journal of Primatology* 29 (2):405-420, 2008.  
Macronutrient Profiles of 19 Fruit Species from Barro Colorado Island, Panama. *Neotropical Primates* 15 (1):1- 5, 2008.

### *Ethnic Studies*

**Name:** Coronado, Raul  
**Title:** Associate Professor  
**Tenure Status :** Tenured  
**Education:** Ph.D., Stanford University, 2004  
M.A., Stanford University, 2001  
B.A., University of Texas at Austin, 1994  
**Overseas Exp:** Mexico  
**Language Comp:** Spanish, 5; French, 3  
**Teaching Devoted to Area/Language:** 35%                    **Dissertations Supervised in Last Five Years**  
**Area Courses Taught** Divergent Modernities  
The Written Word in the Postcolonial Americas  
The Transnational History of Latina/o Writing  
**Research Specialization:** Comparative history of writing in the colonial Americas, Latina/o intellectual history  
**Distinctions:** Ford Foundation, Postdoctoral Fellowship, 2009  
**Recent Publications:** *A World Not to Come: A History of Latino Writing and Print Culture*. Harvard University Press, 2013.  
“The Poetics of Disenchantment: José María Heredia and the Tempests of Modernity,” *J19: The Journal for 19th-Century Americanists*. Forum on 19th-century poetry and poetics. 1.1 (April 2013).

**Biographical Information/ APPENDIX II**

**Name:** Grosfoguel, Ramon  
**Title:** Associate Professor  
**Tenure Status :** Tenured  
**Education:** B.A. 1979, University of Puerto Rico  
M.A. 1986, Temple University  
Ph.D. 1992, Temple University  
**Overseas Exp:** Guatemala, Chile, Mexico,  
**Language Comp:** Spanish, 5  
**Teaching Devoted to Area/Language:** 85%                      **Dissertations Supervised in Last Five Years** 1  
**Area Courses Taught** Paradigms in Chicano Studies; Caribbean Migration to Western Europe and the US; Social Science Methods; Mexican Migration to the USA, Transnational Paradigms in Ethnic Studies.  
**Research Specialization:** Decolonization, Caribbean Migration  
**Distinctions:**  
**Recent Publications:** Co-edited with Sungho Kang. Geopolitics and Trajectories of Development: The Cases of Korean, Japan, Taiwan, Germany and Puerto Rico. Berkeley: Institute of East Asian Studies, UC Press, 2009.  
With Anna Margarita Cervantes-Rodriguez and Brice Mielants. "Caribbean Migration to Western Europe and the United States," in Caribbean Migration to Western Europe and the United States: Essays on Incorporation, Identity and Citizenship, co-edited with Eric Mileants and Margarita Cervantes-Rodriguez, 2009.  
"Latinos and Decolonization of the US Empire in the 21st Century." Social Science Information 47(4):605-22, 2008.

**Name:** Manz, Beatriz  
**Title:** Professor  
**Tenure Status :** Tenured  
**Education:** B.A. 1972, State University of New York, Potsdam  
M.A. 1974, State University of New York, Buffalo  
Ph.D. 1977, State University of New York, Buffalo  
**Overseas Exp:** Guatemala, Chile, Mexico  
**Language Comp:** Spanish, 5; Portuguese, 3  
**Teaching Devoted to Area/Language:** 100%                      **Dissertations Supervised in Last Five Years** 3  
**Area Courses Taught** Violence, Social Suffering and Human Rights; Conflict, Memory and Transitions in Latin America; Historical and Contemporary Social issues in Latin America; The Southern Border; Central American Societies and Cultures.  
**Research Specialization:** Ag. export production, migrant populations, ethnography in Guatemala, refugee populations  
**Distinctions:** MacArthur Fellow, 1999-2000  
**Recent Publications:** "Michelle Bachelet: Un rendez-vous con la historia" in Foreign Affairs Latinoamérica Volumen 11 • Número 3 julio-septiembre 2011  
El Paraíso en Cenizas: Una odisea de valentía, terror y esperanza en Guatemala. México: Fondo de Cultura Económica, 2011  
"Central America: Patterns of Human Rights Violations," United Nations High Commissioner for Refugees. Protection Information Section, 2008.

**Name:** Perez, Laura E.  
**Title:** Associate Professor  
**Tenure Status :** Tenured  
**Education:** B.A. 1983, University of Chicago  
M.A. 1983, University of Chicago  
Ph.D. 1990, Harvard University  
**Overseas Exp:** Nicaragua, Mexico, Spain  
**Language Comp:** Spanish, 5; Portuguese, 3  
**Teaching Devoted to Area/Language:** 25%      **Dissertations Supervised in Last Five Years** 3  
**Area Courses Taught** Intro Chicano Literature; Field Study; Chicana Feminine Writers and Discourse; Honors Thesis; Spirituality and Politics in Contemporary US Latino/a and Latin American Art; Latin American Avant-Garde Poetry of the 1920s-40s  
**Research Specialization:** Latina and Latin American women's writing, Contemporary Latin American art and literature  
**Distinctions:** Committee on Research Faculty Grant, 2008-2009  
**Recent Publications:** "Writing With Crooked Lines," *Fleshing the Spirit. Spirituality and Activism in Chicana, Latina, and Indigenous Women's Lives*, edited by Elisa Facio and Irene Lara (University of Arizona Press, forthcoming spring 2014).  
"Rethinking Immigration with Art" *Tikkun* 2013 (Vol. 28, No. 3, Summer 2013: 38-40).  
Decolonizing Spirituality and Sexuality: Chicana Feminist and Queer Art, in the online issue of "Queer Spirituality & Politics", *Tikkun. Politics. Spirituality. Culture.* (July/August 2010),

**Name:** Saragoza, Alex M.  
**Title:** Associate Professor  
**Tenure Status :** Tenured  
**Education:** B.A. 1969, Fresno State College  
M.A. 1971, Harvard University  
Ph.D. 1979, UC, San Diego  
**Overseas Exp:** Mexico, Cuba  
**Language Comp:** Spanish, 5; Portuguese, 3; French, 2  
**Teaching Devoted to Area/Language:** 100%      **Dissertations Supervised in Last Five Years** 8  
**Area Courses Taught** Cuba: History, Identity and Region; The Southwest; Immigration to the U.S. from Latin America; History of Latinos in the U.S; Current Issues in Latin American Studies  
**Research Specialization:** Mexican history, Mexican migration, Latino history, Race and ethnicity in Latin America  
**Distinctions:**  
**Recent Publications:** *Golfing in the Desert: Los Cabos and Post-PRI Tourism*, in *Holiday in Mexico: Essays on Tourism and Tourist Encounters*, eds., Dina Berger and Andrew Wood. Durham: Duke University Press, forthcoming 2010.  
With Ana Paula Ambrosi and Silvia Zarate Guzman. *Mexico Today: An Encyclopedia of Life in Mexico*. Westport, CT: Greenwood Press, 2009.  
Cultural Representation and Mexican Migration, in *Beyond the Border: The History of U.S.-Mexico Migration*, ed., Mark Overmyer-Velasquez. Oxford: Oxford University Press, forthcoming 2010.  
Los medios de comunicacion en Mexico y los Estados Unidos, in *Los Elites y el Desarrollo*, eds., Alejandra Salas-Porras and Karla Valverde (Mexico: SITESA-FCPYS-UNAM), 2009.

## Biographical Information/ APPENDIX II

**Name:** Telles, Raymond  
**Title:** Adjunct Associate Professor  
**Tenure Status :** Lecturer  
**Education:** MFA University of California, Los Angeles, 1980  
BA California State University, Fullerton, 1970  
**Overseas Exp:** Mexico, Cuba  
**Language Comp:** Spanish, 4  
**Teaching Devoted to Area/Language:** 50%      **Dissertations Supervised in Last Five Years** n/a  
**Area Courses Taught** Latino Film to 1980, Contemporary Latino Film  
**Research Specialization:** Film  
**Distinctions:** George Foster Peabody Award, 2014; American Latino Media Lifetime Achievement Award, 20  
**Recent Publications:** The Latino Americans, 2013.  
The Storm that Swept Mexico, 2011.  
24 Hours on the Border, 2008.

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### *Gender and Women's Studies*

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**Name:** Salzinger, Leslie Lane  
**Title:** Associate Professor  
**Tenure Status :** Tenured  
**Education:** Ph.D. University of California, Berkeley, 1998  
B.A. Harvard/Radcliffe College, 1981  
**Overseas Exp:**  
**Language Comp:** Spanish 4  
**Teaching Devoted to Area/Language:** 80%      **Dissertations Supervised in Last Five Years**  
**Area Courses Taught** Introduction to Gender/Women's Studies, Senior Seminar  
**Research Specialization:** Gender, economic sociology, globalization, and feminist theory  
**Distinctions:** LASA Bryce Wood Book Award, honorable mention. Genders in Production. October 2004.  
**Recent Publications:** Genders in Production: Making Workers in Mexico's Global Factories (Berkeley: University of California Press, 2003).  
Chapter 3 reprinted in Global Perspectives on Gender and Work. Jacqueline Goodman, ed. (Rowman and Littlefield, 2010).

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**Geography**


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**Name:** Byrne, Anthony Roger  
**Title:** Associate Professor  
**Tenure Status :** Tenured  
**Education:** B.A. University of London, 1962  
M.A. University of Calgary, 1964  
Ph.D., University of Wisconsin, 1972  
**Overseas Exp:** Mexico, Canada  
**Language Comp:** Spanish, 3  
**Teaching Devoted to Area/Language:** 50%      **Dissertations Supervised in Last Five Years** 1  
**Area Courses Taught** Prehistoric Agriculture; Biogeography; Topics in Biogeography  
**Research Specialization:** Pleistocene/Holocene change in Mexico, historical biogeography, vegetation change  
**Distinctions:**  
**Recent Publications:** 2009. Holocene climate change and human impact, central Mexico: a record based on maar lake pollen and sediment chemistry. (with Jungjae Park, Roger Byrne, Harald Böhnelt, Roberto Molina Garza and Mariaelena Conserva) Quaternary Science Reviews.  
2009. Pollen-based biome reconstructions for Latin America at 0, 6000 and 18 000 radiocarbon years ago. (with Marchant, R., et al.) *Climate of the Past* 5 (4) 2009, pp.725-767.

**Name:** Chambers, Jeffrey  
**Title:** Associate Professor  
**Tenure Status :** Tenured  
**Education:** Ph.D. University of California, Santa Barbara, 1998  
B.S. California Polytechnic State University, 1992  
**Overseas Exp:** Brazil, Costa Rica  
**Language Comp:**  
**Teaching Devoted to Area/Language:** 80%      **Dissertations Supervised in Last Five Years**  
**Area Courses Taught** Terrestrial ecosystem ecology and biogeography  
**Research Specialization:** The ecology of the Amazon and its response to climate change  
**Distinctions:**  
**Recent Publications:** Chambers JQ, Negrón-Juárez RI, Marra DM, Di Vittorio AD, Tews J, Roberts D, Ribeiro HPM, Trumbore SE, Higuchi N. (2013) The steady-state mosaic of disturbance and succession across an old-growth Central Amazon forest landscape. *Proceedings of the National Academy of Sciences*.  
Negrón-Juárez R.I., Chambers J.Q., Marra D.M., Ribeiro G.H.P.M., Rifai S., Higuchi N., and Roberts D., (2011) Detection of subpixel gaps with Landsat imagery in Central Amazon forest, *Remote Sensing of Environment*, 115, 3322–3328.  
N. Higuchi, and B. Nelson. (2010) Widespread Amazon forest tree mortality from a single cross-basin squall line event. *Geophysical Research Letters* 37:L16701.

## Biographical Information/ APPENDIX II

**Name:** Johns, Michael  
**Title:** Professor  
**Tenure Status :** Tenured  
**Education:** Ph.D. The Johns Hopkins University  
**Overseas Exp:** Nicaragua, Mexico  
**Language Comp:** Spanish, 5  
**Teaching Devoted to Area/Language:** 50%      **Dissertations Supervised in Last Five Years** 0  
**Area Courses Taught** Directed Disseratation Research  
**Research Specialization:** Cities, culture, history, the Americas  
**Distinctions:**  
**Recent Publications:** "Winning for Losing: A New Look at Harry Bridges and the Big Strike of 1934" American Communist History, 2014.  
The Education of a Radical: An American Revolutionary in Sandinista Nicaragua. University of Texas Press, 2012.  
Moment of Grace: The American City in the 1950s. University of California Press, 2003.

**Name:** Sayre, Nathan F.  
**Title:** Assistant Professor  
**Tenure Status :** Tenure Eligible  
**Education:** A.A. 1989, Deep Springs College  
B.A. 1992, Yale University  
M.A. 1995, University of Chicago  
Ph.D. 1999, University of Chicago  
**Overseas Exp:** Mexico, South Africa, Argentina, Tanzania,  
**Language Comp:** Spanish, 4  
**Teaching Devoted to Area/Language:** 25%      **Dissertations Supervised in Last Five Years** 1  
**Area Courses Taught** World Regions, Peoples, and States; Natural Resources and Population; Global Climate Change and its Effects  
**Research Specialization:** Ranching and pastoralism, rangeland ecology and management, endangered species  
**Distinctions:** Fellow, Mellon Faculty Institute 2006  
**Recent Publications:** Working Wilderness: The Malpai Borderlands Group and the Future of the Western Range. Tucson: Rio Nuevo Press, 2005.  
Potential effects of United States-Mexico border hardening on ecological and human communities in the Malpai Borderlands. Lead author (with Richard L. Knight). Conservation Biology 24: 345-348, 2010.

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**Goldman School of Public Policy**


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**Name:** Kammen, Daniel M.  
**Title:** Professor  
**Tenure Status :** Tenured  
**Education:** A.B. 1984, Cornell University  
M.A. 1986, Harvard University  
Ph.D. 1988, Harvard University  
**Overseas Exp:** Taiwan, Uganda, Kenya, Japan, Mexico, Denmark, South Africa, Canada, Portugal, Nicaragua  
**Language Comp:** Spanish, 3; Kiswahili, 3  
**Teaching Devoted to Area/Language:** 25%      **Dissertations Supervised in Last Five Years** 12  
**Area Courses Taught** Rural Energy Systems: Dissemination and Implementation; Photovoltaic Materials; Energy and Society; Interdisciplinary Analysis in Energy and Resources, Climate Change Policy  
**Research Specialization:** Renewable energy; energy and development  
**Distinctions:** Nobel Laureate, (Peace Prize) 2007; Clean Energy Fellow to the Americas 2010  
**Recent Publications:** 2011. Global Energy Assessment (Knowledge Module 24: The Energy Technology Innovation System.  
.010. Energy Farmers: An exploration of old and new modes of thinking about, and managing energy resources. Princeton U. Press.

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**Graduate School of Education**


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**Name:** Baquedano-Lopez, Patricia  
**Title:** Associate Professor  
**Tenure Status :** Tenured  
**Education:** B.A. 1989, American University of Puerto Rico  
M.A. 1992, Arizona State University  
Ph.D. 1998, University of California, Los Angeles  
**Overseas Exp:** Mexico, Canada, Cuba, Italy  
**Language Comp:** Spanish, 5; French, 1; Quechua, 1  
**Teaching Devoted to Area/Language:** 25%      **Dissertations Supervised in Last Five Years** 0  
**Area Courses Taught** Urban Education; Language Study for Education; Special Topics Seminar ELLC; Doctoral Individual Study  
**Research Specialization:** Education and Linguistics, Religious Instruction  
**Distinctions:** UCB Distinguished Faculty Mentor Award 2004  
**Recent Publications:** Baquedano-López, P., Hernandez, S. J., and Alexander, R.A. (2014). Thinking through the Decolonial Turn in Research and Praxis: Advancing New Understanding of the Community-School Relation in Latina/o Parent Involvement. In P. Portes, S. Salas, P. Baquedano-López, and P. Mellom (Eds.), U.S. Latinos and education policy: Research-based directions for change. (pp. 16-34).

**Biographical Information/ APPENDIX II**

**Name:** Murphy-Graham, Erin  
**Title:** Associate Adjunct Professor  
**Tenure Status :** Lecturer  
**Education:** B.A. Tufts University  
M. Sc. Oxford University  
Ed.D. Harvard University, Graduate School of Education  
**Overseas Exp:** Honduras  
**Language Comp:** Spanish, 5; Portuguese, 4  
**Teaching Devoted to Area/Language:** 75%      **Dissertations Supervised in Last Five Years** n/a  
**Area Courses Taught** Introduction to Qualitative Research Methods  
Gender and Education  
International Education  
**Research Specialization:** Education and social change; gender equity, secondary education in Latin America  
**Distinctions:** Research support grant, UC Berkeley CLAS 2007  
**Recent Publications:** Adolescent Marriage, Agency, and Schooling in Rural Honduras, Center for Latin American Studies Working Paper, 2014  
Murphy-Graham, E. (In Press). Opening Minds, Improving Lives: Education and Women's Empowerment in Honduras. Vanderbilt University Press.  
Murphy-Graham, E. (2010). Gender differentials at the secondary and tertiary levels of the educational system in the Anglophone Caribbean: External review report. Caribbean Development Bank.  
Murphy-Graham, E. (2009). Constructing a new vision: Undoing gender through secondary education in Honduras. International Review of Education, 55(5), 503-521.

**Name:** Shaiken, Harley S.  
**Title:** Professor  
**Tenure Status :** Tenured  
**Education:** B.A. 1977, Wayne State University, Detroit, Michigan  
**Overseas Exp:** Mexico, Chile, Guatemala, Brazil, Argentina  
**Language Comp:** Spanish, 3; Portuguese, 2  
**Teaching Devoted to Area/Language:** 65%      **Dissertations Supervised in Last Five Years** 3  
**Area Courses Taught** The Transformation of Work; The Southern Border; Directed Group Study; Research Apprentice; Labor and the Global Economy; Special Study; Topics Economics; The Transformation of Work  
**Research Specialization:** Latin American Economic Relations, US-Mexican Trade, Labor, L.A. Education  
**Distinctions:**  
**Recent Publications:** The High Road to a Competitive Economy: A Labor Law Strategy, Washington: Center for American Progress, 2004.  
With David Madland, "Issue Brief: Unions Are Good for the Economy and Democracy," Center for American Progress, December 9, 2008.  
"Unions, The Economy, and Employee Free Choice," Economic Policy Institute, February 22, 2007

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**Graduate School of Journalism**


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**Name:** Bergman, Lowell  
**Title:** Professor  
**Tenure Status :** Tenured  
**Education:** B.A., University of Wisconsin-Madison, 1966  
**Overseas Exp:** Mexico, Nigeria, China  
**Language Comp:**  
**Teaching Devoted to Area/Language:** 25%      **Dissertations Supervised in Last Five Years**  
**Area Courses Taught** Investigative Journalism  
**Research Specialization:** Investigative Journalism  
**Distinctions:** Alfred I. duPont-Columbia Award, 2014; Pulitzer Prize for Public Service, 2004, 5 Emmys  
**Recent Publications:** "Rape in the Fields," Frontline/PBS Documentary 2014  
"Peru: The Curse of Inca Gold." New York Times and FRONTLINE. 2010.  
"How to Fix American Journalism." Huffington Post. 2009.  
"International Bribery on the Grand Scale." World Affairs Council. 2009.

**Name:** Chavez, Lydia  
**Title:** Professor  
**Tenure Status :** Tenured  
**Education:** B.A. 1974, University of California, Berkeley  
M.A. 1977, Columbia University  
**Overseas Exp:** El Salvador, Argentina, Mexico, Cuba, Chile  
**Language Comp:** Spanish, 4  
**Teaching Devoted to Area/Language:** 60%      **Dissertations Supervised in Last Five Years** 3  
**Area Courses Taught** International Reporting, Reporting on Art and Culture in Latin America, Mobile Media;  
Reporting the News; International Reporting; Individual Study; Immigration Policy  
**Research Specialization:** Cuba, Central America, Mexico and the U.S.-Mexico border  
**Distinctions:**  
**Recent Publications:** News Articles: Chavez's J200 Final Project--A Look at the Millions Spent on Tutoring (East  
Bay Express).  
2007. Daniel Ortega's New Best Friend: Hugo Chavez. (Salon).  
2006. Out of the Shadows. (Salon)

**Name:** Gorney, Cynthia  
**Title:** Associate Professor  
**Tenure Status :** Tenured  
**Education:** B.A. 1975, University of California, Berkeley  
**Overseas Exp:** Mexico, U.K., France, Switzerland, Guatemala, Cuba  
**Language Comp:** Spanish, 4  
**Teaching Devoted to Area/Language:** 25%      **Dissertations Supervised in Last Five Years**  
**Area Courses Taught** Reporting the News, Tackling the Long Form Story, Profiles, Personal Essay, Ethics and Law, Regional News Papers  
**Research Specialization:** South American bureau chief for The Washington Post  
**Distinctions:** American Society of Newspaper Editor writing award  
**Recent Publications:** "Cuba's New Now," National Geographic, November 2012.  
 "A People Apart." National Geographic Magazine. November 2008.

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### *Haas School of Business*

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**Name:** Dal Bo, Ernesto  
**Title:** Associate Professor  
**Tenure Status :** Tenured  
**Education:** Lic. 1994, Universidad de Buenos Aires  
 M.A. 1995, Universidad de Buenos Aires  
 M.Phil. 1998, University of Oxford  
 D.Phil. 2003, University of Oxford  
**Overseas Exp:** Argentina, U.K., Italy, Costa Rica, Mexico, France, Colombia  
**Language Comp:** Spanish, 5; Italian, 5  
**Teaching Devoted to Area/Language:** 25%      **Dissertations Supervised in Last Five Years** 1  
**Area Courses Taught** Political Institutions, Business and Public Policy; Public Policy and Business; Business Ethics  
**Research Specialization:** Political economy, democratic institutions, collective decision-making, corruption  
**Distinctions:** Excellence in Refereeing Award 2011  
**Recent Publications:** Workers, Warriors and Criminals: Social Conflict in General Equilibrium, August 2011 (with Pedro Dal Bó). Journal of the European Economic Association 9(4), 646-77.  
 Term Length and the Effort of Politicians, 2011 (with Martín Rossi). Review of Economic Studies 78(4), 1237-63.  
 Conflict and Policy in General Equilibrium: Insights from a Standard Trade Model, 2010 (with Pedro Dal Bó). In the Oxford Handbook of Conflict, Oxford University Press.

**Name:** Gertler, Paul  
**Title:** Professor  
**Tenure Status :** Tenured  
**Education:** Ph.D., Economics, 1985, Univeristy of Wisconsin  
 B.A., Economics, 1978, University of Wisconsin  
**Overseas Exp:** Mexico, Argentina, Chile, Colombia, Ecuador, The Philippines, Indonesia, Jamaica  
**Language Comp:** Spanish, 4  
**Teaching Devoted to Area/Language:** 40%                    **Dissertations Supervised in Last Five Years**  
**Area Courses Taught** Undergrad Business Administration  
 Ph.D in Business Administration  
 Current Issues in International and Area Studies  
 Health Issues Seminar  
**Research Specialization:** Health, education, and labor economics  
**Distinctions:** Juan Jose Bobadilla Medal for Global Health, 2013; Research Medal, Global Development Netw  
**Recent Publications:** “The impact of conditional cash transfer programs on obesity and hypertension in Mexican adults” forthcoming in Preventing Chronic Disease (with Lia Fernald and Xiaohui Hou)  
 "Empowering Women to Obtain High Quality Care: Evidence from an evaluation of Mexico’s conditional cash transfer program" Forthcoming in Health Policy and Planning (with Sarah Barber).  
 “School Decentralization: Helping the Good Get Better But Leaving the Rest Behind” Forthcoming in the Journal of Public Economics (with Sebastian Galiani and Ernesto Shargrodsky)

**Name:** Spiller, Pablo T  
**Title:** Professor  
**Tenure Status :** Tenured  
**Education:** B.A. 1974, Hebrew University of Jerusalem  
 M.A. 1977, University of Chicago  
 Ph.D. 1980, University of Chicago  
**Overseas Exp:** Uruguay, Chile, Argentina, Jamaica, Costa Rica, Dominica, Bolivia, Colombia, Brazil, New Zealand,  
**Language Comp:** Spanish, 5  
**Teaching Devoted to Area/Language:** 25%                    **Dissertations Supervised in Last Five Years** 1  
**Area Courses Taught** Law and Strategy of E-Commerce; Political Institutions, Business & Public Policy  
**Research Specialization:** Industrial organization, political economy, regulatory issues in developing countries  
**Distinctions:** Nat. Bureau of Economic Research Research Assoc.  
**Recent Publications:** El Juego Político En América Latina: ¿Cómo se deciden las Políticas Públicas?, Eds. with Scartascini, C., E. Stein, and M. Tommasi, BID, Mayol Ediciones, Colombia. 2011.  
 “A country without a course. How is public policy made in Argentina?”, with M. Tommasi, Chapter 3, in El Juego Político En América Latina: ¿Cómo se deciden las Políticas Públicas?, Eds. with Scartascini, C., E. Stein, and M. Tommasi, BID, Mayol Ediciones, Colombia. 2011. (in spanish).  
 Policymaking in Latin America: How Politics Shapes Policies, Eds., with Stein, E., M. Tommasi and C. Scartascini, DRCLAS, Harvard University/InterAmerican Development Bank, Washington DC, 2008.

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**History**


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**Name:** Chowning, Margaret  
**Title:** Professor  
**Tenure Status :** Tenured  
**Education:** B.A. 1974, Duke University  
 Ph.D. 1985, Stanford University  
**Overseas Exp:** Mexico  
**Language Comp:** Spanish, 5; Portuguese, 3  
**Teaching Devoted to Area/Language:** 100%      **Dissertations Supervised in Last Five Years** 9  
**Area Courses Taught** Colonial Survey Latin America, Modern Latin America Survey, Latin American Women, Selected Topics – undergraduate colloquium, Historiography of Modern Latin America, Modern Mexico, Transnational History  
**Research Specialization:** Colonial Latin America, modern Mexico, Latin America in film  
**Distinctions:** Fulbright Fellow, Mexico, 1980-1981.  
**Recent Publications:** “Gender, Politics, and the Catholic Church between 1810 and 1910,” in *1810-1910-2010: Mexico's Unfinished Revolutions*. Berkeley: The Bancroft Library, 2011.  
 ¶¶Mexico from Independence to the Revolution,” in *Encyclopedia of Religion in America*, CQ Press, 2010.  
 ¶The Mexican Revolution,” written for the catalog to accompany an exhibition of Revolution-era photographs at the Bancroft Library, 2010.

**Name:** DeLay, Brian  
**Title:** Associate Professor  
**Tenure Status :** Tenured  
**Education:** B.A., 1994, University of Colorado, Boulder  
 M.A., 1998, Harvard University  
 PhD, 2004, Harvard University  
**Overseas Exp:** Mexico, Cuba, Dominican Republic  
**Language Comp:** Spanish, 4  
**Teaching Devoted to Area/Language:** 50%      **Dissertations Supervised in Last Five Years** 0  
**Area Courses Taught** Historical Research and Writing for History Majors; American Encounters; Global History through the Age of Revolutions; History Beyond Borders; America to 1900  
**Research Specialization:** American Indians and the U.S.-Mexico War  
**Distinctions:** Guggenheim Foundation Fellowship 2013-2014; Bryce Wood Book Award for the outstanding b  
**Recent Publications:** “Blood Talk: Violence and Belonging in the Navajo-New Mexican Borderland,” in Juliana Barr and Edward Countryman, eds., *Contested Spaces of Early America*, University of Pennsylvania Press, 2014.  
 “How Not to Arm a State: American Guns and the Crisis Of Governance In Mexico, Nineteenth and Twenty-First Centuries” [24th Annual W.P. Whitsett Lecture], *Southern California Quarterly* 95:1 (Spring 2013), pp. 5-23.  
 “Oportunismo, ansiedad, idealismo: los impulsos Estadunidenses durante la intervención Francesa en México,” in Jean Meyer, ed., *Memorias del Simposio Internacional 5 de Mayo*, El Colegio de Puebla, 2013, pp 269-288.

**Name:** Schneider, Elena  
**Title:** Assistant Professor  
**Tenure Status :** Tenure Eligible  
**Education:** Ph.D. Princeton University 2011  
M.A. Princeton University, 2006  
A.B., Harvard University, 1999  
**Overseas Exp:** Cuba  
**Language Comp:** Spanish 4  
**Teaching Devoted to Area/Language:** 100%      **Dissertations Supervised in Last Five Years**  
**Area Courses Taught** Slavery and Freedom in the Atlantic World, Cuba in World History  
**Research Specialization:** Latin America and the Atlantic  
**Distinctions:** Naomi Wulf Prize, European Early American Studies Association 2013; Center for New World  
**Recent Publications:** The Occupation of Havana: Slavery, War, and Empire in the Eighteenth Century (in progress).  
Los negros esclavos y libertos durante el sitio y la toma de La Habana," Cuba en los intereses  
anglo-hispanos: Reflexiones en el 250 aniversario del sitio, toma, y defensa de La Habana  
(Havana, forthcoming)

### *History of Art*

**Name:** Trevor, Lisa  
**Title:** Assistant Professor  
**Tenure Status :** Tenure Eligible  
**Education:** Ph.D. Harvard University, 2013  
A.M. Harvard University, 2007  
M.A. University of Maryland, 2005  
B.A. Yale University, 2000  
**Overseas Exp:** Peru  
**Language Comp:** Spanish, 4  
**Teaching Devoted to Area/Language:** 100%      **Dissertations Supervised in Last Five Years** 0  
**Area Courses Taught** Andean South America and Mesoamerica  
Visual Studies  
Art Historical Methodology  
**Research Specialization:** Pre-Columbian and Colonial Latin American Art  
**Distinctions:** William R. Tyler Fellowship in Pre-Columbian Studies 2011-2013  
**Recent Publications:** 2013 Lisa Trever, Jorge Gamboa Velásquez, Ricardo Toribio Rodríguez, and Flannery Surette,  
"A Moche Feathered Shield from the Painted Temples of Pañamarca, Peru," *Ñawpa Pacha*;  
*Journal of Andean Archaeology* 33, no. 1 (June 2013).  
2012 Lisa Trever, "The Uncanny Tombs in Martínez Compañón's Trujillo del Perú," in *Past  
Presented: Archaeological Illustration and the Ancient Americas*, edited by Joanne Pillsbury, pp.  
106–140.

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***Integrative Biology***

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**Name:** Caldwell, Roy L  
**Title:** Professor  
**Tenure Status :** Tenured  
**Education:** B.A. 1965, University of Iowa  
 Ph.D. 1969. University of Iowa  
**Overseas Exp:** St. Lucia, Mexico, Fiji, Thailand, Belize, Indonesia. Australia, Panama, French Polynesia  
**Language Comp:** Spanish, 3; French, 2  
**Teaching Devoted to Area/Language:** 25%                      **Dissertations Supervised in Last Five Years** 3  
**Area Courses Taught** Biological Sciences; Research Reviews in Animal Behavior; Current Topics in Behavioral Physiology; Research Reviews in Animal Behavior: Behavior Review  
**Research Specialization:** Tropical marine fauna, invertebrate behavior and ecology, animal diversity  
**Distinctions:** National Science Foundation Grant, 2009-2012  
**Recent Publications:** 2009. Cheroske, A.G., T. W. Cronin, M.F. Kaminski and R. L. Caldwell. Adaptive signaling behaviour in stomatopods under varying light conditions. . Mar. Freshwater Beh. Physiol. 42: 219-232.  
 2009. Williams, B. L. and R. L. Caldwell. Intra-organismal distribution of tetrodotoxin in two species of blue-ringed octopuses (*Hapalochlaena fasciata* and *H. lunulata*). *Toxicon*, 54: 345-353.

**Name:** Fine, Paul  
**Title:** Assistant Professor  
**Tenure Status :** Tenure Eligible  
**Education:** B.S. 1995, University of California, Berkeley  
 Ph.D. 2004, University of Utah  
**Overseas Exp:** Peru, Guyana, French Guiana, Brazil  
**Language Comp:** Spanish, 4; Portuguese, 3; French, 2  
**Teaching Devoted to Area/Language:** 50%                      **Dissertations Supervised in Last Five Years** 0  
**Area Courses Taught** Special Study in Integrative Biology; Phylogenetics; Tropical Plant Ecology  
**Research Specialization:** The origin and maintenance of Amazonian rain forest tree diversity  
**Distinctions:**  
**Recent Publications:** Lamarre, G.P.A., I. Mendoza, P.V.A. Fine and C. Baraloto. in review. Contrasting patterns in leaf synchrony and herbivory rates among tropical tree habitat specialists. *Plant Ecology*.  
 Fortunel, C., C.T.E. Paine, P.V.A. Fine, N.J.B. Kraft and C. Baraloto. in press. Environmental factors predict community functional composition in forests across Amazonia. *Journal of Ecology*.  
 Ter Steege, H. et al. (118 authors). In press. Hyper-dominance in the Amazonian tree flora. *Science*.

**Name:** Wake, David  
**Title:** Professor  
**Tenure Status :** Tenured  
**Education:** B.A. 1958, Pacific Lutheran College  
 M.S. 1960, University of Southern California  
 Ph.D. 1964, University of Southern California  
**Overseas Exp:** Switzerland, Germany, Panama, France, Japan, Costa Rica, Taiwan, Mexico, South Korea, Italy, the  
**Language Comp:** German, 3; Spanish, 2; French, 2  
**Teaching Devoted to Area/Language:** 25%      **Dissertations Supervised in Last Five Years** 0  
**Area Courses Taught** Seminar on Biology of Amphibians and Reptile; Seminar in Evolutionary Biology of the  
 Vertebrates; Special Study in Integrative Biology  
**Research Specialization:** Herpetology, Vertebrate zoology, evolutionary biology  
**Distinctions:** Member, National Academy of Sciences  
**Recent Publications:** 2013. Adaptive radiation in miniature: the minute salamanders of the Mexican highlands  
 (Amphibia: Plethodontidae: Thorius). Biol. J. Linn. Soc. 109: 622-643.  
 Elmer, K., R. M. Bonett, D. B. Wake, and S. C. Lougheed. 2013 Early Miocene origin and  
 cryptic diversification of South American salamanders. BMC Evolutionary Biology 12:50  
 doi:10.1186/1471-2148-13-59.  
 Acevedo, A. A., D. B. Wake, R. Márquez, K. Silva, R. Franco, and A. Amézquita. 2013. Two  
 new species of salamanders, genus Bolitoglossa (Amphibia: Plethodontidae), from the eastern  
 Colombian Andes. Zootaxa 3609: 69-84

### *International and Area Studies*

**Name:** Ballenger, Stephanie  
**Title:** Lecturer  
**Tenure Status :** Lecturer  
**Education:** Ph.D. University of California, Berkeley  
**Overseas Exp:**  
**Language Comp:**  
**Teaching Devoted to Area/Language:** 75%      **Dissertations Supervised in Last Five Years** 0  
**Area Courses Taught** Scope and Methods of Research in International and Area Studies  
 Narcocultura: Drug Trafficking and the Global Economy  
 Directed Graduate Group Study Latin American Studies  
 Current Issues in Latin American Studies  
**Research Specialization:** Latin American history, medicine and religion in eighteenth and nineteenth centuries  
**Distinctions:**  
**Recent Publications:**

## Biographical Information/ APPENDIX II

**Name:** Karras, Alan L.  
**Title:** Lecturer  
**Tenure Status :** Lecturer  
**Education:** Ph.D., University of Penn.  
M.A., University of Penn.  
M.A., B.A., Johns Hopkins University  
**Overseas Exp:** Jamaica, Bahamas, Guadeloupe, Great Britain, France, Suriname, Trinidad  
**Language Comp:** Spanish, 3; French, 4  
**Teaching Devoted to Area/Language:** 50%      **Dissertations Supervised in Last Five Years** 0  
**Area Courses Taught** Survey World History; Theory of Political Economy; Caribbean History, 1492-1970; Social and Cultural History of Latin America and the Caribbean; Race Relations in the Context of European Colonization  
**Research Specialization:** Social history Caribbean islands; colonial history; economic history; slavery; smuggling  
**Distinctions:** Fulbright Fellow, Bahamas, 1992,  
**Recent Publications:** Smuggling: Contraband and Corruption in World History. Lanham, Maryland: Rowman and Littlefield, 2009.  
"The Atlantic World: Musings from the Irritated," in Oxford Handbook of World History, Oxford: Oxford University Press, 2010.

**Name:** Nicholls, Clara I.  
**Title:** Lecturer  
**Tenure Status :** Lecturer  
**Education:** B.S. 1990, Universidad Nacional de Colombia, Medellín  
M.S. 1994, Colegio de Postgraduados, Chapingo, Mexico  
Ph.D. 1998, University of California, Davis  
**Overseas Exp:** Colombia, Chile, Brazil, Spain, Italy, Paraguay  
**Language Comp:** Spanish, 5; English, 4; Portuguese, 3  
**Teaching Devoted to Area/Language:** 100%      **Dissertations Supervised in Last Five Years** 0  
**Area Courses Taught** Perspectives for Sustainable Rural Development in Latin America; International Course on Agroecology; Organic Agriculture  
**Research Specialization:** Agroecology and rural development in Latin America  
**Distinctions:** Fulbright Fellow, Brazil, 2004  
**Recent Publications:** Control Biológico de insectos: un enfoque agroecológico. Ed. Universidad de Antioquia. 278p., 2008.  
Control biológico en agroecosistemas: teoría y práctica. Ed. Universidad Tecnológica de Cuenca, Ecuador, 2007.  
"Cambio climático y agricultura campesina: impactos y respuestas adaptativas." Leisa: Revista de agroecología. Marzo, 2009.

**Name:** Sanders, Jerry W.  
**Title:** Lecturer  
**Tenure Status :** Lecturer  
**Education:** Ph.D., University of California, Berkeley, 1980  
M.A., New School for Social Research, New York, 1971  
B.A., Arizona State University 1967  
**Overseas Exp:** Mexico, Spain, Sweden, Argentina  
**Language Comp:** Spanish, 5; Swedish, 4; Portuguese, 2  
**Teaching Devoted to Area/Language:** 35%      **Dissertations Supervised in Last Five Years** n/a  
**Area Courses Taught** Globalization; Multilateralism; Civil Society and Democracy; Global Peacebuilding: Service Learning and Civic Engagement; Peace Theory: Approaches and Analyses  
**Research Specialization:** War, culture and society, international conflict and world order, peace theory  
**Distinctions:**  
**Recent Publications:** With Jungjae Park, Harald Böhnel, Roberto Molina Garza and Mariaelena Conserva (in press). Holocene climate change and human impact, central Mexico: a record based on maar lake pollen and sediment chemistry. *Quaternary Science Reviews*, November 2009.  
With Ulrike Kienel, Sabine Wulf Bowen, Jungjae Park, Harald Böhnel Peter Dulski, James F. Luhr, Lee Siebert, Gerald H. Haug and Jörg F. W. Negendank. First lacustrine varve chronologies from Mexico: impact of droughts, ENSO and human activity since AD 1840 as recorded in maar sediments from Valle de Santiago. *Journal of Paleolimnology* 42 (4): 587-609, 2009.

### *Linguistics*

**Name:** Michael, Lev D.  
**Title:** Assistant Professor  
**Tenure Status :** Tenure Eligible  
**Education:** Ph.D., University of Texas Austin, Anthropology 2008  
BA, Reed College, Physics & Math 1992  
**Overseas Exp:** Ecuador, Peru, Colombia, Brazil  
**Language Comp:** Spanish, 5; A?iwa, Iquito, Máihiki, Matsigenka, Muniche, Nanti, Omagua, Záparo  
**Teaching Devoted to Area/Language:** 100%      **Dissertations Supervised in Last Five Years** 2  
**Area Courses Taught** Introduction to Sociocultural Linguistics  
**Research Specialization:** Anthropological Linguistics, Amazonian documentary  
**Distinctions:**  
**Recent Publications:** 2013. Michael, Lev, Stephanie Farmer, Gregory Finley, Christine Beier, and Karina Sullón Acosta. A sketch of Muniche segmental and prosodic phonology. *International Journal of American Linguistics* 79(3):307-347.  
2012. Nanti self-quotation: Implications for the pragmatics of reported speech and evidentiality. *Pragmatics and Society* 3(2): 321-357.

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**Music**

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**Name:** Guilbault, Jocelyne M.  
**Title:** Professor  
**Tenure Status :** Tenured  
**Education:** B.A.1976, Université de Montréal  
M.A. 1980, Université de Montréal  
Ph.D. 1984 , University of Michigan  
**Overseas Exp:** St. Lucia, Martinique, Guadeloupe, Dominica, Trinidad, Barbados, Antigua  
**Language Comp:** French, 5; English, 4; Creole, 4; Spanish, 2  
**Teaching Devoted to Area/Language:** 25%                    **Dissertations Supervised in Last Five Years** 4  
**Area Courses Taught** Latin American Music; Topics in Ethnomusicology; Intro to Music Scholarship III; Special Study  
**Research Specialization:** Ethnomusicology of the Caribbean, popular and traditional musics, creolization, Diaspora  
**Distinctions:** Board of Govenors UCI Humanities Research Inst.  
**Recent Publications:** Governing Sound: The Cultural Politics of Trinidad's Carnival Musics. Chicago: the University of Chicago Press, 2007.  
"Saint Lucia," in "Music in Latin America and the Caribbean: An Encyclopedic History," 2006.

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**Office of Resources for International and Area Studies**

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**Name:** Delattre, Michele  
**Title:** Staff: Education Specialist, Coordinating K-12 Outreach  
**Tenure Status :** n/a  
**Education:** B.A., 1974, University of California, Santa Barbara  
M.A. 1980, University of Minnesota  
**Overseas Exp:** Mexico  
**Language Comp:** French 2, Spanish 2  
**Teaching Devoted to Area/Language: %**                    **Dissertations Supervised in Last Five Years** n/a  
**Area Courses Taught**  
**Research Specialization:** K-14 outreach in internationalizing curriculum content  
**Distinctions:**  
**Recent Publications:**

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*Political Science*

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**Name:** Aggarwal, Vinod K.  
**Title:** Professor  
**Tenure Status :** Tenured  
**Education:** B.A. 1975, University of Michigan  
M.A. 1977, Stanford University  
Ph.D. 1981, Stanford University  
**Overseas Exp:** South Korea, Switzerland, France, U.K., Italy, Mexico  
**Language Comp:** Italian, 4; Spanish, 4, Hindi, 5; French, 2  
**Teaching Devoted to Area/Language:** 25%                      **Dissertations Supervised in Last Five Years** 1  
**Area Courses Taught** International Political Economy; Theory and Research in International Political Economy;  
Business and Public Policy, International Relations, International Trade and Monetary Policy  
**Research Specialization:** International finance, trade, relations, and organizations  
**Distinctions:**  
**Recent Publications:** “A Fragmenting Global Economy: A Weakened WTO, Mega FTAs, & Murky Protectionism.”  
2013.

**Name:** Dunning, Thad  
**Title:** Professor  
**Tenure Status :** Tenured  
**Education:** Ph.D. University of California, Berkeley  
M.A. University of California, Berkeley  
M.A. Stanford University, Latin American Studies  
B.A. Brown University  
**Overseas Exp:** Brazil, Colombia, Peru, Venezuela, Argentina, India, Mali, Albania, South Africa  
**Language Comp:** Spanish, 5; Portuguese 4; French, 4, Mandarin, 2  
**Teaching Devoted to Area/Language:** 60%                      **Dissertations Supervised in Last Five Years**  
**Area Courses Taught** Method in Comparative Analysis  
Linear Modeling: Theory and Applications  
**Research Specialization:** Political Science  
**Distinctions:** Best Book Award, Experimental Research Section, American Political Science Association, 201  
**Recent Publications:** 2013. Brokers, Voters, and Clientelism: The Puzzle of Distributive Politics. Cambridge  
University Press (with Susan Stokes, Marcelo Nazareno, and Valeria Brusco).  
2013. Ethnic Quotas and Political Mobilization: Caste, Parties, and Distribution in Indian  
Village Councils. American Political Science Review 107 (1): 35-56 (with Janhavi Nilekani).  
2011. Fighting and Voting: Violent Conflict and Electoral Politics. Journal of Conflict  
Resolution, 55 (3): 327 – 339.

**Biographical Information/ APPENDIX II**

**Name:** Matanock, Aila  
**Title:** Assistant Professor  
**Tenure Status :** Tenure Eligible  
**Education:** Ph.D. Stanford University  
A.B. Harvard University, 2005  
**Overseas Exp:** Colombia, Mexico, Germany  
**Language Comp:** Spanish 4  
**Teaching Devoted to Area/Language:** 80%      **Dissertations Supervised in Last Five Years** 0  
**Area Courses Taught** Civil Conflict and International Intervention, Special Topics in International Relations: Civil Conflict and International Intervention  
**Research Specialization:** International engagement during and after civil conflict, post-conflict peace-building  
**Distinctions:** Helen Dwight Reid Award 2013  
**Recent Publications:** “Controlling Civilians? Examining Support for the Military in Colombia” (with Miguel García-Sánchez)  
Last presented at the Terrorism, Governance, and Development Research Call (February 2013)  
“Living in Fear: The Dynamics of Extortion in Mexico’s Criminal Insurgency” (with Alberto Díaz-Cayeros, Beatriz Magaloni, and Vidal Romero) “International Insurance: Explaining Why Militant Groups Participate in Elections”  
Last presented at the Institute for International, Comparative and Area Studies (IICAS) International Relations Speaker Series (May 2013)  
“Bullets for Ballots: Examining the Effect of Electoral Participation on Conflict Recurrence”  
Last presented at the University of California, San Diego Political Economy Lunch (February 2013)

**Name:** Post, Alison Elizabeth  
**Title:** Assistant Professor  
**Tenure Status :** Tenure Eligible  
**Education:** B.A. 1997, Stanford University  
M.Sc. 1999. London School of Economics  
Ph.D. 2009, Harvard University  
**Overseas Exp:** Argentina, Chile, United Kingdom, Brazil  
**Language Comp:** Spanish, 4; German, 3  
**Teaching Devoted to Area/Language:** 100%      **Dissertations Supervised in Last Five Years** 0  
**Area Courses Taught** Cities in Developing Countries; Metropolitan Governance in Developing Countries; Latin American Politics Research Workshop  
**Research Specialization:** Infrastructure and utilities in Latin America, urban centers, provincial and state politics  
**Distinctions:** William Anderson Prize (APSA), 2009  
**Recent Publications:** “The Politics of ‘Contracting Out’ to the Private Sector: The Case of Water and Sanitation in Latin America.” In Melani Cammett and Lauren MacLean, eds. *The Politics of Nonstate Social Welfare Provision in the Global South*. (Forthcoming, 2014, Cornell University Press)  
“The Paradoxical Politics of Water Metering in Argentina” (2009). *Poverty in Focus*. No. 18, August 2009 [reissued in Spanish, December 2010]  
“Pathways for Redistribution: Privatization, Regulation, and Incentives for Pro-Poor Investment in the Argentine Water Sector.” *International Journal of Public Policy*. Vol.4, No. 1/2, pp. 51-75, 2009.

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*School of Law*

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**Name:** Altholz, Roxanna Marie  
**Title:** Lecturer  
**Tenure Status :** Lecturer  
**Education:** B.A. 1995, Brown University  
 J.D. 1999, University of California, Berkeley  
**Overseas Exp:** Colombia, Guatemala, Canada, Dominican Republic, Costa Rica, Kosovo, El Salvador, Ecuador, Mex  
**Language Comp:** Spanish, 5; French, 2  
**Teaching Devoted to Area/Language:** 80%      **Dissertations Supervised in Last Five Years** n/a  
**Area Courses Taught** International Human Rights Law Clinic; International Human Rights Law Clinic Seminar  
**Research Specialization:** International human rights  
**Distinctions:** Foundation for Change, 2013 Thomas Yamashita Prize  
**Recent Publications:** The Human Right to Water Bill in California: An Implementation Framework for State Agencies, co-editor (May 2013)  
 José Miguel Gudiel Álvarez et al vs. Guatemala, Pleadings, Motions and Evidence, Inter-American Court of Human Rights (July 7, 2011)  
 Truth Behind Bars: Colombian Paramilitaries in U.S. Custody, co-editor (February 2010)

**Name:** Echaveste, Maria  
**Title:** Lecturer  
**Tenure Status :** Lecturer  
**Education:** B.A. 1976, Stanford University  
 J.D. 1980. University of California, Berkeley  
**Overseas Exp:** Mexico, Bolivia  
**Language Comp:** Spanish, 5  
**Teaching Devoted to Area/Language:** 50%      **Dissertations Supervised in Last Five Years** n/a  
**Area Courses Taught** Immigration Law and Policy; Education Reform Workshop; Immigration Policy  
**Research Specialization:** Civil rights, immigration, education, and Latin America  
**Distinctions:** State Department:Special Representative to Bolivia  
**Recent Publications:** "Invisible but Essential," in The Shriver Report: A Woman's Nation, a joint project by Maria Shriver and the Center for American Progress, October 2009.  
 with Christopher Edley, "Changing Demographics," in Change for America, Center for American Progress, November 2008.

**Name:** Fletcher, Laurel E.  
**Title:** Professor  
**Tenure Status :** Tenured  
**Education:** B.A 1986, Brandeis University  
 J.D. 1990, Harvard Law School  
**Overseas Exp:** Argentina, Mexico, Venezuela  
**Language Comp:** German, 3; Spanish, 3  
**Teaching Devoted to Area/Language:** 25%      **Dissertations Supervised in Last Five Years** 0  
**Area Courses Taught** International Human Rights Law Clinic; International Human Rights Law Clinic Seminar  
**Research Specialization:** Transitional justice, humanitarian law, globalization, migration, and human trafficking  
**Distinctions:** Fulbright Senior Specialist Candidate (Law) 2002  
**Recent Publications:** Defending the Rule of Law: Reconceptualizing Guantánamo Habeas Attorneys, 44 CONN. L.REV. 617 (2012)  
 In the Child's Best Interest? The Consequences of Losing a Lawful Immigrant Parent to Deportation (2010)(co-editor)  
 Truth Behind Bars: Colombian Paramilitary Leaders in U.S. Custody (2010)(co-editor)

### *School of Public Health*

**Name:** Balmes, John  
**Title:** Professor  
**Tenure Status :** Tenured  
**Education:** M.D. Mount Sinai School of Medicine, 1976  
 BA: University of Illinois, Urbana, 1972  
**Overseas Exp:** Guatemala, Chile, Bangladesh, New Zealand  
**Language Comp:**  
**Teaching Devoted to Area/Language:** 25%      **Dissertations Supervised in Last Five Years** 0  
**Area Courses Taught** Introduction to Environmental Health Services  
**Research Specialization:** Interventions to reduce exposure to smoke from domestic cooking in developing countries  
**Distinctions:** 2012 Zweig Memorial Clean Air Hero Award  
**Recent Publications:** Guarnieri MJ, Diaz JV, Basu C, Diaz A, Pope D, Smith KR, Smith-Sivertsen T, Bruce N, Solomon C, McCracken J, Balmes JR. Effects of woodsmoke exposure on airway inflammation in rural guatemalan women. PLoS One. 2014; 9(3):e88455.  
 Smith KR, McCracken JP, Weber MW, Hubbard A, Jenny A, Thompson L, Balmes J, Diaz A, Arana B, Bruce N. RESPIRE: A Randomised Controlled Trial of the impact of reducing household air pollution on childhood pneumonia in Guatemala. The Lancet 2011.  
 Dix-Cooper L, Eskenazi B, Romero C, Balmes J, Smith KR. Neurodevelopmental performance among school age children in rural Guatemala is associated with prenatal and postnatal exposure to carbon monoxide, a marker for exposure to woodsmoke. Neurotoxicology. 2012 Mar; 33(2):246-54.

**Name:** Bertozzi, Stefano  
**Title:** Professor  
**Tenure Status :** Tenured  
**Education:** Ph.D. Massachusetts Institute of Technology  
M.D. University of California, San Diego  
B.S. Massachusetts Institute of Technology  
**Overseas Exp:** Mexico  
**Language Comp:** French, 4; Spanish, 5; Italian, 4  
**Teaching Devoted to Area/Language:** 35%      **Dissertations Supervised in Last Five Years**  
**Area Courses Taught** Dean's Colloquium  
**Research Specialization:** Health economics, HIV vaccine development, intervention strategies  
**Distinctions:** Fellow at Bill & Melinda Gates Foundation  
**Recent Publications:** Subgrupo de Evaluación de Impacto. [Mixed design for the evaluation of the Mesoamerica Health 2015 initiative]. Salud Publica Mex. 2011;53 Suppl 3:S386-95.  
HIV prevention transformed: the new prevention research agenda. The Lancet. Volume 378, Issue 9787, pages 269-278, 16 Jul 2011.

**Name:** Colford, John M.  
**Title:** Professor  
**Tenure Status :** Tenured  
**Education:** MD John Hopkins University  
Chief Medical Resident: Stanford University  
Residency in Internal Medicine: University of California, San Francisco  
Ph.d. University of California, Berkeley  
**Overseas Exp:** Bolivia, Guatemala, Mexico, Bangladesh, Kenya, India  
**Language Comp:**  
**Teaching Devoted to Area/Language:** 25%      **Dissertations Supervised in Last Five Years**  
**Area Courses Taught** Epidemiologic Methods  
Intervention Trial Design  
Meta-Analysis  
**Research Specialization:** Waterborne infectious diseases in developing countries, clinical trial design  
**Distinctions:**  
**Recent Publications:** Solar drinking water disinfection (SODIS) to reduce childhood diarrhoea in rural Bolivia: a cluster-randomized, controlled trial. PLoS Med. 2009 Aug;6(8):e1000125. Epub 2009 Aug 18. PubMed PMID: 19688036; PubMed Central PMCID: PMC2719054.  
valuation of a pre-existing, 3-year household water treatment and handwashing intervention in rural Guatemala. Int J Epidemiol. 2009 Jul 2. [Epub ahead of print] PubMed PMID: 19574492.  
Treating water with chlorine at point-of-use to improve water quality and reduced child diarrhea in developing countries: A systematic review and meta-analysis. Am J Trop Med Hyg. 2007 Feb;76(2):354-64. PMID: 17297049.

**Biographical Information/ APPENDIX II**

**Name:** Dow, William H.  
**Title:** Professor  
**Tenure Status :** Tenured  
**Education:** Ph.D Yale University in Economics  
 Visiting Scholar; Cambridge University  
 B.A. Cornell University  
**Overseas Exp:** Mexico, Costa Rica, China, Russia, Tanzania  
**Language Comp:** Spanish, 3  
**Teaching Devoted to Area/Language:** 25%                      **Dissertations Supervised in Last Five Years** 6  
**Area Courses Taught** Health and Social Science Research Seminar  
 Health Economics for Developing Countries  
 Doctoral Seminar in Health Policy and Administration  
**Research Specialization:** Health economics, international health, economic demography  
**Distinctions:** Kenneth J. Arrow Award, health economics, 1999; John D. Thompson Prize for Young Investiga  
**Recent Publications:** “The Nicoya Region of Costa Rica: A High Longevity Island for Elderly Males.” Forthcoming,  
 Vienna Yearbook of Population Research, Volume 11, 2013.  
 “Longer Leukocyte Telomere Length in Costa Rica’s Nicoyan Peninsula: A Population-Based  
 Study.” *Experimental Gerontology*, 48(11):1266-1273, 2013. [Featured in *Nature* (news  
 section), September 3, 2013.]

**Name:** Fernald, Lia Haskin  
**Title:** Associate Professor  
**Tenure Status :** Tenured  
**Education:** B.A.Swarthmore College  
 M.B.A UC Berkeley  
 PHD Univeristy of London  
**Overseas Exp:** Jamaica, Mexico, Madagascar, Malawi  
**Language Comp:** Spanish, 3  
**Teaching Devoted to Area/Language:** 25%                      **Dissertations Supervised in Last Five Years** 3  
**Area Courses Taught** Global Nutrition, Current Issues in Public Health Nutrition, Food and Nutrition Programs and  
 Policies, Public Health Aspects of Maternal and Child Nutrition, Public Health Nutrition  
 Capstone Course  
**Research Specialization:** How inequality affects growth and developmental outcomes in mothers, infants, and children  
**Distinctions:** Fulbright Scholar: Jamaica  
**Recent Publications:** Ten-year impact of Oportunidades – Mexico’s conditional cash transfer program – on child  
 growth, cognition, language and behavior. *The Lancet* 374(9706): 1997-2005 (2009).  
 Poverty-alleviation program participation and salivary cortisol in very low-income children.  
*Social Science and Medicine* Jun 68(12):2180-9 (2009).  
 Examining child development in low-income countries: a toolkit for the assessment of children  
 in the first five years of life. Washington D.C.: The World Bank (2009).

**Biographical Information/ APPENDIX II**

**Name:** Gordon, Aubree  
**Title:** Assistant Adjunct Professor  
**Tenure Status :** Lecturer  
**Education:** Ph.D. University of California, Berkeley  
 MPH University of California, Berkeley  
 B.A. University of North Carolina at Chapel Hill  
**Overseas Exp:** Nicaragua  
**Language Comp:** Spanish, 4  
**Teaching Devoted to Area/Language:** 80%      **Dissertations Supervised in Last Five Years** n/a  
**Area Courses Taught** Global Health: A Multidisciplinary Examination  
**Research Specialization:** Epidemiology & transmission of influenza in tropical countries; epidemiology of dengue fever  
**Distinctions:**  
**Recent Publications:** Balmaseda, A., Mercado, J.C., Matute, J.C., Tellez, Y., Saborío, S., Hammond, S.N., Standish, K., Nuñez, A., Aviles, W., Coloma, J., Gordon, A., Kuan, G., and Harris, E. Trends in patterns of dengue transmission over four years of a pediatric cohort study in Nicaragua. JID 2010 Jan 1;201(1):5-14.  
 Gordon, A., Saborio, S., Videa, E., Lopez, R., Kuan, G., Balmaseda, A., Harris, E. Clinical attack rate and presentation of pandemic H1N1 compared to seasonal influenza A and B in a pediatric cohort in Nicaragua. CID 2010 Jun 1;50(11):1462-7.  
 Perez, M.A., Gordon, A., Sanchez, F., Narvaez, F., Gutierrez, G., Ortega, O., Nuñez, A., Harris, E., and Balmaseda, A. Severe co-infections of dengue and pandemic influenza A H1N1 viruses. Ped. Inf. Dis. J. 2010 Nov;29(11):1052-5

**Name:** Guendelman, Sylvia R.  
**Title:** Professor  
**Tenure Status :** Tenured  
**Education:** B.A. 1972, California State University, Hayward  
 M.S.W. 1974, University of California, Berkeley  
 Ph.D.1979, University of California, Berkeley  
**Overseas Exp:** Chile, Mexico  
**Language Comp:** Spanish, 5  
**Teaching Devoted to Area/Language:** 25%      **Dissertations Supervised in Last Five Years** 0  
**Area Courses Taught** Needs Assessment; Program Planning; Health Seminars; Independent Research; Health & Social Policy in Mexico & Latin America  
**Research Specialization:** Health of women workers along the U.S.-Mexico border, Latino immigrant birth outcomes  
**Distinctions:** Berkeley Futures Grant (2008-2009)  
**Recent Publications:** Rosas LG, Harley K, Fernald L, Guendelman S, Mejia F, Neufeld L, Eskenazi B. Household Food Insecurity and Dietary Intake Among Children of Mexican Descent: Results of a Binational Study. Journal of the American Dietetic Association  
 Thornton D, Guendelman S, Hosang N. Obstetric complications in women with diagnosed mental illness: The relative success of California's county mental health system. Health Services Research  
 Guendelman S, Fernald L, Neufeld L, Fuentes-Afflick E. Maternal Perceptions of Early Childhood Ideal Body Weight Differ among Mexican-Origin Mothers Residing in Mexico Compared to California. Journal of the American Dietetic Association

**Biographical Information/ APPENDIX II**

**Name:** Harris, Eva  
**Title:** Professor  
**Tenure Status :** Tenured  
**Education:** B.A. 1987, Harvard University  
M.A. 1987, Harvard University  
Ph.D. 1993, University of California, Berkeley  
**Overseas Exp:** France, Switzerland, Nicaragua, Cuba, Ecuador, Guatemala, Bolivia  
**Language Comp:** Spanish, 5; French, 5  
**Teaching Devoted to Area/Language:** 50%                      **Dissertations Supervised in Last Five Years** 4  
**Area Courses Taught** Immune Evasion in Host-Pathogen Interactions; Infectious Disease Research in Developing Countries; Molecular Parasitology  
**Research Specialization:** Molecular virology, pathogenesis, epidemiology of dengue, scientific capacity building  
**Distinctions:** President, Sustainable Sciences Institute, MacArthur Fellow 1997  
**Recent Publications:** Zompi Z, Montoya M, Pohl M, Balmaseda A, Harris E. Dominant cross-reactive B cell response during secondary acute dengue virus infection in humans. PLoS Negl Trop Dis. 2012. 6: e1568.  
Zompi S, Santich BH, Beatty PR, Harris E. Protection from secondary dengue virus infection in a mouse model reveals the role of serotype cross-reactive B and T cells. J Immunol. 2012. 188:404-16.  
Williams KL, Wahala WMPB, Orozco S, de Silva AM, Harris E. Antibodies targeting dengue virus envelope domain III are not required for serotype-specific protection or prevention of enhancement in vivo. Virology. 2012. 429: 12-20..

**Name:** Holmes, Seth M.  
**Title:** Assistant Professor  
**Tenure Status :** Tenure Eligible  
**Education:** Ph.D. University of California, Berkeley and University of California, San MD, University of California, San Francisco  
Internship & Residency, University of Pennsylvania  
BS University of Washington  
**Overseas Exp:** Mexico, Ecuador  
**Language Comp:** Spanish, 5; Triqui, 2  
**Teaching Devoted to Area/Language:** 60%                      **Dissertations Supervised in Last Five Years** 0  
**Area Courses Taught** Theories of Health and Social Behavior  
Critical Analysis of Gender, Sexuality, the Body and Health  
Ethnography: Theory and Method  
**Research Specialization:** Social hierarchies, health disparities, normalization of inequality  
**Distinctions:** Best, Prize, Society for the Anthropology of Work, 2013  
**Recent Publications:** Holmes SM. Fresh Fruit, Broken Bodies: Indigenous Mexican Farmworkers in the United States. University of California Press. 2013.  
Holmes SM and H Castaneda. "Ethnographic Research in Migration and Health." In Migration and Health Research Methodologies. University of California Press. In Press.  
Holmes SM. 2012. The Clinical Gaze in the Practice of Migrant Health: Mexican Migrants in the United States. Social Science & Medicine. 74(6) : 873-881.

**Name:** Minkler, Meredith A.  
**Title:** Professor  
**Tenure Status :** Tenured  
**Education:** B.A. 1968, University of California, Berkeley  
 M.P.H. 1970, University of California, Berkeley  
 Dr.P.H. 1975, University of California, Berkeley  
**Overseas Exp:** Mexico, India, Australia  
**Language Comp:** Spanish, 3  
**Teaching Devoted to Area/Language:** 25%                      **Dissertations Supervised in Last Five Years** 17  
**Area Courses Taught** Community organizing and community building for health; Aging, Health and Diversity;  
 Community Based Participatory Research in Public Health  
**Research Specialization:** Impact of community based participatory research on policy, racial disparities in health  
**Distinctions:** Kellogg National Fellow  
**Recent Publications:** With Wallerstein, N. editors, Community Based Participatory Research for Health: From  
 Process to Outcomes. (2nd edition) San Francisco CA: Jossey-Bass, 2008.  
 With Holstein, M. "From Civil Rights to 'Civic Engagement'? Concerns of Two Older Critical  
 Gerontologists About a "New Social Movement" and What it Portends" Journal of Aging  
 Studies, 2009.  
 With Brechwich, VA Tajik, M., and Petersen, D. "Promoting Environmental Justice Through  
 Community-Based Participatory Research: The Role of Community and Partnership Capacity."  
 Health Education and Behavior 35(1): 119-137, 2008.  
 With Wilson, N, Dasho, S, et al. "Getting to Social Action: The Youth Empowerment Strategies  
 (YES!)" Project Health Promotion Practice 9 (4), 2008.

**Name:** Riley, Lee  
**Title:** Professor  
**Tenure Status :** Tenured  
**Education:** M.D. University of California, San Francisco  
 B.A. Philosophy, Stanford University  
**Overseas Exp:** Brazil, India, Japan, Thailand, Czech Republic  
**Language Comp:** Portuguese, 4  
**Teaching Devoted to Area/Language:** 50%                      **Dissertations Supervised in Last Five Years**  
**Area Courses Taught** Current Topics in Vaccinology, Public Health Field Study, Principles of Infectious Disease,  
 Molecular Epidemiology of Infectious Diseases  
**Research Specialization:** Field epidemiology and international health, focused on slum health  
**Distinctions:** Harold Amos Medical Faculty Development Program Fellow  
**Recent Publications:** Marjanovic O, Iavarone AT, Riley LW. Sulfolipid accumulation in Mycobacterium tuberculosis  
 disrupted in the mce2 operon. J Microbiol. 2011;49(3):441-7.  
 Miyata, T, Cheigh CI, Casali N, Goodridge A, Marjanovic O, Kendall LV, Riley LW. An  
 adjunctive therapeutic vaccine against reactivation and post-treatment relapse tuberculosis.  
 Vaccine; 2012;30:459-465.  
 Cheigh CI, Senaratne R, Uchida Y, Casali Y, Kendall LV, Riley LV. Post-treatment reactivation  
 tuberculosis in mice caused by Mycobacterium tuberculosis disrupted in mce1R. J Infect Dis  
 2010; 202(5):752-9.

## Biographical Information/ APPENDIX II

**Name:** Smith, Allan  
**Title:** Professor  
**Tenure Status :** Tenured  
**Education:** Ph.D. University of Otago, New Zealand, 1975  
M.B., Ch.B. (equivalent of MD) University of Otago, New Zealand, 1970  
B.Med.Sc University of Otago, New Zealand, 1969  
BSc Victoria University of Wellington, New Zealand 1964  
**Overseas Exp:** Chile, Argentina, India, Bangladesh  
**Language Comp:**  
**Teaching Devoted to Area/Language:** 60%                      **Dissertations Supervised in Last Five Years** 0  
**Area Courses Taught** Epidemiological Methods  
Advanced Occupational and environmental Epidemiology  
**Research Specialization:** International health effects of arsenic in drinking water, international health studies  
**Distinctions:** 2009 John Goldsmith Award from the International Society for Environmental Epidemiology  
**Recent Publications:** Arsenic Methylation and Bladder Cancer Risk in Case-Control Studies in Argentina and the United States. *Journal of Occupational and Environmental Medicine*, 2005.  
Evidence from Chile that arsenic in drinking water may increase mortality from pulmonary tuberculosis. *Am J Epidemiol* 2011.  
Health Effects of Arsenic and Chromium in Drinking Water: Recent Human Findings. *Annu. Rev. Public Health* 2009.

**Name:** Smith, Kirk  
**Title:** Professor  
**Tenure Status :** Tenured  
**Education:** Ph.D. University of California, Berkeley 1977  
M.P.H. University of California, Berkeley 1972  
B.A., University of California, Berkeley 1968  
**Overseas Exp:** Mexico, Guatemala, India, China, Nepal  
**Language Comp:**  
**Teaching Devoted to Area/Language:** 35%                      **Dissertations Supervised in Last Five Years** 0  
**Area Courses Taught** Environmental Disasters in Fiction  
Public Health Breadth Course in Environmental Health Sciences  
Global Burden of Disease and Comparative Risk Assessment Climate Change for Health Scientists  
**Research Specialization:** Environmental and health issues in developing countries  
**Distinctions:** Tyler Prize for Environmental Achievement, 2012; Heinz Award in Environment, 2009; Nobel P  
**Recent Publications:** Effect of reduction in household air pollution on childhood pneumonia in Guatemala (RESPIRE): a randomised controlled trial. *Lancet* 2011; 378:1717-1726.  
"Intervention to Lower Household Wood Smoke Exposure in Guatemala Reduces ST-Segment Depression on Electrocardiograms." *Environmental Health Perspectives* 119:1562-1568. doi:10.1289/ehp.1002834  
Neurodevelopmental performance among school age children in rural Guatemala is associated with prenatal and postnatal exposure to carbon monoxide, a marker for exposure to woodsmoke. Dix-Cooper L, et al.

**Name:** Sokal-Gutierrez, Karen  
**Title:** Associate Clinical Professor  
**Tenure Status :** Lecturer  
**Education:** M.D., University of California, San Francisco  
M.P.H., University of California, Berkeley  
B.S. Yale University  
**Overseas Exp:** El Salvador, Ecuador, Nepal, Vietnam  
**Language Comp:** Spanish, 4  
**Teaching Devoted to Area/Language:** 35%      **Dissertations Supervised in Last Five Years** n/a  
**Area Courses Taught** Pedagogy  
Contextually Integrated Case Based Curriculum  
Thesis Seminar  
**Research Specialization:** Early child oral health and nutrition in developing countries  
**Distinctions:** Chancellor's Award for Public Service 2011  
**Recent Publications:** American Academy of Pediatrics, The Pediatrician's Role in Promoting Health and Safety in Child Care, 2000

### *School of Social Welfare*

**Name:** Organista, Kurt C.  
**Title:** Associate Professor  
**Tenure Status :** Tenured  
**Education:** B.A. 1977, University of Southern California  
M.A. 1983, Arizona State University  
Ph.D. 1989, Arizona State University  
**Overseas Exp:** Mexico  
**Language Comp:** Spanish, 5  
**Teaching Devoted to Area/Language:** 25%      **Dissertations Supervised in Last Five Years** 4  
**Area Courses Taught** Current Topics in Social Welfare; Stress and Coping; Diversity Sensitive and Competent Social Work  
**Research Specialization:** Sociocultural factors in depression, family therapy in low income and minority populations  
**Distinctions:**  
**Recent Publications:** Sexual health of Latino migrant day laborers under conditions of structural vulnerability. Culture, Health & Sexuality. (in press)  
The Mexican Health Paradox: Expanding the explanatory power of the acculturation construct. Hispanic Journal of Behavioral Sciences. (in press)

**Sociology**

**Name:** Bloemraad, Irene  
**Title:** Associate Professor  
**Tenure Status :** Tenure Eligible  
**Education:** B.A. 1995, McGill University  
M.A. 1996, McGill University  
Ph.D. 2003, Harvard University  
**Overseas Exp:** Canada, Mexico  
**Language Comp:** Spanish, 4; French, 4  
**Teaching Devoted to Area/Language:** 25%                      **Dissertations Supervised in Last Five Years** 2  
**Area Courses Taught** Field Study in Sociology; Evaluation of Evidence; Immigration, Incorporation and Citizenship; Sociological Theory  
**Research Specialization:** Immigration, political sociology, race and ethnicity, social movements, nationalism  
**Distinctions:** American Cultures Innovation Teaching Prize 2013  
**Recent Publications:** Voss, K., Bloemraad, I. (Eds.) 2011. Rallying for Immigrant Rights: The Fight for Inclusion in 21st Century America. Berkeley: University of California Press  
Voss, K., Bloemraad, I. (Eds.) 2011. Rallying for Immigrant Rights: The Fight for Inclusion in 21st Century America. Berkeley: University of California Press  
Bloemraad, I. 2013. The Promise and Pitfalls of Comparative Research Design in the Study of Migration. *Migration Studies* 1(1): 27-46.

**Name:** Enriquez, Laura J.  
**Title:** Associate Professor  
**Tenure Status :** Tenured  
**Education:** B.A. 1977, University of California, Santa Barbara  
M.A. 1979, University of California, Santa Cruz  
Ph.D. 1985, University of California, Santa Cruz  
**Overseas Exp:** Cuba, Nicaragua  
**Language Comp:** Spanish, 5  
**Teaching Devoted to Area/Language:** 60%                      **Dissertations Supervised in Last Five Years** 5  
**Area Courses Taught** Agrarian Reform; Rural Development, Socio-Economic Development, Social Movements  
**Research Specialization:** Development in Latin America, rural sociology, political sociology, social movements  
**Distinctions:** Faculty Research Grant, UCB (2010-2011)  
**Recent Publications:** 2010. Reactions to the Market: Small Farmers in the Economic Reshaping of Nicaragua, Cuba, Russia, and China. University Park, PA: Pennsylvania State University Press.  
2013. "The Paradoxes of Latin America's 'Pink Tide': Venezuela and Its Project of Agrarian Reform," *Journal of Peasant Studies* (<http://dx.doi.org/10.1080/03066150.2012.746959>).  
2010. "The Cuban Alternative to Neoliberalism: Linkages between Local Industry and Tourism After 1990," *International Journal of Development Issues* 9,2.

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**Name:** Loveman, Mara  
**Title:** Associate Professor  
**Tenure Status :** Tenured  
**Education:** Ph.D. Sociology, University of California, Los Angeles  
M.A. Sociology University of California, Los Angeles  
B.A. Political Economy Latin American Studies and Spanish, UC Berkeley  
**Overseas Exp:** Brazil, Chile, Uruguay, Argentina  
**Language Comp:** Spanish, 5; Portuguese 4  
**Teaching Devoted to Area/Language:** 85%      **Dissertations Supervised in Last Five Years** 0  
**Area Courses Taught** Ethnoracial Classification and the State in 21st Century Latin America  
**Research Specialization:** Comparative and historical sociology, political sociology, ethnoracial politics, development  
**Distinctions:**  
**Recent Publications:** National Colors: Racial Classification and the State in Latin America. Oxford University Press. Forthcoming (Spring 2014).  
Loveman, Mara. "Census Taking and Nation Making in Nineteenth-Century Latin America" in Miguel Centeno and Agustin Ferraro (eds) State Building in Latin America and Spain 1810s-1930s. Cambridge University Press. 2013.  
Bailey, Stanley, Mara Loveman and Jeronimo O. Muniz. "Measures of Race and the Analysis of Racial Inequality in Brazil" Forthcoming in Social Science Research

**Name:** Mora, Cristina  
**Title:** Assistant Professor  
**Tenure Status :** Tenure Eligible  
**Education:** Ph.D., Princeton University, 2009  
M.A. Princeton University, 2006  
B.A. University of California, Berkeley, 2003  
**Overseas Exp:** Cuba  
**Language Comp:** Spanish, 4  
**Teaching Devoted to Area/Language:** 25%      **Dissertations Supervised in Last Five Years** 0  
**Area Courses Taught** Race and Ethnicity  
Ethnic Politics  
Sociology Pro Seminar  
Sociology of Culture  
Latinos and Society  
**Research Specialization:** Racial and ethnic categorization, organization, and immigration  
**Distinctions:** 2010 Distinguished Dissertation Award, American Sociological Association  
**Recent Publications:** 2014. Making Hispanics: How Activists, Bureaucrats, and Media Constructed a New American.  
2013. "Religion and the Organizational Context of Immigrant Civic Participation; Mexican Catholicism in the USA" Ethnic and Racial Studies. 36:11 1647-65

**Biographical Information/ APPENDIX II**

**Name:** Page, Tiffany L  
**Title:** Lecturer  
**Tenure Status :** Lecturer  
**Education:** Ph.D., University of California Berkeley, 2011  
M.A. University of California, Berkeley, 2004  
B.A. University of California, Berkeley 1998  
**Overseas Exp:** Venezuela, Cuba  
**Language Comp:** Spanish 4  
**Teaching Devoted to Area/Language:** 75%                      **Dissertations Supervised in Last Five Years** 0  
**Area Courses Taught** Development and Globalization, Latin America and Globalization, Political Economy of Food, Introduction to Latin American Studies, Political Economy of Latin America, Contemporary Social Movements in Latin America  
**Research Specialization:** Rural development and politics in Latin America, labor, political economy of food  
**Distinctions:** Mellon Fellowship in Latin American Sociology  
**Recent Publications:** Page, Tiffany Linton. 2014. "Demography of Race and Ethnicity in Venezuela." In the International Handbook of the Demography of Race and Ethnicity. Ed. Dudley Poston. Springer Press.  
Page, Tiffany Linton. 2010. "Can the State Create Campesinos? A Comparative Analysis of the Venezuelan and Cuban Repeasantization Programs," The Journal of Agrarian Change, 10(2): 251-272.  
Page, Tiffany Linton. 2005. "Building a Creative Utopia in Brazil," The Center for Latin American Studies Newsletter, University of California, Berkeley.

**Name:** Sanchez-Jankowski, Martin  
**Title:** Professor  
**Tenure Status :** Tenured  
**Education:** B.A. 1968, Western Michigan University  
M.A. 1972, Dalhousie University  
Ph.D. 1979, Massachusetts Institute of Technology  
**Overseas Exp:** Brazil, France, Fiji  
**Language Comp:** Spanish, 5; French, 3  
**Teaching Devoted to Area/Language:** 25%                      **Dissertations Supervised in Last Five Years** 0  
**Area Courses Taught** Field Research: Participant Observation; Sociology of Poverty; Professional Training and Teaching.  
**Research Specialization:** Urban sociology, political sociology; poverty; race and ethnicity; youth culture  
**Distinctions:** MacArthur Foundation Fellow (1990-1991)  
**Recent Publications:** Ed. With Alan Ware, "Lewis Anthony Dexter on Sociology, Politics and Policy," forthcoming 2010.  
Cracks in the Pavement: Social Change and Resilience in Poor Neighborhoods. Berkeley: University of California Press, 2008.  
"Gangs," in Richard A Shweder, ed. The Chicago Companion To The Child. Chicago: University of Chicago Press, 2008.  
With Alan Ware. "Introduction," in Lewis Anthony Dexter, ed. Elite and Specialized Interviewing. London: European Political Consortium Press, 2006.

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*Spanish and Portuguese*

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**Name:** Azevedo, Milton M  
**Title:** Professor  
**Tenure Status :** Tenured  
**Education:** M.A. 1971, Cornell University  
 Ph.D. 1973, Cornell University  
**Overseas Exp:** Brazil, Spain, Portugal, Mexico  
**Language Comp:** Spanish, 5; Portuguese, 5; Catalan, 4  
**Teaching Devoted to Area/Language:** 50% **Dissertations Supervised in Last Five Years** 5  
**Area Courses Taught** Literary Linguistics; Issues of Multilingualism; Language and Style ;Literary Dialect; Overview of Portuguese Linguistics  
**Research Specialization:** Ibero-Romance (Catalan, Portuguese, Spanish) linguistics, literary linguistics, translation  
**Distinctions:** Fellow of Academia Norteamericana Lengua Española  
**Recent Publications:** "Hibridismo lingüístico em Mar paraguayo, de Wilson Bueno" (a shortened version of #12, in Portuguese), Boletim da Academia Galega da Língua Portuguesa 3 (2010), 77-85  
 "The Great War and Remembrance in Memória das Estrelas sem Brilho by José Leon Machado." Hispania 94:3 (2011), 396-405.  
 "El español como lengua de comunicación en Estados Unidos." U. of Salamanca, 1 July 2010.

**Name:** Barili, Amelia R.  
**Title:** Lecturer  
**Tenure Status :** Lecturer  
**Education:** Lic. en Periodismo, 1972, Instituto Domingo Fausto Sarmiento, Mar de Plata  
 M.A. 1989, University of California, Berkeley  
 Ph.D. 1998, University of California, Berkeley  
**Overseas Exp:** Argentina  
**Language Comp:** Spanish, 5; French, 5; Italian, 5; Portuguese, 4; German, 3; Latin, 2; Hebrew, 2  
**Teaching Devoted to Area/Language:** 100% **Dissertations Supervised in Last Five Years** n/a  
**Area Courses Taught** Advanced Grammar and Comp; Survey Spanish Literature (post 1700); Latin American Culture  
**Research Specialization:** Spanish language instruction, Borges.  
**Distinctions:** Fulbright Fellow, U.S.  
**Recent Publications:** "De brújulas y nepantlas: Identidad y fronteras en Borges y Anzaldúa." Itinerarios.Revista de Estudios Lingüísticos, Literarios, Históricos y Antropológicos. Warsaw: University of Warsaw, forthcoming 2010.  
 "Borges, Buddhism and Cognitive Science." A New Approach to Applied Cognitive Science and Contemplative Studies Across Disciplines.Religion East and West. Journal of the Institute for World Religions. Berkeley: Institute for World Religions, 2010.  
 "Borges, Reyes y las encrucijadas del latinoamericanismo." Borges, políticas de la literatura, ed. Juan Pablo Dabove. Pittsburgh: Instituto Internacional de Literatura Iberoamericana, 2008.  
 "Marginalidad y Chamanismo en Jorge Luis Borges y José María Arguedas." In In Memoriam Jorge Luis Borges, ed. Rafael Olea Franco. Mexico City: Colegio de México, 2008.

## Biographical Information/ APPENDIX II

**Name:** Bergmann, Emilie L.  
**Title:** Professor  
**Tenure Status :** Tenured  
**Education:** B.A. 1970, Oberlin College  
M.A. 1971, Johns Hopkins University  
Ph.D. 1974, Johns Hopkins University  
**Overseas Exp:** Spain, Mexico  
**Language Comp:** Spanish, 5; Portuguese 2  
**Teaching Devoted to Area/Language:** 50%      **Dissertations Supervised in Last Five Years** 0  
**Area Courses Taught** Freshman Seminar; Survey Spanish Literature; Studies in Hispanic Literature: Gender in Hispanic Literature; Sor Juana.  
**Research Specialization:** Spanish Golden Age literature, Castilian and Catalan women writers of the 20th Century  
**Distinctions:**  
**Recent Publications:** "Learning at Her Mother's Knee? St. Anne and the Iconography of Women's Literacy." Women's Literacy in Early Modern Spain and the New World. Ed. Anne J. Cruz and Rosilie Hernández. Ashgate, 2011. [peer-reviewed; 6,670 words)  
"Female Masculinity and Violence in Spanish Theater and Cinema: La serrana de la Vera (1613) an Juanma Bajo Ulloa's Alas de mariposa," Center for the Study of Sexual Cultures Lecture Series "Sex Work at Berkeley," October 18, 2010.  
"The Fiction of a Maternal Arbitrista: Luisa de Padilla's Advice to Daughters," Letras Femeninas 1.35 (2009): 233-51. Special Issue in Homage to Electa Arenal. Amanda Powell and Stacey Schlau, eds.

**Name:** Brizuela, Natalia  
**Title:** Assistant Professor  
**Tenure Status :** Tenure Eligible  
**Education:** B.A. 1995, Princeton University  
Ph.D. 2003, New York University  
**Overseas Exp:** Argentina, Brazil  
**Language Comp:** Spanish, 5; English, 5; Portuguese, 4; French, 2  
**Teaching Devoted to Area/Language:** 100%      **Dissertations Supervised in Last Five Years** 4  
**Area Courses Taught** Latin American Culture; The Seductions of Modernity: Borges and Argentine Literature; Modern Latin American Novel; Travels / Displacements; Latin American Film  
**Research Specialization:** 19th and 20th century Latin America, specifically Argentine and Brazilian  
**Distinctions:** Humanities Research Prize (Spring 2006)  
**Recent Publications:** Between Empire and Republic, or on Photographic Melancholy in Brazilian Modernity. Current Book Project.  
"Libro que muestra al luminoso que vende: lenguaje será. Notas sobre Lumpérica de Diamela Eltit," currently under review for publication  
"Los rubios o, cine y documental," Nuevo cine argentino (Buenos Aires: Librería, 2007) forthcoming  
Spring 2007

Biographical Information/ APPENDIX II

**Name:** De Morais Gama, Catarina  
**Title:** Lecturer  
**Tenure Status :** Lecturer  
**Education:** Phd, Universidade Nova de Lisboa, 2011  
M.A., Universidade Nova de Lisboa, 2009  
B.A., University of Lisbon, 2006  
**Overseas Exp:** Portugal, Brazil, Mozambique  
**Language Comp:** Portuguese, 5; Spanish, 4; French, 2  
**Teaching Devoted to Area/Language:** 100%      **Dissertations Supervised in Last Five Years** n/a  
**Area Courses Taught** Portuguese 11 and 12: Beginners Portuguese  
De Cal: Deconstructing the Spanish and Portuguese Crisis  
Portuguese 135: Short Stories in Portuguese  
**Research Specialization:** Language pedagogy, Portuguese, Brazilian culture, Portuguese culture  
**Distinctions:**  
**Recent Publications:**

**Name:** del Valle, Ivonne  
**Title:** Assistant Professor  
**Tenure Status :** Tenure Eligible  
**Education:** B.A., 1998, Universidad de Guadalajara  
M.A., 2000, University of California, Berkeley  
Ph.D., 2004, University of California, Berkeley  
**Overseas Exp:** Mexico, Peru, Argentina  
**Language Comp:** Spanish, 5  
**Teaching Devoted to Area/Language:** 100%      **Dissertations Supervised in Last Five Years** 0  
**Area Courses Taught** Spanish American Literature; Hispanic Literature  
**Research Specialization:** Colonialism in Sixteenth Century Mexico  
**Distinctions:**  
**Recent Publications:** "Carl Schmitt. Early Modern Political Theory and Colonial Studies", Ivonne del Valle, John D. Blanco (ed.) Política común, Special Issue. (forthcoming 2014).  
"José de Acosta: Colonial Regimes for a Globalized Christian World." Santa Arias and Raúl Marrero Fente (ed.) Coloniality, Religion, and the Law in the Early Iberian World. Hispanic Issues Series. Vanderbilt University Press (forthcoming).  
"From José de Acosta to the Enlightenment: Barbarians, Climate Change and (Colonial) Technology as the End of History." Eighteenth Century: Theory and Interpretation 54.4 (2013): 435-459.

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**Name:** Dominguez, Daylet  
**Title:** Assistant Professor  
**Tenure Status :** Tenure Eligible  
**Education:** Ph.D. Spanish 2013. Princeton University  
M.A. Spanish, Princeton Univeristy (2009)  
M.A. Hispanic Studies, University of Houston  
B.A. Modern Languages and Literatures (Spanish), University of Houston and  
**Overseas Exp:** Cuba  
**Language Comp:** 5  
**Teaching Devoted to Area/Language:** 100%      **Dissertations Supervised in Last Five Years**  
**Area Courses Taught** Spanish Conversation and Composition  
Intermediate Spanish  
Beginner's Spanish  
Modern Spanish American Fiction  
Studies in Spanish Language and Style  
**Research Specialization:** Latin Ameircan and Caribbean cultures and literatures in the 19th-21st centuries  
**Distinctions:** Dissertation Research Grant by Cuban Heritage Collection, University of Miami. Miami,  
**Recent Publications:** "Alexander von Humboldt y Ramón de la Sagra: literatura de viajes y saberes en la invención de Cuba"  
"Imaginario antillanos: Alexander von Humboldt y la Revolución haitiana"  
"Cartas desde Cuba: esclavitud, antropología y literatura de viajes en Fredrika Bremer"  
"Costumbrismo, etnografía y nuevas ciudadanía en Cuba y Puerto Rico, 1880-1898"

**Name:** Donovan, Clelia F.  
**Title:** Lecturer  
**Tenure Status :** Lecturer  
**Education:** B.A. 1988, University of California, Santa Cruz  
M.A. 1994, San Francisco State University  
Doctoral candidate, University of Virginia  
**Overseas Exp:** Brazil, Cuba, Argentina, Equador, Mozambique, Portugal, Spain, France, Italy  
**Language Comp:** French, 5; Portuguese, 5; Spanish, 4; Italian, 3  
**Teaching Devoted to Area/Language:** 100%      **Dissertations Supervised in Last Five Years** n/a  
**Area Courses Taught** Portuguese for Advanced Studies; Readings in Portuguese; Advanced Portuguese Grammar and Composition  
**Research Specialization:** Portuguese instruction, literature in translation  
**Distinctions:**  
**Recent Publications:** Film Subtitles for Rodrigo Siqueira. Terra Deu, Terra Come - The Earth Giveth, the Earth Taketh Away. 2009.  
Portuguese translation of Natalia Brizuela, "Bernardo Carvalho (interview)," in Bomb: A quarterly arts and culture magazine, Issue 102: Winter: 7-15, 2008.  
English translation of Sérgio Adorno. "Youth Crime in São Paulo: Myths, Images, and Facts. Citizens of Fear Urban Violence in Latin America. Susana Rotker, ed. New Brunswick: Rutgers University Press, 2002.

**Name:** Dougherty, Dru  
**Title:** Professor  
**Tenure Status :** Tenured  
**Education:** A.B. Hamilton College  
M.A. University of Illinois  
Ph.D. Harvard University  
**Overseas Exp:** Spain  
**Language Comp:** Spanish, 5  
**Teaching Devoted to Area/Language:** 25%      **Dissertations Supervised in Last Five Years** 8  
**Area Courses Taught** Senior Course in Hispanic Literature, Proseminar, Seminar in Spanish Language  
**Research Specialization:** Poetry, stage history, Valle-Inclan, Spanish poetics, war and literature  
**Distinctions:** UCB Distinguished Faculty Mentoring Award 2008  
**Recent Publications:** Iconos de la Tiranía: La recepción crítica de «Tirano Banderas» (1926-2000). Santiago de Compostela: Universidade de Santiago de Compostela, 2011.  
2012: "La rebelión ultraísta: El segundo sepelio de Rubén Darío." Boletín de la Fundación Federico García Lorca. In Press.  
2013: "Fuente Ovejuna en clave republicana. La refundición de Enrique López Alarcón (1932)." Anales de la Literatura Española Contemporánea 38. In Press.

**Name:** Hernandez-Rodriguez, Miriam  
**Title:** Lecturer  
**Tenure Status :** Lecturer  
**Education:** Ph.D., University of California, Davis 2011  
M.A., University of Illinois at Chicago, 2001  
B.A. in Dramatic Literature and Theater, UNAM, 1992  
**Overseas Exp:** Mexico,  
**Language Comp:** Spanish, 5  
**Teaching Devoted to Area/Language:** 100%      **Dissertations Supervised in Last Five Years** n/a  
**Area Courses Taught** Spanish Writing  
Spanish for Native Speakers  
Intermediate Spanish  
Elementary Spanish  
Teaching Spanish as a Native Tongue in the US: Theory and Praxis  
**Research Specialization:** Spanish language  
**Distinctions:** 2009 Teaching Assistant Fellowship  
**Recent Publications:** 2014 Hernández-R., Miriam. (2014) Construcción de la evaluación y el rol de las relaciones causales en las reseñas de cine. In N. Ignatieva and C. Colombi (Eds.), CLAE: El lenguaje académico en México y los Estados Unidos: Un análisis sistémico funcional. Universidad Nacional Autónoma de México (UNAM). México, D. F.  
2012 Hernández-R., Miriam. (Article in progress) What makes an academic essay successful?

Biographical Information/ APPENDIX II

**Name:** Iarocci, Michael  
**Title:** Associate Professor  
**Tenure Status :** Tenured  
**Education:** Ph.D. University of Pennsylvania  
**Overseas Exp:** Spain  
**Language Comp:** Spanish 5  
**Teaching Devoted to Area/Language:** 50%      **Dissertations Supervised in Last Five Years** 9  
**Area Courses Taught** Senior Course in Hispanic Literature, Seminar in Spanish American Literature, Seminar in Spanish Language,  
**Research Specialization:** 18th and 19th-century Spanish literary and cultural studies  
**Distinctions:**  
**Recent Publications:** Properties of Modernity: Romantic Spain, Modern Europe and the Legacies of Empire (Vanderbilt University Press) 2006

**Name:** Masiello, Francine R.  
**Title:** Professor  
**Tenure Status :** Tenured  
**Education:** B.A. 1968, City College of New York  
M.A. 1970, University of Michigan  
Ph.D.1975, University of Michigan  
**Overseas Exp:** Cuba, Costa Rica, Nicaragua, Argentina, Mexico  
**Language Comp:** Spanish, 5; Portuguese, 2; Italian, 5; French, 2  
**Teaching Devoted to Area/Language:** 100%      **Dissertations Supervised in Last Five Years** 14  
**Area Courses Taught** Colonial Survey; Modern Survey; Caribbean Literature; Women Writers; Fictions of Gender; Avant-Garde Poetry and Prose, Latin Drag: Dress and Culture; Nineteenth Century Women's Fiction; Literature of the Americas; Caribbean Women Writers.  
**Research Specialization:** Southern cone, 19th and 20th centuries; culture & democracy, literature and the state  
**Distinctions:** UCB Humanities Research Fellowship 2009  
**Recent Publications:** "Cuerpo y catástrofe." In Independencias: memoria y futuro. Ed. Gwen Kirkpatrick et. al., Pittsburgh, Instituto de Literatura iberoamericana (forthcoming).  
"Scribbling on the Wreck". Telling Ruins in Latin America. Eds. Michael J. Lazzara and Vicky Unruh. New York: Palgrave-Macmillan, pp. 27-38, 2009  
"The Rhythms of Inequality." Latin American Studies Association. Rio de Janeiro, June 12, 2009.

Biographical Information/ APPENDIX II

**Name:** Mcfarland, Teresa A.  
**Title:** Lecturer  
**Tenure Status :** Lecturer  
**Education:** Ph.D., University of California, Berkeley, 2009  
MA, University of California, Irvine, 1975  
BA, University of California, Irvine, 1973  
**Overseas Exp:** Mexico  
**Language Comp:** Spanish, 5; French, 4; Portugese, 3; Totonac, 2  
**Teaching Devoted to Area/Language:** 100%      **Dissertations Supervised in Last Five Years** n/a  
**Area Courses Taught** Introduction to Spanish Linguistics  
Spanish Phonetics and Phonology  
Structure of Spanish  
Issues in Multilingualism  
**Research Specialization:** Language pedagogy, phonology and morphology  
**Distinctions:**  
**Recent Publications:** 2002. "Totonaco de Filomeno Mata", Las lenguas totonacas y tepehuas: textos y materiales para su estudio, ed. Paulette Levy and David Beck, Mexico City: Universidad Autónoma de México.  
2009. "Ideophones and templatic morphology in Filomeno Mata Totonac", Proceedings of the Rara & Rarissima Conference, Leipzig, Germany.  
2008. "Nonsyntactic ordering effects in noun incorporation" with Caballero et al. Linguistic Typology. Volume 12, Issue 3, Pages 383–421.

**Name:** Navarrete, Ignacio E.  
**Title:** Associate Professor  
**Tenure Status :** Tenured  
**Education:** Ph.D. 1985, Indiana University  
**Overseas Exp:** Spain, Canada, South Korea,  
**Language Comp:** Spanish, 5; Portuguese, 3  
**Teaching Devoted to Area/Language:** 25%      **Dissertations Supervised in Last Five Years** 3  
**Area Courses Taught** Baseball Spanish; Advanced Grammar and Composition; The Picaresque Novel; 1492: Literary Culture in the 1490s; Golden Age Prose  
**Research Specialization:** The Middle Ages, literary criticism, lyric poetry, drama, narrative, literary criticism.  
**Distinctions:** Mellon Foundation Research Grant 2010  
**Recent Publications:** "Teaching Golden Age Poetry: Modeling Intertextuality through Hypertext," Calíope 11, pp. 91-109, 2005.  
"La poesía erótica y la imaginación visual." Venus venerada: la poesía erótica en España. Ed. José Ignacio Díez. Madrid: Universidad Complutense de Madrid, pp. 73-88, 2006.  
"Juan de Valdés, Diego Hurtado de Mendoza, and the Imperial Style in Poetry." Renaissance and Reformation 28.3, pp. 3-25, 2006.

Biographical Information/ APPENDIX II

**Name:** Olsen, Elena B  
**Title:** Lecturer  
**Tenure Status :** Lecturer  
**Education:** M.A. American University, 2000  
B.A. Universidad Externado de Colombia, Economics 1983  
**Overseas Exp:** Colombia  
**Language Comp:** Spanish, 5  
**Teaching Devoted to Area/Language:** 100%      **Dissertations Supervised in Last Five Years** n/a  
**Area Courses Taught** Spanish Levels 1-4  
**Research Specialization:** Spanish language instruction  
**Distinctions:**  
**Recent Publications:**

**Name:** Redondo, Ana  
**Title:** Lecturer  
**Tenure Status :** Lecturer  
**Education:** M.A. Universitat de Barcelona- Universitat Pompeu Fabra, 2010  
M.A Universitat de Barcelona, 1999  
Escola Oficial d'Idiomes Barcelona-Drassanes, 1996  
**Overseas Exp:** Spain  
**Language Comp:** Catalan 5, Spanish 5, Arabic, 4  
**Teaching Devoted to Area/Language:** 75%      **Dissertations Supervised in Last Five Years** n/a  
**Area Courses Taught** Catalan  
Spanish 2-4  
**Research Specialization:** Spanish and Catalan language instruction  
**Distinctions:**  
**Recent Publications:** Redondo Campillos, A. B. (2010). Creencias de tres profesores italianos de E/LE: Estrategias de enseñanza, importancia de la formación y autoridad sociocultural del profesor no nativo. Revista didáctica de Español como Lengua Extranjera. Suplementos [on line]. July-December 2010, n. 11 [December 3rd, 2010].  
(2010). "Research Methods in Applied Linguistics, de Z. Dörnyei", in marcoELE. Revista didáctica de Español como Lengua Extranjera. Reseñas [on line]. July-December 2010, n. 11 [December 3rd, 2010].  
(2005). "Con las manos en la masa", in Actas del I Encuentro práctico de ELE del I.C. Nápoles. Tareas, actividades, materiales para niveles superiores. redELE, Biblioteca virtual [online]. May 2005. [December 3rd, 2010].  
\_\_\_\_ & Martín Sánchez, T. (2007). Doble L@b Perfil. Percorsi Laboratoriali di Lingua.

## Biographical Information/ APPENDIX II

**Name:** Robertson, Victoria Martinez  
**Title:** Lecturer  
**Tenure Status :** Lecturer  
**Education:** Ph.D., University of Washington, 1986  
M.A.T. University of Idaho, 1978  
M.A. University of Idaho 1976

### Overseas Exp:

**Language Comp:** Spanish 5, German, 4

**Teaching Devoted to Area/Language:** 100%      **Dissertations Supervised in Last Five Years** n/a

**Area Courses Taught** Spanish, Syntax and Composition

**Research Specialization:** Spanish language instruction

### Distinctions:

**Recent Publications:** " Riding on Wings of History: a Story of Spanish Children Exiled to the USSR During the Spanish Civil War," (Connections, volume 56, SWCOLT fall 2013).  
"Who Shall Die? Collective Murder in Simone de Beauvoir's 'Les bouches inutiles' and Lidia Falcón's 'Siempre busqué el amor'," (Simone de Beauvoir Studies, Volume 24, 2007-2008).  
"Antonio Gala's '¿ Por qué corres, Ulises?' - Form In Search Of Content," (Anales de la literatura española contemporánea, volume 17, issue 2-3: University of Colorado at Boulder, 1992).

**Name:** Saum Pascual, Alexandra  
**Title:** Assistant Professor  
**Tenure Status :** Tenure Eligible  
**Education:** Ph.D. University of California, Riverside, 2012  
M.A., University of Delaware, 2009  
B.A. University of Granada, 2005

**Overseas Exp:** Spain

**Language Comp:** Spanish 5

**Teaching Devoted to Area/Language:** 100%      **Dissertations Supervised in Last Five Years**

**Area Courses Taught** Survey of Spanish Literature, Studies in Hispanic Literature: Writing Intensive, Spanish Honors,

**Research Specialization:** Spanish language instruction

**Distinctions:** Teaching Assistant Fellowship--Department of Hispanic Studies, UC Riverside 2009-2012

**Recent Publications:** "Él, ella y él: Análisis de la inversión de los roles masculino y femenino en 'Las caras de la medalla' y 'Ciao, Verona' de Julio Cortázar." *Espéculo. Revista de estudios literarios.* 40 (November, 2008): 1-18.  
"Desalmados. Hipertextos y Biopolítica en el mundo de la webserie española."  
"Google-me. Auto-búsqueda en Crónica de viaje de Jorge Carrión."

**Biographical Information/ APPENDIX II**

**Name:** Slater, Candace  
**Title:** Professor  
**Tenure Status :** Tenured  
**Education:** B.A., 1970, Brown University  
Ph.D. 1975, Stanford University  
**Overseas Exp:** Brazil, Peru, Bolivia, Ecuador  
**Language Comp:** Spanish, 4; Portuguese, 5  
**Teaching Devoted to Area/Language:** 100%      **Dissertations Supervised in Last Five Years** 3  
**Area Courses Taught** Seminar Spanish American Literature; Jungle Novels/Rain Forest Romances; Contemporary Brazil; Violence in Brazilian Literature.  
**Research Specialization:** Brazilian Literature and Culture; Latin American folk and popular traditions  
**Distinctions:** Citation for Distinguished Service to the Luso-American Community, 2009;  
**Recent Publications:** "Geoparks and Geo-Stories: The UNESCO Araripe Basin Proposal and Other Transformation Narratives from Northeast Brazil". Latin American Research Review. Special Environmental Issue, ed. Marianne Schmink and José R. Jouve-Martin. 2011, in press, 43 pp.  
"Centers and Margins: The Relationship of Portuguese to U.S. Hispanism: Definitions and Transformations in a Globalizing Age." Latin American and Iberian Thought and Culture Series. Albany: State University of New York Press, forthcoming 2010.  
In Search of the Rain Forest," ed. Candace Slater. 21st Century Ecologies Series. Duke University Press, 2004.

**Name:** Southard, Donna  
**Title:** Assistant Director of Language Instruction  
**Tenure Status :** Lecturer  
**Education:** Ph.D. University of California, Berkeley 2012  
Teaching Credential, Universidad Autonoma de Madrid, 1995  
B.A. University of California, Berkeley  
**Overseas Exp:** Spain  
**Language Comp:** Spanish, 5; Catalan, 3; French, 3  
**Teaching Devoted to Area/Language:** 100%      **Dissertations Supervised in Last Five Years** n/a  
**Area Courses Taught** Spanish 4  
**Research Specialization:** Spanish language instruction  
**Distinctions:**  
**Recent Publications:**

**Name:** Tarica, Estelle C.  
**Title:** Associate Professor  
**Tenure Status :** Tenured  
**Education:** B.A. 1990, Amherst College  
M.A. 1996, Cornell University  
Ph.D. 2000, Cornell University  
**Overseas Exp:** Mexico, Peru, Bolivia, Ecuador, French Caribbean  
**Language Comp:** Spanish, 5; French, 5; Quechua, 3  
**Teaching Devoted to Area/Language:** 100%      **Dissertations Supervised in Last Five Years** 4  
**Area Courses Taught** Contemporary Spanish American Novels; Studies in Hispanic Literature Migration-Diaspora-Return, Mestizaje in Modern Mexico, Novels of the Latin American 'Boom', or Literaturas Andinas; Indigenismo  
**Research Specialization:** Indigenismo, Modern Mexican literature/culture, Modern Andean literature/culture  
**Distinctions:** Mellon Research Grant 2007-2012  
**Recent Publications:** The Inner Life of Mestizo Nationalism. Minneapolis: University of Minnesota Press, 2008.  
"Pacheco, el Holocausto, y la memoria del '68." Sitios de la memoria. Eds. Mónica Szurmuk and Maricruz Castro Ricalde. México: Instituto Mora, forthcoming 2010.  
Storytelling and Survival: Patrick Chamoiseau and the Creole Conteur. International Journal of Francophone Studies, forthcoming 2010.

**Name:** Varela, Tanya  
**Title:** Lecturer  
**Tenure Status :** Lecturer  
**Education:** Ph.D., University of California, Berkeley, 2011  
M.A., New York University, 1996  
B.A., University of California, Davis, 1995  
**Overseas Exp:**  
**Language Comp:** Spanish, 5; Portuguese, 3; Italian, 2  
**Teaching Devoted to Area/Language:** 100%      **Dissertations Supervised in Last Five Years** 0  
**Area Courses Taught** Spanish 2-4; Reading and Analysis of Literary Texts  
**Research Specialization:** Modern Latin American narrative, Latin-American avant-garde, women writers  
**Distinctions:**  
**Recent Publications:** El quiebre de los dogmas: debate feminista, transgresión y duelo en obras escogidas de Gioconda Belli, Diamela Eltit y Cristina Peri Rossi, 2011

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***Theater and Performance Studies***


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**Name:** Marino, Angela  
**Title:** Assistant Professor  
**Tenure Status :** Tenure Eligible  
**Education:** Ph.D., New York University, 2011  
M.A., University of New Mexico, 2006  
B.A., The Evergreen State College, 1994  
**Overseas Exp:** Venezuela  
**Language Comp:** Spanish 4, Portuguese 3, Italian 3, French 3  
**Teaching Devoted to Area/Language:** 100%      **Dissertations Supervised in Last Five Years**  
**Area Courses Taught** Performance Workshop, Performance and Culture  
**Research Specialization:** Latin American Theatre and Performance  
**Distinctions:** NYU Summer research Grant, Department of Spanish and Portuguese 2008  
**Recent Publications:** The Politics of Public Space: 'Un espacio liberado' Under the Big Top, September 2011, Dialectical Anthropology.  
The Devil's Turn, (chapter) in Festive Devils in the Americas. 2012.

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***University of California, Berkeley Graduate Division***


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**Name:** Farales, Gina  
**Title:** Staff: FLAS Coordinator  
**Tenure Status :** n/a  
**Education:** B.A. 1991, University of California, Davis  
**Overseas Exp:** Canada, Dominican Republic, Philippines  
**Language Comp:** Tagalog, 2; Ilocano, 2  
**Teaching Devoted to Area/Language:** %      **Dissertations Supervised in Last Five Years** n/a  
**Area Courses Taught** Workshops on fellowship opportunities and programs  
**Research Specialization:** Fellowship recruitment and administration, student services, admissions  
**Distinctions:** Graduate Division Staff Recognition Award, 2007  
**Recent Publications:** "International Academic Credential Evaluation: Basic Methodology." Amer. Assoc. of Collegiate Registrars and Admissions Officers, 1995.

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***University of California, Berkeley History-Social Science Project***


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**Name:** Reinhard, Rachel  
**Title:** Staff: Director  
**Tenure Status :** n/a  
**Education:** Ph.D., University of California Berkeley, 2005  
M.A., University of California, Berkeley, 2000  
B.A., Barnard College, 1996  
**Overseas Exp:** China  
**Language Comp:**  
**Teaching Devoted to Area/Language: %**                      **Dissertations Supervised in Last Five Years**    n/a  
**Area Courses Taught**      Foundations for Teaching Social Studies  
**Research Specialization:**  
**Distinctions:**              Fine Teaching Development Award 2007  
**Recent Publications:**      Teaching History: A Journal of Methods, expected publication November 2012.  
California History-Social Science Framework, Eighth Grade Course Description, Spring 2009.

APPENDIX III  
Performance Measure Forms

## Goal 1

Center for Latin American Studies, University of California, Berkeley

### 1. Project Goal Statement: Increase Student Training in Languages and Areas of National Need

2. Performance Measures	3. Activities	4. Data/Indicators	5. Frequency	6. Data Source	7. Baseline and Targets				
					BL	T1	T2	T3	T4
<p>A) Increase by 10% the number of students completing course in Nahuatl (LCTL)</p>	<p>A. (1) Participate in Western Alliance for Nahuatl with partner institutions to develop Nahuatl curriculum (UCLA, Stanford, and U. of Utah)</p> <p>A. (2) Hire Nahuatl instructor with support from Department of Spanish &amp; Portuguese</p> <p>A. (3) Participate in annual workshops with the Consortium institutions to train Nahuatl instructors in pedagogy for distance learning</p>								

**Goal 1**

Center for Latin American Studies, University of California, Berkeley

**1. Project Goal Statement: Increase Student Training in Languages and Areas of National Need**

2. Performance Measures	3. Activities	4. Data/Indicators	5. Frequency	6. Data Source	7. Baseline and Targets				
					BL	T1	T2	T3	T4
B) Expand by 2 per year the number of specialized area studies courses offered to graduate and undergraduate students	B. (1) Develop courses with President Ricardo Lagos (Chile) and journalist Denise Dresser (Mexico) in year 1. B. (2) Develop courses with Gov. Sergio Fajardo (Colombia) and Alma Guillermoprieto (Mexico) in year 2. B. (3) Instructors for years 3 & 4 to be determined.								

## Goal 1

Center for Latin American Studies, University of California, Berkeley

### 1. Project Goal Statement: Increase Student Training in Languages and Areas of National Need

2. Performance Measures	3. Activities	4. Data/Indicators	5. Frequency	6. Data Source	7. Baseline and Targets				
					BL	T1	T2	T3	T4
C) Increase by 10% the number of students completing Portuguese courses (priority language) per year.	<p>C. (1) Award 25% of AY FLAS Fellowships in Portuguese</p> <p>C. (2) Support Brazilian Writer in Residence program for guest lecturers to participate in Portuguese language courses</p> <p>C. (3) Collaborate with faculty to make Portuguese a requirement for students in order to work at their research sites in Brazil.</p>								

## Goal 2

Center for Latin American Studies, University of California, Berkeley

**1. Project Goal Statement:** Strengthen K-16 teacher training program to improve the educational system's ability to produce college and career-ready students

2. Performance Measures	3. Activities	4. Data/Indicators	5. Frequency	6. Data Source	7. Baseline and Targets				
					BL	T1	T2	T3	T4
<p>A) Add pedagogy training as component of existing and new teacher workshops in each year of the grant period.</p> <p>B) Refine outreach assessment tool in year 1 to better assess need.</p> <p>C) Reach 5 new school districts per year in effort to expand outreach throughout California</p>	<p>A.(1) Work with UCBHSSP to infuse pedagogy training to all K-16 trainings CLAS offers</p> <p>B. (1) Work with independent evaluator to add Likert-scale questions, collect surveys, and analyze data each semester</p> <p>C. (1) Use the Geographic Information System to map all districts currently reached through ORIAS and CLAS summer institutes and identify districts that don't currently participate</p>								

### Goal 3

Center for Latin American Studies, University of California, Berkeley

1. Project Goal Statement: Increase educational opportunities for underserved students and contribute to the success of those students in higher education and beyond									
2. Performance Measures	3. Activities	4. Data/Indicators	5. Frequency	6. Data Source	7. Baseline and Targets				
					BL	T1	T2	T3	T4
<p>A) Establish formal partnership with Peralta Community College District (<b>target group</b>: community college students)</p> <p>B) Enroll 20 UCB low-income first generation students per year in course that will train them in research methods and provide area studies opportunities (<b>target group</b>: lower division undergraduate students)</p> <p>C) Consider financial need in the FLAS granting process each year (<b>target group</b>: graduate students and upper division undergraduates)</p>	<p>A.(1) Establish a flagship office, "Office of Global Engagement at Berkeley Community College (MSI)</p> <p>A. (2) Hire coordinator to oversee programs and conduct outreach on the BCC campus</p> <p>B.(2) Develop Syllabus with UCB faculty and EOP staff to provide maximum opportunities for students with an understanding for the unique needs of this population</p> <p>C.(1) Create a publicity strategy for FLAS that reflects these priorities and inform faculty committee during review process.</p>								

## Project Goal 4

Center for Latin American Studies, University of California, Berkeley

### 1. Project Goal Statement: Increase UC Berkeley's Capacity to Produce and Disseminate Research That Allows for Better Understanding of Latin America

2. Performance Measures	3. Activities	4. Data/Indicators	5. Frequency	6. Data Source	7. Baseline and Targets				
					BL	T1	T2	T3	T4
<p>A) Produce a public program of 30 events per semester that disseminate important research and cultural understanding about Latin America.</p> <p>B) Publish faculty and student research through three different mediums each semester.</p> <p>C) Make videos and publications available to a broad audience through social media, the CLAS website, and UCB website each semester</p>	<p>A.(1) Program coordinator will organize lectures, films and conferences according to UCB faculty strengths across disciplines.</p> <p>B.(1) Edit and publish papers and original articles for consumption by a broad international audience.</p> <p>C.(1) Record and post vides of all public events on CLAS and UCB YouTube channel.</p> <p>C.(2) Continue to build social media capabilities that allow for sharing of CLAS-produced research online</p>								

APPENDIX IV  
Letter of Commitment



# Peralta Community College District

333 East Eighth Street • Oakland, California 94606 • (510) 466-7200

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June 4, 2014

With this letter, I offer my support and commitment to the new Partnership for International Education program (PIE), proposed by the UC Berkeley National Resource Centers (NRCs) in collaboration with Berkeley City College (BCC). The program seeks to establish a permanent Office of Global Awareness at BCC. While the office will be based at BCC, programs and resources will be available to students from the three other Peralta District campuses (Laney College, College of Alameda, and Merritt College).

I am very enthusiastic about launching this new project, which will offer a collaborative knowledge transfer program and provide new training opportunities for community college instructors and students. This new relationship between the UC Berkeley NRCs — Center for African Studies, Center for Latin American Studies, Center for Middle Eastern Studies, Center for Southeast Asia Studies, Institute for East Asian Studies, Institute for European Studies, Institute for Slavic, East European and Eurasian Studies — and the Peralta Community College District will allow both campuses to jointly develop the program starting in the first year of the grant period.

Plans to establish an office at Berkeley Community College headed by Deolinda Adao, a foreign language lecturer at BCC with a dual appointment as a public education specialist at UC Berkeley, will allow greater access to students from the Peralta Community College District. I am confident that this project will serve the diverse faculty and student body at both BCC and UC Berkeley.

Sincerely,

A handwritten signature in blue ink, appearing to read "José M. Ortiz", with a long horizontal flourish extending to the right.

José M. Ortiz, Ed.D.  
Chancellor, Peralta Community College District